University of Hawai‘i at Mānoa
School of Architecture

Architecture Program Report for 2018 NAAB Visit for Continuing Accreditation

Doctor of Architecture
Track I—120-credit pre-professional degree + 90 graduate credits
Track II—min. 120 credit non-pre-professional undergraduate degree + 108 graduate credits

Year of the Previous Visit: 2012
Current Term of Accreditation: 6 years

"At the March 2013 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report (VTR) for the University of Hawai‘i at Mānoa School of Architecture. As a result, the professional architecture program:

Doctor of Architecture

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2012. The program is scheduled for its next accreditation visit in 2018."

[Letter, NAAB President T.C. Landsmark to Chancellor Tom Apple, University of Hawai‘i at Mānoa, March 20, 2013]
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SECTION 1. PROGRAM DESCRIPTION

I.1.1 History and Mission

The University of Hawai‘i at Mānoa (UHM) School of Architecture (SOA) resides in Honolulu, the country’s most remote and westernmost major city, located 21°18’ N 157°48’ W, on the leeward side of O‘ahu, the most populous of eight islands forming Hawai‘i’s volcanic archipelago. O‘ahu shares its north latitude with Mali, Mauritania, the Bahamas, Cuba, Mexico, China, Vietnam, Laos, Myanmar, Bangladesh, India, Oman, Saudi Arabia, Libya, Chad, Niger, and Algeria. Among these diverse sub-tropical geographies, O‘ahu is singular. It lies over two thousand nautical miles from the nearest continent, roughly in the center of the Pacific Ocean, the largest division of the world hydrosphere. Notably, Hawai‘i resides outside North America, in Oceania, part of the Asia-Pacific region. Until 1893 it was a sovereign kingdom. In 1959, the federal government annexed it as the last and newest of its fifty states. This context—Pacific, Asian, Hawaiian, American, postcolonial—constitutes both our geographical and cultural orientation. These singularities vividly connect local and global realities, immersing Hawai‘i in worldwide issues, not least climate, ecology, energy, urbanization, identity, equity, information, and health. Where we are shapes what we do.

Honolulu is a pan-Asian cosmopolis that embodies the convergence of East and West, both the capital and heart of modern Hawai‘i. Yet even in modern Honolulu, the principle of ‘aloha ‘āina (love of the land) permeates daily life. “Āina is often simply translated as land,” writes Kelsy M.Y. Jorgensen, Hawaiian Studies major and SOA graduate research assistant, “but a look at its linguistic roots shows nuanced spiritual, ethical, and intellectual implications that go beyond a Western concept of land.” Hawai‘inuiākea School of Hawaiian Knowledge dean Jon Osorio elaborates: “Aloha ‘āina is a relationship not just with the land but really with nature itself, and in particular that part of the land and sea and streams and water that actually sustains life.” ‘Āina is the central, philosophical, ethical, and cultural locus of the Hawaiian worldview, and therefore a fundamental element of both our history and our mission, which is inseparable from the idea of a “Hawaiian Place of Learning.”
Following the Morrill Acts of 1862 and 1890, territorial authorities established the land-grant university—the College of Hawai‘i—at Mānoa in 1907. The University of Hawai‘i at Mānoa remains the region’s flagship research institution and the largest and oldest of ten campuses in the System. The System mission provides the framework for Mānoa’s priorities:

1. The primary mission of the university is to provide environments in which faculty, staff, and students can discover, examine critically, preserve, and transmit the knowledge, wisdom, and values that will help ensure the survival of present and future generations with improvement in the quality of life.

2. In carrying out that mission, it is the basic purpose of the university to afford all qualified people of Hawai‘i an equal opportunity for quality college and university education at both undergraduate and graduate levels.

3. As the only provider of public higher education in Hawai‘i, the university embraces its unique responsibilities to the indigenous people of Hawai‘i and to Hawai‘i’s indigenous language and culture. To fulfill this responsibility, the university ensures active support for the participation of Native Hawaiians at the university and support vigorous programs of study and support for the Hawaiian language, history, and culture.

4. Within its unique geographical location, the university will serve as a leader in how it stewards the resources of the islands and the world for the benefit of all. The university shall be a global leader and model for the integration of sustainability throughout its teaching, research, operations, and public service. The university recognizes that an important knowledge base in sustainable island systems resides in the indigenous people of Hawai‘i and all those for whom Hawai‘i is home. The university commits to consult with local cultural practitioners and sustainability experts on best practices in sustainable resource allocation and use for the well-being of our communities, our state, and the world. Critical resources include energy, food, water, land and sea as they are integrated with the relationships of family, culture, community, justice, work, and economy in the present and future.

As a Carnegie R1 (RU/VH) land, sea, and space grant university, UHM pursues academic and research excellence in consonance with its motto, "Ma luna a’e o nā lāhui a pau ke ola o ke kanaka"—“Above all nations is humanity.”

Central to [Mānoa’s] mission is faculty dedication to a fertile, engaged, and ethical learning environment characterized by a free exchange of ideas, shared intellectual resources, innovative scholarship, and high academic expectations. Fully engaging its unique geographic location, Mānoa serves as a portal to an exceptional educational experience while striving to improve quality of life in the region through collaborative partnerships that support innovations in education, health care, social development, culture and the arts, earth, space, and ocean sciences, sustainable land management, and technological advancement. [Mission statement, University of Hawai‘i at Mānoa, 2012]

As the flagship campus of the only public university in the State of Hawai‘i, the University of Hawai‘i at Mānoa serves a diverse community of students and public and private stakeholders, providing a world-class education and performing scholarly work and service in areas of critical importance to our state, the nation and the entire Asia/Pacific region. Some may view these three components of the university’s mission—education, scholarly work (research), and service—as mutually exclusive pursuits, but this is a misguided view. To be the world-class university Hawai‘i needs Mānoa to be, it must excel in all of them, as they are strongly integrated and, to a great extent, interdependent. The education of students is the core mission of the University; it is the reason we exist. Research serves to inspire, inform, and support the educational mission, from the recruitment of faculty who are leaders in their profession, to the opportunities for experiential learning in leading-edge laboratories, centers, and studios. Service to the community and to the profession ensures that the work of the
University is transferred to our constituents and stakeholders for the promotion of the public good. [Office of the Vice Chancellor for Academic Affairs, 2017]

UHM includes the only National Resource Center for Pacific Island Studies, and one of only nine National Resource Centers for Southeast Asian Studies. This status provides opportunities for pursuing funded research unique to the region, and facilities on campus provide an exceptional level of support for many of the research and study areas the School has chosen to pursue. The Asia Collection at Hamilton Library at the Mānoa campus is recognized as one of the nation’s best, and the Hawai’inuakea School of Hawaiian Knowledge is the only one of its kind.

UHM offers hundreds of undergraduate, graduate and professional degrees; a strong, vital research program; and nationally ranked NCAA Division I athletics. The 320-acre Mānoa campus enrolls 18,056 students—13,132 undergraduate and 4,924 graduate students—just over one-third of all students in the UH system. Approximately 70 percent attend full time; 62 percent of the students are undergraduates; women make up 58 percent of the student body; and the mean age of the student body is 25 years. The campus offers bachelor’s degrees in 93 fields of study, master’s degrees in 84, and doctorates in 51 (these include the professional degrees in architecture, law, and medicine). Hawai‘i residents make up 67 percent of the university’s student population—27 percent are out-of-state U.S. residents; and international students make up the remaining 6 percent. UHM includes students from all fifty states and 142 countries.

Architectural education at the University of Hawai‘i began in 1946 with a Pre-Architecture Program offered in the College of Applied Science. In 1965, Pre-Architecture was changed to a four-year B.A. in Pre-Architecture. In 1967, the Department of Art became the Department of Art and Architecture, and the B.A. was replaced by a B.F.A. in Environmental Design.

In 1969, the Colleges of Arts and Sciences established a new Department of Architecture. The university approved a Master of Architecture program in 1971; the following year the M.Arch, earned its initial NAAB accreditation.

In 1976, the faculty reorganized the Department of Architecture and introduced a professional B.Arch. degree. NAAB accredited the B.Arch. in 1978 and in 1980 a newly established School of Architecture conferred its first B.Arch. degree.

In 1994, the school occupied a new building constructed in the west edge of the iconic campus quad, facing Hawai‘i Hall, which houses the UHM administration. In 1996, the school earned full-term NAAB reaccreditation for both its professional B.Arch. and professional M.Arch. degrees. The school offers the only accredited U.S. architecture degree in the Asia-Pacific region.

In 1999, the University of Hawai‘i at Mānoa proposed the country’s first professional doctorate in architecture, now called the D.Arch. degree. In 2004, the National Architectural Accrediting Board recognized the Doctor of Architecture degree as a professional architecture degree, and further approved the school’s accreditation retroactive to January 1, 2001, to be concurrent with the terms of accreditation for the school’s Bachelor and Master of Architecture programs. In the Fall 2007, the school changed its nomenclature from Architectural Doctorate (Arch.D.) to Doctor of Architecture (D.Arch.), in conformance with established NAAB professional degree titles. With the addition of the D.Arch., the school phased out the M.Arch. degree 2005 and the B.Arch. degree in 2007. Effective fall 2012, the faculty divided the continuous, seven-year D.Arch. program into a 4-year, 120-credit pre-professional B.Env.D. degree and the 90-credit professional D.Arch.: four plus three. The faculty completed the first full year of this new curricular structure in spring 2015. In AY2015–16, the school enrolled 204 undergraduates and 106 graduate students.

The school has been actively and directly engaged in the life and mission of the Mānoa campus by participating in a number of design, research, and outreach efforts for both the university and the
community. Between 2010 and 2015, a veteran School of Architecture faculty member (and alumnus) served as Interim Assistant Vice-Chancellor for Facilities and Campus Planning. Between 2012 and the present, several significant research initiatives emerged—the Construction Process Innovation Lab, the Heritage Center, and the Downtown Studio. During their years of operation, they extended the teaching and research mission of the School to continuing good effect. Although some receded or dissolved owing to funding and leadership transition, the Environmental Research and Design Lab (ERDL), the Design Futures Lab, and the newly established University of Hawai‘i Community Design Center continue to expand the school’s influence among its diverse constituencies.

The extensive opportunities for interdisciplinary collaboration in coursework and research; the availability of a wide range of scholarly and research options on campus; the proximity of the East-West Center; and the surrounding Honolulu community, including leaders in the building industry, the state legislature, and Kamehameha Schools (the world’s seventh wealthiest foundation) all support the mission, goals, and programs of the school. Several architecture courses are cross-listed with other units, including Urban and Regional Planning, Engineering, and American Studies. The full-time faculty includes two joint appointments—one full-time tenure-track assistant professor with a 25 percent appointment to the University of Hawai‘i Sea Grant College Program, and one full-time tenure-track assistant professor with a 25 percent joint appointment to the UHM Office of Public Health Studies in the Myron B. Thompson School of Social Work.

As noted above, the faculty formally implemented its university-approved B.Env.D. pre-professional degree in a new 4+3 degree configuration in spring 2014. A student in the final year of the B.Env.D. may elect to use the pre-professional undergraduate degree as a terminal degree and prepare to enter the workforce, and many do. Alternatively, the degree provides a sound foundation for graduate work in related fields. The faculty approved further modifications to the undergraduate curriculum in AY2015–16, eliminating concentrations and crafting a more focused sequence of studios and lectures tailored to the school’s new Master of Landscape Architecture degree, the first in the state, approved by the UH Board of Regents on October 19, 2017.

Students can use the pre-professional B.Env.D. to apply to the 90-credit D.Arch. program. The school requires that D.Arch. applicants holding non-pre-professional baccalaureate degrees complete an additional 18 semester credits of professional courses (108 total). The school Admissions Committee reviews all applicants to the D.Arch. program individually for acceptance and placement. Upon review and acceptance, the Admissions Committee and Director of Student Services routinely note in the students’ official records all credit for NAAB-compliant undergraduate coursework.

Since the last visit, the new dual-degree program with Tongji University in China emerged from its nascency to become a strong addition to the international exchange and study abroad offerings within the school. The Global Track China program fosters exchange between East and West, expands student opportunities within a robust international market, and increases Asia Pacific regional engagement for students and faculty members alike.

The Global Track program is one of the legacies of former deans Raymond Yeh, FAIA (1993–2007), and Clark Llewellyn, FAIA (2007–2013). Professor Thomas Bingham—former interim dean of the College of Arts and Humanities and current interim dean of the School of Travel Industry Management—ably guided the school during AY2013–14, while school conducted a search for Professor Llewellyn’s successor. Daniel Friedman, FAIA, former dean of the College of Built Environments and professor of architecture at the University of Washington, accepted the appointment as SOA dean in the summer of 2014, reporting for work on August 1. In January 2016, Friedman introduced “HIDESIGN,” a new, broad-spectrum communications program featuring a redesigned website, occasional publications, exhibitions, conferences, promotional initiatives, and special academic programming.
On August 25, 2017, twenty faculty, staff, and students from the school gathered at College Hill to discuss the strategic path for the school over the next seven years. This meeting provided an opportunity for a cross section of the school to come together—all full-time faculty, staff, and elected student leaders—to reflect on our identity as an institution, affirm our values, and envision goals and aspirations for the future. The notes below provide a summary of small group and plenary discussions, while the appendix includes a complete report on retreat outcomes.

**Vision.** Students who solve big problems by designing ecologies that work; inspire collaborative compliance of the built and natural environment; places for life, spaces for living: our built environments and finding stability influx; everything connects: students, culture, ideas, and global community; the School of Architecture stands firmly on today’s conditions of today to understand our past; bring solutions to our future; to inspire future innovations or designers to sustain and enhance the natural and built environments in Hawai‘i and beyond.

**Mission.** We think like an island; we embrace the global, engage the local; we seek to prepare a new generation of designers; we seek to contribute to, enhance, and protect the built and natural environments; we seek to save the people of Hawai‘i and the globe and to embody the unique qualities of the Hawaiian Islands; and we seek to generate and disseminate creative and critical knowledge of the built environment in the challenging 21st century context of Hawai‘i and beyond. Building for the 21st century. The School of Architecture responds to our unique tropical location in the Asia Pacific Region and practices its kuleana ["the right or value to a virtuous purpose, responsibility, duty, or obligation"] to advocate cultural, environmental, and social diversity.

### I.1.2. LEARNING CULTURE

Section 5–7.5 of the Hawai‘i Revised Statues contains explicit references to the indigenous foundations for public life and all public institutions in Hawai‘i:

‘Aloha Spirit’ is the coordination of mind and heart within each person. It brings each person to the self. Each person must think and emote good feelings to others. In the contemplation and presence of the life force, "Aloha", the following unuhī laula loa [translations] may be used:

‘Akahai,’ meaning kindness to be expressed with tenderness;

‘Lokahi,’ meaning unity, to be expressed with harmony;

‘Oluolu,’ meaning agreeable, to be expressed with pleasantness;

‘Haahaa,’ meaning humility, to be expressed with modesty;

‘Ahonui,’ meaning patience, to be expressed with perseverance.

These are traits of character that express the charm, warmth and sincerity of Hawai‘i’s people. It was the working philosophy of native Hawaiians and was presented as a gift to the people of Hawai‘i. ‘Aloha’ is more than a word of greeting or farewell or a salutation. ‘Aloha’ means mutual regard and affection and extends warmth in caring with no obligation in return. ‘Aloha’ is the essence of relationships in which each person is important to every other person for collective existence. ‘Aloha’ means to hear what is not said, to see what cannot be seen and to know the unknowable.

In exercising their power on behalf of the people and in fulfillment of their responsibilities, obligations and service to the people, the legislature, governor, lieutenant governor, executive officers of each department, the chief justice, associate justices, and judges of the appellate, circuit, and district courts may contemplate and reside with the life force and give consideration to the ‘Aloha Spirit.’
We would not be going too far to say that this spirit engenders a unique horizon of inquiry for students, within which the ratio between self-interest and the interests of others defines a primary space for choice, agency, action, and the measure of benefit. Faculty likewise routinely frame studio and seminar topics with projects that provoke deeper explorations of social values, equity, and environmental justice.

The school’s programs, policies, goals, and curricular evolution share this aspiration, emerging and evolving through ongoing conversation and discourse—inclusive, transparent, and wide-ranging—engaging faculty, students, administration, and staff in the changing conditions and requirements for education and practice within and beyond our region. Hawaiʻi’s AIAS Chapter is among the most active and productive in the country, enriching extra-curricular activities with a variety of topical events, competitions, job fairs, tutorial programs, and outreach projects. Regularly scheduled all-school and all-student meetings keep faculty and students informed and updated about changes in the curriculum, new full- and part-time faculty members, program announcements, and nomenclature; once per semester students gather to hear faculty present upcoming course offerings. Additionally, the dean holds regular, informal “talk story” sessions with graduates and undergraduates (typically sponsored or co-hosted by AIAS) to discuss student concerns and solicit suggestions on a variety of topics and issues. The academic program and student services directors likewise provide continuous group and individual counseling sessions for students. This inclusive yet personal process is designed to create an overall atmosphere of optimism, respect, sharing, and engagement.

Our aim is to generate and support innovative teaching and learning through continuous collaboration, feedback, and engagement with emerging ideas and issues in the regional, national, and global discourse. Several labs and outreach initiatives augment classroom and studio culture, including the University of Hawai‘i Community Design Center, the Environmental Design and Research Lab, and the Design Futures Lab. Students enjoy ample opportunities to develop essential skills by actively participating side-by-side with faculty members in activities that engage the larger community, e.g. the Pacific Expo, Parking Day, and special events, such as the school’s day-long “Building Voices” design symposia at the State Capitol on Earth Day, 2017. We see all school resources as wellsprings of service.

The school’s 3D Lab and fabrication shop is the centerpiece of expanded learning and outreach. The 3D Lab plays a vital role in pedagogy, community outreach, service-learning, and public interest design-build projects. Recent projects include the design and installation of custom interior finishes and furniture for the UHM iLab (innovation space), in collaboration with College of Engineering students; supporting a group of alumni in the construction of their entry to the city-wide, street-based, community design “Parklet” competition; constructing and installing museum-grade models and pedestals for the school’s Shen Gallery “2x2 UW FC” exhibition; providing expert assistance, staff, and space to produce the award-winning “Design Islands” exhibition system for “Building Voices”; guiding the digital production of a large toposhaphic model for a public memorial at the site of a World War II Honouliuli Japanese internment camp; co-sponsoring a new design competition for O‘ahu’s high school and university students, introducing them to Hawai‘i-grown woods; supporting UHCDC’s design efforts by collaborating on digital and traditional fabrication of physical models and prototypes; partnering with the Honolulu Design Within Reach furniture retailer to educate our students on classic modern design, including a showroom exhibition of SOA student furniture prototypes; and providing technical guidance and industry knowledge in support of research, design, and production of a full-scale prototype emergency shelter, which employs digitally manufactured wood products engineered from Albizia, an invasive species of tree threatening Hawai‘i’s ecology. As a hub of the UHM iLab network, the 3D Lab collaborated with SOA alumni in a special six-week summer course designed to introduce hands-on building to our undergraduate engineering, theater, and art students.

Finally, in respect of the significance of UHM’s institutional identification as a “Hawaiian Place of Learning” and “indigenous-serving university,” the Office of the Dean commissioned a publication that explores both the traditional and contemporary Native Hawaiian perspective on built and natural
environments. Author Kelsy Jorgensen researched and compiled a 150-page manuscript, which includes quotations from scholarly literature, highlights from interviews with contemporary cultural consultants, diagrams, and topically organized definitions of Hawaiian words, phrases, and idioms. “Our effectiveness as designers of buildings, landscapes, cities, and infrastructure,” the preface states, “finally rests on the suitability of the things we make to their context—site, climate, and community, for example . . .”:

. . . Our effectiveness as designers of buildings, landscapes, cities, and infrastructure finally rests on the suitability of the things we make to their context—site, climate, and community, for example. “Context” also includes perceptions and meanings that endow the things we make with significance and value surplus to their physical properties—memory, or virtue. We commissioned Kelsy Jorgensen to produce this book as a way to introduce aspects of context particular to contemporary Hawai‘i, a place renowned for its natural and cultural singularities. Among these singularities, Ms. Jorgensen’s work explores the way “built environments” appear in the world view of the Native Hawaiian community itself, the original stewards of these islands . . .

The Hawaiian language has no single term for “built environment.” Like most Hawaiian words and phrases, those that relate to dwellings and habitat ripen through context; as the contexts of words change, so do their meanings. E Ho‘i ka U‘i explores topics of land and space with passages from writers, scholars, and cultural experts whose insights into the Native Hawaiian indigenous worldview illuminate our understanding of place and dwelling well beyond our region. To these authoritative voices and writers Ms. Jorgensen adds verse, illustrations, artwork, diagrams, and annotations that help explain the Native Hawaiian orientation to earth, ocean, and sky. E Ho‘i ka U‘i therefore intimates an ethics of representation of benefit to contemporary environmental designers beyond Hawai‘i.

Our aim for this publication is the same as our aim for the school: to fortify the integrity of natural and physical environments; to align our curricula with changing conditions and requirements for practice; to cultivate independent critical thinking and self-trust; to advance professional knowledge through research and design inquiry; and to equip our students to contribute meaningfully to the well-being of others both within and beyond their immediate communities . . .

I.1.3 SOCIAL EQUITY

The University of Hawai‘i is one of the most culturally diverse universities in the United States. In 2016, The Chronicle of Higher Education identified UHM as “the most diverse university in terms of students and faculty, with a student-body Diversity Index of 76—a full 22 points greater than the index for the U.S. population as of 2010—and a faculty index of 61.” The combined student and faculty diversity of UHM is 36.6 percent Asian, 22.1 percent Caucasian, 16.4 percent Native Hawaiian or other Pacific Islander; 14.3 percent multiracial; 1.9 percent Hispanic; 1.6 percent African American; and .4 percent American Indian or Alaska Native. The school likewise embodies reflects this diversity: current full-time faculty members—seven women, seven men—originate from five different countries, with students and staff who originate from China, Japan, Vietnam, Scotland, Tonga, and Thailand, among other countries.

In both fact and spirit, this diversity embodies the larger ethical context of Hawaiian culture and philosophy, nurtured by UHM’s commitment as an “indigenous-serving university.” All academic and administrative units operate within the moral circumference of a “Hawaiian Place of Learning,” fundamental to which is respect for the host culture, its language and customs, and the postcolonial realities that bind us into a single, diverse, modern community. No less significant than the philosophical orientation of the university and state is our uniquely measurable geographical and social context: Hawai‘i is the world’s most remote archipelago, supporting 1.4 million people, 8,000 of whom are homeless—the state imports 90 percent of its food and 90 percent of its energy, and yet tourism generates nearly $40 million per day. Although the state faces many social and environmental challenges, its history and geography promote a higher and deeper awareness of the interdependency, cooperation, courtesy, and mutual respect that naturally amplify the root principles of social equity.
Hawai'i's context frames a unique school and studio environment steeped in community values. Students in particular are culturally predisposed to the well-being of the group. They take pride in their identity as students of architecture—not least their diversity—and readily project that identity across the university, the professional community, and the public. Students have access to studios twenty-four hours a day, seven days a week. The written Studio Culture Policy, which like all school policies can be accessed through the school's website, echoes the university and school values of respect, civility, engagement, and innovation. Not just that policy, but everyday peer-to-peer and faculty-to-student exchange manifests and encourages healthy work habits in a safe and open environment, at the same time that it promotes rigorous commitment to the requirements of design and production. On the rare occasions when a behavior or event compromises these values, students typically rise in support of one another and the school. Administrators ensure that students have ready access to a formidable arsenal of central resources, such as the university's Counseling and Student Development Center, Pau Violence, Gender Equity, Judicial Affairs, and Title IX.

The university and school clearly recognize the value of Hawai'i's diverse, culturally rich urban and regional context. Enrollment statistics and published institutional policies demonstrate that each person in the university and school has an opportunity to participate fully in the educational environment, regardless of race, ethnicity, creed, national origin, gender, age, physical ability, sexual orientation, or disability. As the school and its program evolve, its educational mission, outreach, and research efforts strive to take full advantage of the unique opportunities that result from Hawai'i's diversity. Recent revisions to the D.Arch. program aim to attract applicants with pre-architecture and non-architecture undergraduate degrees from other institutions, adding further diversity and perspective to the educational experience. UHM programs ensure equal access for students with learning, physical, psychiatric, and other documented disabilities. Finally, both university human resources policies and union representation ensure equity and fairness in all aspects of our institutional life—enrollment, employment, and community.

I.1.4 DEFINING PERSPECTIVES

Collaboration and Leadership. Few objects embody the Hawaiian philosophy of collaboration and leadership as vividly as the Hōkūleʻa, a “performance-accurate,” Polynesian, double-hulled voyaging canoe (waʻa), modeled after ancient prototypes. In Hawaiian, Hōkūleʻa means "star of gladness," which refers to Arcturus, a guiding zenith star for early indigenous navigators; Arcturus passes directly overhead at Hawai'i's latitude, helping sailors find the islands. The Hōkūleʻa completed its first circumnavigation of the globe in June 2017 with the Mālama Honua ("to care for the earth") Worldwide Voyage, which covered 40,000 nautical miles with stops at 150 ports and 23 countries, including eight UNESCO World Heritage marine sites. This voyage featured traditional Polynesian wayfinding techniques, including celestial navigation and the interpretation of ocean swells, winds, birds, and other natural signs. Throughout the voyage, the crew shared the art of Polynesian wayfinding with students of all ages around the world. Over 200 educators joined the 245 official crew members for various stages of the journey. The Hōkūleʻa project began over forty years ago as part of an anthropological experiment designed to re-enact the art and technique of ancient Polynesian navigation, which brought Hawai'i's earliest communities to the archipelago.

Both as a process and object, Hōkūleʻa embodies a pure form of integrated design and project delivery—the 1976 inaugural voyage of Hōkūleʻa would have been unthinkable without deep collaboration among diverse experts: scholars, historians, engineers, builders, financial advisors, cultural consultants, and skilled mariners. In its planning, craft, and tolerance for risk, Hōkūleʻa is similar in sensibility to the energy and atmosphere surrounding design in our school's curriculum, which routinely brings together faculty with vocabularies representing architecture, engineering, landscape architecture, urban and ecological design, history and theory, historic conservation, building technology, construction, digital computation, business and finance, public health, policy, and public affairs. Additionally, the school's consultative networks, instructional teams, design juries, and dissertation committees include academic and professional experts in urban and regional planning, engineering, American studies, tropical agriculture,
ocean and earth science and technology, and urban ecology, among other fields and disciplines. Evidence for this collaborative breadth is borne out in the school’s unique D.Arch. degree, in particular its culminating requirement: the two-semester-long design dissertation, which applies a sustained program of research and writing to material or compositional problems of diverse scale and scope, both actual and speculative. One of the three members of the D.Arch. dissertation committee, one member must come from within the standing faculty, one from an academic unit outside the school, and one from outside the university. It is therefore not uncommon for committees to incorporate three distinct disciplinary orientations.

Like the distribution of responsibility among the crew members of the Hōkūle’a, intellectual leadership in this small, non-departmentalized unit is both collaborative and distributive. The small size of our school, the strong faculty union, and the several additional layers of regulation that govern university procedures and policies suggest the need for leadership that is neither top-down nor bottom-up so much as “middle out.” Highly fluid political dynamics fill space vacated by traditional academic hierarchy: all faculty members are therefore leaders. They form intellectual and (inter)disciplinary coalitions based on common interests and projects, typically in small groups, often in combination with various administrative resources, local institutions, or other academic units, sometimes independently, sometimes through the agency of the Office of the Dean. Like certain practices in Honolulu and elsewhere, the profession and academic community perceive the school in its entirety as a “leader.”

Student leadership in the school is synonymous with AIAS. The Hawai‘i chapter board exemplifies collaborative spirit. Each successive AIAS board interprets and develops its own portfolio of events, activities, and projects, building on the achievements of the previous board—Paper Architecture Night (PAN), seasonal esquisse competitions (Pumpkin, Gingerbread, and Sandcastle), Tutorial Tuesdays, Job Fairs—almost always in continuity with past practices. The vision and risk typically associated with strong leadership and transformative vision still have a place in the school community and still shape institutional character, as elusive as authentic consensus may sometimes seem: serving as host school for national conferences of the ARCC and ACSA; hosting the AIAS West Quad conference; the new MLA degree; HIDEIGN (the new website and the new communications program); the University of Hawai‘i Community Design Center—these and other significant developments demonstrate the interdependency of leadership and collaboration.

**Design.** The school provides Honolulu and the region with its most critical locus of design discourse. Through studio pedagogy, which explores urban, architectural, and ecological design at multiple scales; through the Wave Sets lecture series, which brings international design leaders who engage and challenge both the academic and professional audience; through design exhibitions, which feature student, faculty, and professional work from all over the country, representing boldly diverse perspectives on contemporary issues; through special events and city-wide conferences, such as the aforementioned “Building Voices” public interest design conference, which brought together 40 international speakers together with 300 participants; through the school website and related design publications; and through its long history of public interest community outreach: by these means and through its agency as the only accredited architecture program in the state, the school sustains a vibrant, rich, multi-faceted program of continuous design inquiry.

In the school’s 45th year as the home of Hawai‘i’s only accredited architecture degrees, design remains both its root aspiration and its core mission. In January 2016, following broad consultation with faculty, students, alumni, and leaders in the professional community, the Office of the Dean introduced a new logomark “HIDEIGN,” centerpiece of a new typographic infrastructure, website, and communications program. HIDEIGN serves to refresh and project questions related to the role of design in the Hawaiian and Asia Pacific context, and at the same time acknowledge significant curricular refinements over the past five years. In the undergraduate curriculum, the faculty has strengthened course requirements related to urban ecological design and natural systems. In the D.Arch. graduate studio sequence, the faculty added a second required advanced research seminar and adjusted the sequence of the two
required research methods courses to to optimize both the 12-credit professional practice studio—Praxis (formerly “Practicum”), which integrates design inquiry and practical experience in a 17-week internship assignment—and the two-semester “Doc I” and Doc II” sequence, the capstone “design dissertation.”

The culture of design pedagogy in SOA is problem-based, grounded in systemic realities, as distinct from merely conceptual or theoretical exploration and process. Since the last NAAB visit, studios have increasingly featured briefs that address workforce and affordable housing, coastal resilience, tropical architecture, urban density, climate-responsive composition, indigenous-serving design, flood mitigation, public health, corrections, food security, and the integration of alternative financial models and complex, multi-phase design solutions in service to non-profit, client-driven, alternative development scenarios.

A partial list of recent local and national recognition for design achievement suggest the diversity and breadth of the faculty's and students’ design repertoire: Assistant Professor Karla Sierralta and Adjunct Instructor Brian Strawn earned a 2017 AIA Honolulu Design Award for “Design Islands,” a demountable, mobile exhibition system they designed and constructed for the school-sponsored city-wide “Building Voices” symposium and design festival, unveiled in the atrium of the Hawai'i State Capitol on Earth Day; likewise, the 2017 AIA Honolulu Annual Design Awards program recognized seven meritorious studio projects designed by twelve graduate and undergraduate students working individually and in teams; SOA students Kristoffer Juguetta (D.Arch. candidate) and Cale Okamoto (B.Env.D. '17) earned first and third place in the Innovation + Imagination Student Design Challenge sponsored by the Hawai'i Woodshow (Kris also won the Design Excellence Award for his studio project at DIS Copenhagen during the summer 2016); SOA alumnus Alberto Ricordi (D.Arch. '15) won the 2017 APA Hawai'i Chapter Student Project Award for his D.Arch. dissertation, “Ka Mala Lani,” a participatory elementary school design method based the Hawaiian concept of pono (“in righteousness”) and pu'uhonua (“place of refuge”); D.Arch. student Joo-Hyun Park enjoyed several awards since his arrival in Honolulu, including grand prize in the BLTa Student Design Competition, the portfolio-based CSI Honolulu School of Architecture Scholarship, second place in the Northeastern Lumber Manufacturers Association 2016 Sustainability Versatility Design Competition, and third place in the NuPath Sculpture Competition; D.Arch. student Joey Valenti won first place in a UH System-wide Green Project Implementation Award Competition ($10,000); D.Arch. students Joern Vallesteros and Michael Honyak won first and second prize in the 2016 Lyceum Fellowship Competition (respectively $10,000 and $7500 in travel scholarships), and Jayna McLaran won Citation (First Alternate); Assistant Professor Lance Walters won a 2017 ACSA New Faculty Teaching Award based in part on innovative digital design pedagogy; and Professor Martin Despang won an 2015 ACSA Faculty Design award.

The school is fortunate to include among its faculty gifted design practitioners from the Honolulu professional community: Adjunct Assistant Professor and University of Hawai'i Community Design Center Director Cathi Ho Schar, AIA, founding principal of Collaborative Studio, won AIA Honolulu Design Awards for built work in 2012, 2013, and 2015, including the Award of Merit for the Halekoa Residence; Adjunct Assistant Professor Bundit Kanisthakon and his partner Adjunct Instructor Janice Li won the AIA Honolulu Design Award of Merit in 2016 for the Harirak residence; Adjunct Instructor Karen Lee, an associate at Urban Works, shared the 2017 AIA Honolulu Award of Merit for her leadership on the Hawai'i Community College Palamanui Campus; and Adjunct Instructor Kevin Miyamura, AIA, also working at Urban Works, shared an AIA Honolulu Design Award in 2015 for his leadership on the Student Services Building at the University of Hawai'i Hilo.

With the recent addition of two new joint appointments—in the Office of Public Health Studies and Sea Grant College—strong faculty interest in material integrity, building performance, social equity, and integrative methodologies strengthen our congruence with broader, more inclusive understandings of design as an emerging epistemology of equal importance to contemporary public higher education as empiricism and hermeneutics, and moreover consistent with increasing interest in design inquiry as a legitimate, transdisciplinary methodology. No thinker better captures the spirit of this epistemology than Herbert Simon: “Everyone designs who devises courses of action aimed at changing existing situations
into preferred ones...The professional schools can reassume their professional responsibilities just to the degree that they discover and teach a science of design, a body of intellectually tough, analytic, partly formalized, partly empirical, teachable doctrine about design process” (Herbert A. Simon, The Sciences of the Artificial, 1996).

**Professional Opportunity.** Since the early 1990s, the integration of professional experience within the graduate curriculum was integral to the school's transition from the M.Arch. to the D.Arch. In 2000, Carol Sakata, FAIA, completed her D.Arch. dissertation on a proposed integrated internship studio curriculum—the “professional practice studio”—originally called “Practicum,” in keeping with practices in public health and other disciplines. “The primary goal of this 24-credit two-semester studio sequence,” Sakata writes, “is to provide students with first hand exposure and experience with professional responsibilities, opportunities, and comprehensive skills, and to support the development of their professional leadership abilities...An equally important goal...is to better equip students to practice architecture in a global community, especially in the Asia Pacific region” (Carol Sakata, “A Curriculum for the Practicum Studio,” 2000, quoted in Joyce Noe, et al., “Collaborative Research: A Paradigm Shift in Architectural Education,” 2009). Between its formal inception and its current incarnation as Praxis (ARCH 747 Professional Studio), four full-time tenured or adjunct associate or full professor have served as Practicum director—Joyce Noe, FAIA; Don Goo, FAIA; Homer Williams, FAIA; and most recently, Ma Ry Kim, RIBA. In the spring of 2015, Ma Ry Kim resigned her position to assume responsibilities as a principal at G70 Architects, following which the Office of the Dean absorbed the administration responsibilities of the Practicum program, in view of its significance to the practice/education nexus. In the fall of 2016, the Office of the Dean changed the program name from Practicum (“a practical section of a course of study”) to Praxis (“practice, as distinguished from theory”), in part to signal program modifications that strengthen the distinction between paid internship and unpaid academic research, and in part to clarify expectations and criteria for studio deliverables. Since fall 2015, a dedicated adjunct instructor has managed the 12-credit studio, in consultation with the Office of the Dean.

Since the year 2000, the school has placed over 300 students in 40-plus firms across 25 cities in North and South America, Asia, Europe, and the U.K. The juxtaposition of commercial practice and academic research creates unique opportunities for hybrid thinking and insight. The aim of integrated internship is to multiply the value of academic instruction with concrete professional experiences, methods, skills, and vocabularies; to familiarize students with the changing conditions and requirements for practice; and to expose students to the qualities and properties of firm culture, organization, and leadership as their individual programs of research ripen. The cornerstone of the Praxis concept has its roots in the program's commitment to both academic research and preparation for practice. It would be difficult to overemphasize the critical role of the supervising professional liaison in this experience. The practitioner is a de facto faculty adjunct in a unique position to model and transmit professional judgment, ethics, and leadership.

ARCH 747 requires each intern to advance a program of research or design inquiry related to her or his D.Arch. dissertation topic. By “research,” we mean the rigorous and methodological investigation and study of primary materials, resources, and facts surrounding a clearly identified problem, and the analysis and interpretation of these materials in service to new insights, discoveries, techniques, conclusions, and solutions. By “design inquiry,” we mean any project that uses rigorous design problem-solving techniques to explore and examine material topics and problems, independent of commercial constraints typical of commercial business, although the economic and transactional realities of business may themselves be the subject of research and inquiry.

Interns enter employment equipped with an approved research proposal, the product of their efforts in ARCH 781, Advanced Research Methods and Design Inquiry. These proposals serve as the point of departure for continued research and critical inquiry during Praxis, in close consultation with the professional liaison and the Praxis coordinator. To bolster their research methodology and widen their frame of reference, Praxis interns currently complete written reviews of two required texts: Stan Allen,
Practice: Architecture Technique + Representation; and Peggy Deamer and Phillip G. Bernstein, eds., Building (in) the Future: Recasting Labor in Architecture.

The professional liaison is a senior firm representative and de facto adjunct faculty member—typically a principal, partner, senior associate, or associate—who works directly with the Praxis intern, acting as a supervisor, mentor, sounding board, and coach, and who serves as the contact for the UHM School of Architecture Praxis staff. The Praxis coordinator is an individual faculty or staff member within the School of Architecture who assists and advises both interns and employers throughout the internship experience. The Praxis coordinator monitors the submission of academic assignments and helps evaluate the academic products of the Praxis experience, including regular written research reports, book reviews, and the mid-term and final versions of the Praxis Presentation. The Praxis program requires all interns to submit weekly, typewritten, double-spaced, 500-word reports to both the Praxis coordinator and professional liaison. These reports document progress on independent research and help shape and generate the structure and content of the final Praxis Presentation, an illustrated, 60-minute talk—40-minute slide deck, 20-minute Q&A—offered to employers and co-workers at the completion of the Praxis internship.

Since its inception, over sixty firms have participated in the Praxis program, including Zimmer Gunsul Frasca (1991 AIA Firm Award winner), Portland and Seattle; Stephen Ehrlich Architects (2015 AIA Firm Award winner), Culver City; LMN Architects (2016 AIA Firm Award winner), Seattle; Sasaki, Watertown; Arquitectonica, Miami; HKS, Atlanta; EHDD, San Francisco; Gensler, San Francisco, San Diego, and Chicago; Perkins Eastman, New York; Alton Partners, Los Angeles; PDI Design Group, Minneapolis; Williams Spurgeon Kuhl & Freshnock, Kansas City; Kohn Pederson Fox, New York; Page Sutherland Page, Houston; and Callison, Seattle, among others. Overseas firms include Byoung Soo Cho Architects, Seoul; Gensler, Tokyo; RTKL, Shanghai; and SAA Architects, Singapore. Honolulu firms include Architects Hawai‘i, Ferraro Choi, KYA, G70 (formerly Group 70), Minatoishi Architects, Pacific Architects, PBR Hawai‘i, White Space (formerly Phillip K. White & Associates), Urban Works, WATG, and WCIT, among others.

In addition to one of the country’s few, fully integrated professional internship programs, the school and its faculty members are continuously engaged with the professional community, both on O‘ahu and on neighboring islands. In the fall of 2014, the dean accompanied faculty members and officers from the University of Hawai‘i Architecture Alumni Association on visits to nine local firms, including Ferraro Choi, Architects Hawai‘i (AHL), Group 70 (now G70), KYA, Minatoishi Architects, and WATG, among others, to solicit the perspectives of practicing principals and alumni; independent of the alumni association, the dean periodically meets with principals and staff from both small and large local practices, including WCIT, Urban Works, Pacific Architects, Geoffrey Lewis Architects, the Redmont Real Estate Group, Peter Vincent Architects, Collaborative Studio, Mason Architects, Kauahikaua & Chun, and Clifford Planning and Architecture, among others. With guidance and support from a small group of senior leading architects—including and especially Don Goo, FAIA (former CEO of WATG), and Joe Ferraro, FAIA (founding partner of Ferraro Choi)—the school raised $200,000 between October 1 and December 1, 2014, to support improved communications and extra-curricular programming. Subsequent regular meetings with leaders representing the Hawai‘i Chapter of the Construction Specifications Institute and the Building Industry Association of Hawai‘i have further expanded the school’s professional affiliations.

The school has a long tradition of local, regional, and national involvement in the professional community. SOA’s founding dean, Elmer Botsai, FAIA, served as national AIA president (1978); the previous dean, Clark Llewellyn, FAIA, served on the national AIA board of directors (2004–07). Our current dean, Daniel Friedman, FAIA, served as immediate past chair of the national AIA Design Health Leadership Group (2015–16); as co-chair of the AIA America’s Design and Health Initiative (2010–11); and as president of the ACSA (2010–11), in which role he also served as a member of the Five Presidents Council, along with the presidents, presidents-elect, and executive directors of AIA, NCARB, ACSA, NAAB, and AIAS (2009–2011). Additionally, Friedman is past chair of the AIA College of Fellows Latrobe Prize jury (2007); past
member of the national AIA Board Knowledge Committee (2005–06); and past co-chair the 2005 AIA national convention. Service on numerous, other, local, regional, and national committees, boards, and juries include the National Academy of Environmental Design (president), the American Architectural Foundation (director), AIA Cincinnati (president), AIA Ohio (secretary), AIA Chicago (director), and, most recently, AIA Honolulu (director) and the Hawai'i Architectural Foundation (director). Many other faculty members likewise contribute to local, regional, and national professional associations and initiatives, including Adjunct Instructor Chris Hong, AIA, is currently AIA Honolulu president, and president-elect of the Hawai'i Architectural Foundation; Professor Judith Stilgenbauer is past president of ASLA Hawai'i and current national ASLA trustee; Simon Bussiere is current ASLA Hawai'i vice-president; Professor Martin Despang is a board member of Docomomo Hawai'i; and Associate Professor Joyce Noe, FAIA, whom the governor appointed to the state’s Engineer, Architect, Surveyor, and Landscape Architect Licensing Board (EASLA, 2016–17), serves on the NCARB Resiliency Work Group, Licensing Advisor, AXP advisor, and NCARB/AIAS Freedom By Design advisor. In the aggregate, the principle motivation and dividend of all such service is the multiplication of opportunities, recognition, and future employment for our students.

Stewardship of the Environment. The ahupua‘a is an ancient Hawaiian system of water-based land divisions within which local chiefs, or ali‘i, governed and distributed the natural resources of large, wedge-shaped precincts extending from the mountain ridge to sea, typically following creeks and streams, integrating agricultural, social, economic, and political activity through the allocation of kuleana—land plots—which embody both the duty and privilege of cultivating parcels for the benefit of families and community. Seventy-five percent of our school’s students come from Hawai‘i, thus the term “ahupua‘a” and the environmental concepts that define it provide an unusually rich context for the curricular and programmatic exploration of sustainability and resilience. Themes intrinsic to ahupua‘a—responsibility, conservation, ecological balance, ratios of consumption and production, energy, equity, environmental ethics—commonly drive studio programs throughout the curriculum, enriched by faculty expertise in the areas of coastal development, sea level rise, urban ecological design, building performance, energy management, and tropical architecture. As an enlightened model of sustainability the Hawaiian ahupua‘a has earned increasingly broad attention from contemporary architects, planners, and urban designers, both locally and globally. In the fall of 2015, for example, New York-based OMA partner Shohei Shigematsu and his co-instructor and UHM D.Arch. alumnus Sean Connelly, brought their Harvard GSD graduate studio to O‘ahu to study the ahupua‘a system.

In conjunction with UH Sea Grant’s interdisciplinary Coastal Sustainability Initiative, Assistant Professor Wendy Meguro developed a studio informed by her colleagues’ work on watershed restoration at the lo‘i kalo (taro patches) in the He'eia ahupua‘a. Professor Meguro joined the faculty in 2013 as part of a campus-wide cluster hire designed to strengthen the interdisciplinary faculty of the UH-M Sea Grant College Program, which is housed in School of Ocean and Earth Science and Technology in partnership with the National Oceanic and Atmospheric Administration. In this capacity, Professor Meguro holds a 25 percent appointment with Sea Grant and 75 percent with SOA. UH-M established Sea Grant the as part of a national network of 33 programs that promote better understanding, conservation, and use of coastal resources. Sea Grant provides links between the academic community and federal, state, and local government agencies, industries, and the public, organized around five focus areas which explore pressing issues related to the health and well-being of our coasts and coastal economies: (1) sustainable coastal development; (2) hazard resilience in coastal communities; (3) sustainable coastal tourism; (4) indigenous cultural heritage; and (5) water resource sustainability. Professor Meguro’s pedagogy often uses Hawai'i’s vital statistics as a point of departure—e.g., that buildings account for over 26 percent of the energy consumption in Hawai‘i; that much of Hawai‘i’s energy is produced by burning fossil fuels, which contribute to climate change; that Hawai‘i imports over 90 percent of its energy and has the highest electricity prices in the nation; that the state recognizes the need to reduce energy and water consumption in buildings; that the Hawai‘i Clean Energy Initiative aims to achieve a 30 percent decrease in energy use through energy efficiency by 2030 (from a 2008 baseline); and that the Hawai‘i 2050 Plan goals include increasing “energy efficiency in private and public buildings” and “greater production and use of recycled water.” She brings over 9 years of full-time professional practice experience designing
and constructing high performance buildings, which directly informs a pedagogy featuring building performance simulation in energy, daylight, thermal, and visual comfort; and extensive work on coastal resilience and related issues, including consultation on the 2010 MoMA Rising Currents exhibition and post-Sandy design competitions. On April 16, 2014, Professor Meguro testified at a U.S. Senate field hearing on policy recommendations regarding energy and water efficiency in Hawai‘i and the nation.

As director of the school’s Environmental Research and Design Lab (ERDL), Associate Professor Steve Meder developed significant sponsored research in the areas of building performance, renewable energy systems, architecturally integrated photovoltaics, and bioclimatic design for tropical and subtropical zones, among dozens of other related topics across all scales. From 2011 to 2015, while on leave from teaching to serve as UHM Assistant Vice Chancellor of Planning and Facilities, Professor Meder used ERDL’s Building Design and Performance Guidelines to codify performance standards and criteria to reduce energy and water consumption and improve occupant conditions for the Mānoa campus. These standards are now part of the contract documents for all large renovations and new building designs for the campus and university. ERDL and other campus and utility partners developed the UHM Strategic Energy Plan that assesses the energy demand for all campus buildings and establishes specific recommendations for comprehensive energy planning and management, including state-of-the-art campus-wide sub-metering to measure and collect electrical data that will eventually integrate and inform a campus energy management office. ERDL has contributed substantially to advances on the campus and in the community and holds a U.S. patent for Solar Assessment of Building Rooftops.

Among other recent projects, ERDL oversaw the design and planning of two new UHM campus buildings that will generate more energy than they consume. In November 2016, the university held a grand opening for two 1,400-square foot Flexible Response to Ongoing Growth (FROG) classrooms at the College of Education. Funded with part of a $4.5 million grant from the Office of Naval Research and managed by UHM’s Hawai‘i Natural Energy Institute (HNEI), these net-zero structures will provide valuable data on the effects of energy usage and building design on energy demand. As research platforms, the classrooms incorporate a real-time dashboard that displays current and past operating conditions, including outdoor climate and indoor comfort indicators as well as energy use by the different components. Intended as an educational tool, the dashboard will foster more efficient behavior by allowing users to visualize their energy usage and generation. It will also serve as a source of data for developing STEM-based curriculum. The classrooms feature high efficiency LED lighting with adjustable modes and sensors that respond to the amount of natural daylight in the room to control lighting usage. The walls and ceilings are highly insulated; the windows feature high-performance glazing that admits visible light while minimizing the infrared spectrum responsible for solar heat gain. Each of the two rooftops will be fitted with five kW photovoltaic arrays. The UH classrooms are “mixed-mode” structures, using both natural ventilation and air conditioning. In addition to being used as classrooms, HNEI is using the structures as research platforms to test efficient building technologies such as energy storage, advanced occupancy sensing and advanced fan control. The University of Hawai‘i has set a goal of becoming net-zero, defined as generating at least as much energy as it consumes, by the year 2035.

Students and faculty continue to contribute to the discourse on environmental sustainability at the local and regional levels. During the 4th Annual Hawai‘i Sustainability in Higher Education Summit, University of Hawai‘i System President David Lassnner presented Doctor of Architecture candidate Joseph Valenti with the inaugural UH President’s Green Project Implementation Award for his proposal "[Re]Scaling Urbanism: Fostering Low-Tech, Digitally Fabricated and Transient Structures Through Innovation in Local Renewable Material." The project evolved out of his design dissertation research. Joey will use the $10,000 award to further his applied research and fabricate a full-scale prototype of a transient housing unit utilizing wood from the invasive Albizia tree. Joey’s dissertation committee chair, Associate Professor Judith Stilgenbauer, director of the school’s new Master of Landscape Architecture degree, has taught sustainable urban design, brownfield development, and landscape infrastructure throughout the graduate curriculum. In her Spring 2015 ARCH 743 studio, students produced preliminary research and design for a multi-phase master plan for the lower Lyon Arboretum, among the of University of Hawai‘i’s most
precious assets. In addition to a thorough inventory of all zoning codes and civil infrastructure within the larger urban context of the arboretum site—from mountain (mauka) to sea (makai)—they documented ahupua’a boundaries; watersheds; hydrology and streams; topography (40-ft contour lines for watershed scale, 5-ft contour lines for focus areas); sections and 3D terrain models; geology; soils map; current shoreline; bathymetry; wave patterns, currents, and tides; sea-level rise predictions; tsunami and hurricane inundation and evacuation zones; flood zones; climatic conditions (solar orientation/sun path, wind patterns by season, rainfall patterns by month, temperature, humidity, etc.); and vegetated areas (ecological communities/important habitats for wildlife, birds, insects, and plant life).

Numerous other faculty members routinely explore system-based design problems that presuppose suitability to the natural context. Several of the projects undertaken by SOA’s University of Hawai’i Community Design Center (UHCDC, discussed at length in the following section) directly involve indigenous methods of stewardship, in particular work performed for Ho’oulu ‘Āina, a community education center that serves as headquarters of Kokua Kalihi Valley (KKV), which has been stewarding and sustainably developing 100 acres in the back of Kalihi Valley. Ho’oulu ‘Āina, means “to grow the land” and “to grow because of the land,” based on the value that the health of the land and the health of the people are inseparable parts of a single cultural aspiration. Additionally, Professors David Rockwood and Martin Despang regularly integrate into their teaching and research climate responsive building solutions, structural systems, operable enclosures, and alternative construction technologies all aimed at living more lightly and sustainability in the tropical context. Irrespective of topic or emphasis within its programs, the SOA curriculum embodies the spirit of Hawai’i’s state motto, which in its twenty-first century context invites fresh interpretation that entwines questions of both political and environmental sovereignty: Ua mau ke ea o ka ‘āina i ka pono—“The life of the land is perpetuated in righteousness.”

**Community and Social Responsibility.** “Pono”—“righteousness”—is a notably polysemous term to which the revered Hawaiian lexicographers Mary Kawena Pukui and Samuel Hoyt Elbert accord 83 English equivalents, including and especially “a state of [cultural and spiritual] harmony or balance.” English synonyms for its noun form include “goodness,” “uprightness,” and “morality”; also “correct or proper procedure,” “excellence,” “well-being,” “prosperity,” “welfare,” “benefit,” “equity,” and “duty.” In its adjective form, pono can mean “moral,” “fitting,” “proper,” “just,” “virtuous,” “fair,” and “beneficial”, but also “successful,” “accurate,” “eased,” “relieved,” and “in perfect order”; the verb form extends the meaning of pono to the imperatives of conduct—“should,” “ought,” “must.” As an adverb, pono means “completely,” “properly,” “exactly,” “carefully,” “satisfactorily,” “well.” As a noun, its meaning migrates into the material context of individual, family, and community relations: “property,” “resources,” “assets,” “fortune,” “belongings,” “equipment,” “household goods,” “furniture,” “gear,” “possessions,” “accessories,” and “necessities.” Most significant of all, perhaps, is how the word pono extends into the social and organizational tissue of Hawaiian society: “use,” “purpose,” “plan,” “hope.” Among the residents of Hawai’i, it is not uncommon to encounter the word “pono” in everyday speech.

Pono is at the heart of the school’s current service-learning initiatives, which build on a 40-year history of public-interest, social impact, and community design. Public interest practice constitutes a core value of our program. For example, at the all-studio faculty review in spring 2015, one hundred percent of our graduate studio projects addressed design problems for non-profit organizations, public agencies, and public institutions. Bolstered by strong support and encouragement from leaders in the professional community, the dean began serious discussions with leading faculty members about a new, school-wide public interest initiative (which is the original context of the school’s adoption of the new moniker, “HIDESIGN”). In the spring of 2015, the dean and Professor Spencer Leineweber, PhD, FAIA, began sketching diagrams for a community design center; Professor Leineweber, who served for seven years as graduate program director, generously agreed to direct this new enterprise. Professor Leineweber passed away suddenly on June 20, 2015, which delayed plans to implement this idea for a full year. Nevertheless, in the fall 2015, building on this work, the dean proposed to the faculty the idea of a school curriculum wholly dedicated to problem based public interest studio instruction. Although many faculty members applauded the concept and understood its transformative potential, others feared it might
compromise the sovereignty of individual faculty members over their syllabus. Notwithstanding, the discussion stirred up interest in broadening the school's long history of community outreach, and in August 2016, with faculty guidance based on past practices, the Office of the Dean officially inaugurated the HIDESIGN Community Studio, soon after renamed the University of Hawai'i Community Design Center, with the approval of UH System president David Lassner. The school recruited Cathi Ho Schar, AIA, to serve as its inaugural director. In a remarkably short period of time, UHCDC has proved itself to be a highly effective hybrid teaching practice and outreach initiative, offering Hawai‘i a new platform for faculty, professionals, and students to collaborate on interdisciplinary research and design projects that serve the public interest. All UHCDC projects create significant service learning opportunities for students through academic instruction, internship, and post-graduate employment.

From August 1, 2016, through August 1, 2017, UHCDC executed $316,467 in project contracts, including work for the following public, non-profit organizations, institutions, and State of Hawai‘i agencies: the Department of Business, Economic Development, and Tourism’s High Technology Development Corporation; the Department of Education; UHM Office of the Vice Chancellor for Academic Affairs; UHM Outreach College; UH Community Colleges; the UHM Cancer Center; Ho‘oulu ‘Aina; and the UHM Institute for Astronomy. In the most recent legislative session, UHCDC received $1.85M in state appropriations for the next biennium in support of projects with the Hawai‘i state agencies, including the Department of Public Safety; the Department of Land and Natural Resources; the Department of Business, Economic Development, and Tourism’s Office of Planning; the Department of Accounting and General Services, and the University of Hawai‘i System. These projects provide new opportunities for 13 faculty members from SOA and other UHM units, including the Department of Urban and Regional Planning, Hawai‘inuikea School of Hawaiian Knowledge, Shidler College of Business, and the Center for Public Policy, working in various combinations and teams on ten separate, multi-disciplinary research, planning, and design proof-of-concept studies—both directly researched and developed through related academic studio and seminar courses.

In addition to the director (who also teaches a full workload) and a full-time senior designer, UHCDC grants and contracts support four full-time staff and two full-time project designers, both recent D.Arch. graduates. Additionally, UHCDC enjoys part-time, project-based contributions from six tenured or tenure-track and adjunct SOA faculty members, eight faculty members from the aforementioned neighboring units (as well as the Department of Art and Art History and the Department of Political Science), and four consulting professionals. Since its inception, UHCDC contracts have supported 15 student full-time summer interns and generated instructional content for ten undergraduate and graduate studios and lectures, seven in SOA and three in the Department of Urban and Regional Planning. Over 50 students have enrolled in these courses, with 90 more students likely to enroll in courses influenced by the UHCDC pipeline.

In concert with the increasing significance of the UHCDC mission and project portfolio, which include a significant quantity of projects for state agencies, the school offered a new elective ARCH 690 graduate seminar in the Fall 2017 entitled “Design and Development: Lessons in Politics,” which explored the political forces driving the design and development of built environments in both a local and global context. The course introduces the basic mechanics of government that fund and regulate the physical environment and explores the complexities of those operations through case studies and talk stories with the elected officials, governmental leaders, and public servants who shape the context for design in Hawai‘i. Senator Donovan Dela Cruz, the youngest chair of the Honolulu City and County Council before winning election to the state legislature, served as guest co-instructor for the course. Activities in the course included attendance at a legislative hearing on the Honolulu City and County heavy rail system; and mock presentations in the Senate Ways and Means Committee hearing room. Lecture topics included city and state organizational charts; how local bills become law; how state appropriations move from proposal to approval; public-private partnerships; building, fire, water, and sewer zoning codes, among other relevant ordinances; planning and permitting; and project-specific GIS and related research around selected capital development appropriations. Guest speakers included the current UH System
Numerous other faculty engage in activities that promote community and social responsibility, as do members of AIAS, which won a fall 2017 grant from NCARB to support its Freedom by Design initiative. In the summer of 2016, two sections of ARCH 750, the required graduate summer research studio devoted their resources to problem-based, public-interest-driven projects. The first team-based studio developed proof-of-concept designs for an athletic practice facility for Ke Kula Kaiapuni o Ånuenue, one of Hawai‘i’s only K–12 public Hawaiian language immersion schools, in conjunction with the State Department of Education; this project earned a Hawai‘i State Senate resolution commending SOA for its collaboration with Ånuenue School and the Hawai‘i Department of Education. The second studio undertook the master plan, seismic site assessment, and earthquake remediation for a non-profit school in Kirtipur, Kathmandu, Nepal, which included an eight-day trek trip to a Sherpa village in the foothills of Mt. Everest, at an elevation of 14,000 feet, to explore sites for future Nepal studios.

Assistant Professor Sara Jensen Carr, who holds a joint appointment in the Office of Public Health Studies and School of Architecture, engages in numerous activities that address community well-being and health disparities. She is an informal advisor to the Native Hawaiian Health Program at The Queens Medical Center on the design of community health clinics. She has worked with the Mo‘ili‘ili Neighborhood Association to propose new ideas for Old Stadium Park, an underused green space in central Honolulu. Students interviewed community members, conducted neighborhood livability surveys, and researched the social and cultural history of the neighborhood. Professor Carr also brought them to a neighborhood board meeting to better understand the community design process. With both public health and architecture students, she has also been working on an environmental audit evaluate the quality of pedestrian and biking infrastructure across the state. Professor Carr teaches a jointly listed elective (ARCH 682/PH 682) entitled “Building Well-Being,” which brings together graduate students from the School of Architecture and Office of Public Health Studies to engage in critical discussions about health and the built environment. Students in this course worked with the Native Hawaiian Health Program at Queens Medical Center to design community health spaces that took into account health needs by demographic group and location. Additionally, she has advised several students on D. Arch. projects that aim to design better housing for the elderly, an issue currently critical to Hawaii and soon to be nationwide. Students have explored modular accessory dwelling (ohana) units, high rises with passive systems designed for aging in place, and retirement homes designed specifically for Native Hawaiians. Students have also assisted Professor Carr in surveying streets on all four major islands for the Hawai‘i Pedestrian Environment Data Scan (PEDS). She is working with community groups, municipal departments, and the Hawaii Department of Health to give them back data and maps they can use to leverage more funding for these neighborhood improvements. The study, funded by the State Department of Health, aims to evaluate the quality of pedestrian and biking infrastructure across the state and the equitable distribution of these resources as they relate to population health. Additionally, Professor Carr proposed and co-chaired the fall 2016 national conference, “Building for Health & Well-Being” (described further below), the first ever conference co-sponsored by the ACSA and the Association of Schools and Programs of Public Health, hosted by the UHM School of Architecture at the East/West Center, immediately adjacent to the Mānoa campus.

Locally, Professor Martin Despang has for years hosted an Internet talk show called “Humane Architecture” for ThinkTech Hawai‘i, a 501(c)(3) non-profit corporation founded in 2000 in to provide a platform for civic engagement and raise public awareness about the importance of tech, energy, diversification and globalism to the future of Hawai‘i. “The mission of ThinkTech Hawai‘i is to raise public awareness for a better Hawai‘i and to be the leading digital media platform promoting civic engagement in
Hawai‘i [and] to host a thoughtful, rational, open-minded dialog that envisions our best prospects for the future with due respect for the lessons of the past."

On April 22, 2017 (Earth Day), Professor Despang hosted a special edition of his show as part the school’s “Building Voices” symposium and design festival. A project of the Office of the Dean supported by the SOA Architectural Advancement Fund (representing the generosity of over 75 individual donors), “Building Voices” began as ideas-and-action initiative that aims to collect and focus diverse perspectives on design as a public framework for addressing the contemporary environmental challenges and opportunities facing Hawai‘i. Four faculty members served as co-chairs: Assistant Professor Simon Bussiere, Adjunct Assistant Professor Cathi Ho Schar, Assistant Professor Karla Sierralta, and Adjunct Instructor Brian Strawn. After eight months of planning and preparation, over 300 people attended the symposium, which showcased the winners of the international design competition, SOA student work, and a fifty-foot-wide, inhabitable pneumatic structure designed by Assistant Professor Lance Walters and his collaborator, Jason Selley. Hawai‘inuikea School of Hawaiian Knowledge interim dean Jonathan Kay Kamakawiwo‘ole Osorio opened the proceedings with an oli (chant), followed by welcoming remarks from UH President David Lassner; Vice Chancellor of Research and Interim Vice Chancellor for Academic Affairs Michael Bruno introduced the closing plenary panel; several SOA faculty members organized or chaired panels, and dozens of SOA students served as volunteer staff. SOA and UHDCD hosted the April 22 festival in partnership with AIA Honolulu, ASLA Hawai‘i, APA Hawai‘i, AIAS Hawai‘i, US Green Building Council of Hawai‘i, and the University of Hawai‘i Office of Sustainability.

The “Building Voices” International Design Competition attracted 111 visionary proposals from Hawai‘i, the continental U.S., and Europe. The competition sought innovative solutions that addressed Hawai‘i’s unique geographic location, cultural richness, global visibility, and ecological diversity, challenging designers from Hawai‘i and the global community to develop solutions for the deep sustainability of future built and natural environments. The competition aimed to highlight prototypical solutions for the built environment that generate a positive impact for the natural world; celebrate designs that foster a deeper understanding of the unique context(s) of the Hawaiian archipelago; spotlight hybrid projects that impact and benefit multiple populations; foster communication between designers, political institutions, and the larger community; and recognize design that says “What is good for Hawai‘i, is good for the world.” Free and open to designers, students and professionals, including architects, landscape architects, urban planners, engineers, service designers, graphic designers, industrial designers, artists, inventors, and citizens alike, the competition welcomed new ideas for buildings, environments, landscapes, community programs, infrastructures, product designs, network concepts, service design offerings, and transportation solutions, among other novel proposals for better and more sustainable and equitable built environments.

The day-long “Building Voices” symposium featured over 40 local and international leaders in design and policy, including architects, landscape architects, planners, developers, educators, UH administrators, and city and state officials. Participants addressed and debated the value and potential of public-interest-driven design as part of our response to diverse urban, environmental, and ecological challenges facing our region: How can we foster economic growth and also design for less traffic, greater pedestrian amenity, and improved health? How can we prepare coastal communities like Waikīkī for rising sea levels? How can we optimize our watershed systems and conserve and protect Hawai‘i’s treasured natural assets? How do we build more affordable, equitable housing? How do we care for homeless families at the same time as we develop prized downtown real estate? What can we learn from indigenous models of planning and design? How can the design industry mobilize and move forward to best serve Hawai‘i’s neighborhoods and communities?

I.1.5 Long Range Planning

The school’s last strategic plan expired in AY 2014–2015. Rather than undertake a new, facilitated, orthogonal, strategic planning matrix, the dean engaged the faculty and professional community in a six-month-long exploration of emerging and recurrent but provisional strategic priorities. To initiate this conversation, he met with every faculty member and staff individually, to query their diverse perspectives
on the school’s strengths and challenges. The dean also met with dozens of local professional leaders and alumni, individually and in groups, to gather their questions and suggestions. On January 30, 2015, the dean presented five strategic themes to the entire school community, expressed in terms that incorporated the language and suggestions of the faculty:

1. TROPICAL TOPICS. In recognition of Hawai‘i’s unique position in the Asia-Pacific region and emerging global populations and economic trends, the school will pursue and develop the advancement of theoretical, ethical, and technical understanding in areas specific to the tropical and sub-tropical environmental context.

2. PACIFIC URBANISM. Pacific cities, in particular coastal communities, are the site of staggering global migration, congestion, stressed infrastructure, and housing shortages, compounding challenges related to social equity, health disparities, environmental degradation, vulnerability to extreme weather events, and sea-level rise. Sixty-six percent of the Hawai‘i’s population resides in metro Honolulu, providing the school with both an ideal local laboratory to study issues specific to Pacific urbanism, and also to serve as a point of departure and comparison for the study and analysis of neighboring cities throughout the Asia-Pacific region.

3. CRITICAL LANDSCAPES. Both the physical and intellectual landscapes of our disciplines and professions are constantly changing, requiring closer critical examination and design inquiry. Inasmuch as the designing professions are increasingly transdisciplinary and increasingly enriched by theoretical and historical research, the school aims to assess the suitability of its curriculum and student learning outcomes continuously, in respect of expanding engagement with changing conditions and requirements for architectural education and practice. These are nowhere more evident than the faculty’s commitment to Hawai‘i’s first professional Master of Landscape Architecture degree, which the school will introduce in the fall 2018. After four years of planning, the University of Hawai‘i Board of Regents approved the Master of Landscape Architecture degree on October 19, 2017, fulfilling a significant strategic objective from the previous period of accreditation.

4. CULTURAL CURRENTS. Hawai‘i’s population is among the most culturally diverse in the world, constituted by living tension between indigenous and colonial institutions and practices, and by the many layers of social and political orientation that flavor reality in a robust pan-Asian cosmopolis, home to dozens of interconnecting ancestral and ethnic networks. Moreover, Hawai‘i’s tourism industry, which generates $40 million per day in revenues—compounded by its geopolitical significance of the U.S. military infrastructure (Pearl Harbor and nearby bases serve as headquarters for the U.S. Pacific Command, housing nearly 50,000 troops and military personnel)—opens new horizons of inquiry in our continuing examination of complex meanings surrounding place and identity.

5. BUILDING PONO. [see the definition of “pono” in I.1.4 above, p. 20] Hawai‘i imports 90 percent of its energy, and so the analysis of building performance and design efficiency in a regional and economic context as sensitive as this one presupposes deep investments in research and design inquiry that address building materials, construction, building technology, building systems, energy conservation, and site- and climate-responsive. In addition to energy and performance, our local context also intensifies questions about the relationship between identity, design, and public well-being. Equally paramount therefore are continued investments in questions related to design, public health, built environments, native landscapes, urban ecological design and infrastructure, transportation-oriented development, design/build, affordable housing, typological invention, resilience, sustainability, environmental remediation, global exchange within the Asia Pacific region, and alternative contractual and organizational models of professional practice.

The context of unit level strategic thinking is evolving strategic plan of the UH System and UHM campus, which dominated discussions among the deans and senior leadership for the past three years. In a working draft entitled “ Strategic Plan Matrix: Linking the UH Mānoa Strategic Plan to the UH System Strategic Directions, 2015–2021,” the senior leadership of the university identified eight objectives aligning with the four strategic directions developed by System.
### University of Hawai‘i at Mānoa Architecture Program Report
December 2017 [rev. January 2018]

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<th>Metrics</th>
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<td>Vice Chancellor for Academic Affairs</td>
<td>SERG (Committee on Student Engagement, Retention, &amp; Graduation)</td>
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<td>Recruiting a Vibrant, Prepared Student Body</td>
<td>Enrollment, New Students, Diversity (NH, Filipino, Pacific Islander), New Student Characteristics</td>
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<td>Fostering Excellent Faculty and Shared-use Facilities</td>
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<td>Being a Native Hawaiian Place of Learning &amp; Indigenous-Serving Institution</td>
<td>% of NH Students, Faculty, and Administrators, NH Representation in Programs</td>
<td>Dean of HSHK</td>
<td>Native Hawaiian Advancement Taskforce (2.0)</td>
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<td>Systems of Higher Education</td>
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<td>Chancellor</td>
<td>VP/VC Work Group</td>
</tr>
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In August 2016, following the departures of Interim Chancellor Robert Bley-Vroman and Vice Chancellor for Academic Reed Dasenbrock, the deans’ council met informally to maintain the momentum of work on the overlaid UH System/UHM model, defining four areas of continuing inquiry for UHM: budget and financial management; student recruitment and retention; academic reorganization; and campus design. The council divided leadership responsibilities for these four areas among the deans and assigned SOA’s dean responsibility for the campus design component. Subsequently, when UH System President David Lassner assumed duties as UHM Interim Chancellor, he integrated these four areas into both the System and UHM models, and so used them as the categories of strategic activity moving forward. Work on these all four of these areas continues.
In the fall of 2016, the dean met individually with every full-time faculty member, both to survey strategic perspectives and consult with the faculty on the school’s evolving position within the larger institutional context. The dean presented eleven proposed strategic priorities and solicited every faculty member individually for additions or modification to the list, which he presented at as part of a strategic planning retreat on February 24, 2017. A substantial majority of the faculty support these eleven priorities as the armature of a new five-year plan: (1) create and implement the B.Arch; (2) revise and improve the D.Arch; (3) create a B.Sc. Sustainable Construction Management in collaboration with Outreach College and relevant UH Community Colleges; (4) increase enrollment by 20 percent; (5) in concert with new degrees, expand, reorganize, and rename the school; (6) strengthen the school’s identity as a UHM professional school; (7) add 2 new tenure-track positions by 2018—Asian and Pacific architectural and urban history, theory, and criticism (approved by VCAA in September 2017), and professional practice and community design; (8) strengthen and economize the administration of foreign study programs; (9) expand the graduate Praxis network; (10) improve communications with alumni; (11) expand programming and institutional alliances in the Asia and Pacific region (e.g. Vietnam and Thailand).

Shortly after the February 24 meeting, Dean Friedman announced that he would not be seeking to renew his initial three-year appointment, which expired July 31, 2017. Following subsequent conversations with the interim chancellor and interim vice chancellor for academic affairs—and at their request—the dean agreed to extend his tenure one year, in part to help ensure a productive accreditation. Soon after, he scheduled a day-long all-school strategic planning exercise. On August 25, 2017, faculty, staff, and student representatives met to discuss the strategic direction of the school over the next seven years and generated these goals: (1) promote the value of design throughout the community; (2) motivate more students to pursue studies of the built environment as a career path; (3) ensure the values of our degrees; (4) broaden the School of Architecture suit of programs; (5) grow our faculty; (6) provide critical practitioners (critical thinkers) for our profession/industry; (7) re-establish academic, professional, and public appreciation for beautiful bio-climatic tropical architecture; (8) enhance the standards and quality of academic activities; (9) change the school’s name and departmentalize; (10) integrate building form, function, and technology in studio teaching, beginning with the first year foundations studio; (11) shape an agenda for change; (12) provide team teaching for the comprehensive studio; (13) instill students with perspective and skills for 21st century built environments; (14) connect students and faculty across Pacific and Asia; (15) and increase Native Hawaiian expertise in our curriculum.

I.1.6 Assessment

The fifteen aforementioned goals build on a long tradition of continuous self-assessment. Few activities embody this tradition as vividly as the biannual all-faculty studio review. At the end of every semester, the entire teaching faculty spends a full day together, presenting and discussing the outcomes of every studio—first through fourth year studio in the B.Env.D, program, and the first- and second-year studios in the D.Arch. program. The day ends with open discussion about the effectiveness of the curriculum; typically, faculty share perspectives on program strengths and weaknesses, and discuss possible topics and areas of improvement for recommendation to the Curriculum Committee, Faculty Senate, and dean. For example, this medium for assessment resulted in the faculty’s decision to revisit the seven concentration areas proposed in the first iteration of the undergraduate B.Env.D, degree, and replace it with course requirements more congenial to a proposed (and now imminent) Master of Landscape Architecture (MLA) degree. Additionally, faculty members discuss and debate ways alternative pedagogies, course sequence, and course content will improve preparation for the culminating D.Arch. design dissertation, and ultimately (by extension) for transition to practice.

The school sets aside an additional full day each semester for the final presentations, review, and assessment of D.Arch. projects. The entire faculty participates in this event, as do members of the professional community, students, family members, and the general public. A de facto forum on the efficacy of the D.Arch. degree and its inherent criteria for the integration of research and design, the open D.Arch. presentations serve as the common reference point for curricular adjustments, such as the addition of the curriculum’s second required advanced research methods seminar, ARCH 781.
The school subscribes to the online student course evaluation infrastructure called eCAFE (Electronic Course and Faculty Evaluation), operated by the Office of Faculty Development and Academic Support System (OFDAS). According to OFDAS, “eCAFE is a campus-wide evaluation option for understanding how courses and instructions are perceived on the Mānoa campus, for assisting faculty gathering evidence of course and student satisfaction, and for eliciting student suggestions on developing a better course.”

On October 1, 2015, the dean and AIAS cohosted an all-student meeting to exchange perspectives on the school, introduce students to accreditation, and explore the philosophies and practices of assessment within the professional curriculum and culture. The dean shared the agenda jointly with AIAS, whose officers began the meeting with a formal presentation of responses to an ad hoc survey of all students in all classes, conducted by AIAS including questions collected in advance for the dean, based on board members and volunteers. In order to connect the AIAS assessment with the principles of self-assessment embodied in NAAB accreditation conditions and procedures, the dean’s staff mounted large posters along the auditorium walls, one poster for each of the current Student Performance Criteria (SPC). At the conclusion of the meeting, following robust discussion and Q&A, the dean’s office staff issued ten green dots to each undergraduate student and ten blue dots to each graduate student. The dean then asked each student to carefully review all 26 SPC, identify the ten that most embody the school’s strengths (in both the undergraduate B.Env.D. program and the professional D.Arch.), placing one dot on each. This exercise offered the faculty an unscientific but nonetheless illuminating glance at students’ perception of program strengths; and it provided an effective introduction to the language and procedures of accreditation, which center on SPC.

<table>
<thead>
<tr>
<th>Student Performance Criteria</th>
<th>Rank</th>
<th>Grad</th>
<th>UG</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.1 Professional Communications Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.</td>
<td>10</td>
<td>1</td>
<td>44</td>
</tr>
<tr>
<td>A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.</td>
<td>2</td>
<td>5</td>
<td>80</td>
</tr>
<tr>
<td>A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.</td>
<td></td>
<td></td>
<td>31</td>
</tr>
<tr>
<td>A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.</td>
<td>1</td>
<td>6</td>
<td>90</td>
</tr>
<tr>
<td>A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.</td>
<td></td>
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<td>18</td>
</tr>
<tr>
<td>A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.</td>
<td>8</td>
<td>18</td>
<td></td>
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<tr>
<td>A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.</td>
<td>4</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns</td>
<td>7</td>
<td>3</td>
<td>58</td>
</tr>
</tbody>
</table>
that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

| B.1 Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria. | 4 | 34 |
| B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design. | 6 | 6 | 58 |
| B.3 Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards. | 1 | 11 |
| B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design. | 33 |
| B.5 Structural Systems: 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. | 10 |
| B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, daylighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics. | 9 | 7 | 45 |
| B.7 Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources. | 1 | 4 |
| B.8 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse. | 3 | 43 |
| B.9 Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing electrical, communication, vertical transportation, security and fire protection systems. | 4 | 28 |
| B.10 Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs. | 6 |
| C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process. | 5 | 7 | 59 |
| C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills | 3 | 4 | 76 |
associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

| C.3 Integrated Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies. | 4 | 6 | 63 |

| D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process-client, contractor, architect, user groups, local community-and the architect's role to reconcile stakeholder needs. | 5 | 24 |

| D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods. | 22 |

| D.3 Business Practices: Understanding of the basic principles of a firm's business practices, including financial management and business planning, marketing, organization, and entrepreneurship. | 4 |

| D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct. | 3 | 24 |

Students evaluate every course and instructor at the end of each semester. Instructors have sole access to these evaluations. The dean sees evaluations only when faculty members voluntarily share them; when they are included in material forwarded by the Faculty Personnel Committee as part of documentation supporting reappointment, promotion, tenure, and mandatory quinquennial post-tenure review; and as appendices to the school's mandatory annual faculty member workload report. Typically, the dean conducts annual evaluations of each faculty member related to the workload report.

Every spring, the dean submits his or her annual report to the Vice Chancellor for Academic Affairs, who uses this report to structure an annual performance review. Every three years, the OVCAA oversees a 360-degree evaluation of the dean that typically includes faculty and staff, peers, and leading members of the professional community. The VCAA reviews the results of the 360 with the dean and establishes goals for subsequent appointments, renewed annually based on review.

Faculty and guest critics evaluate student performance in courses, studios, and periodic open design juries. At the end of each semester, the academic program directors convene and moderate a day-long review of all required undergraduate and graduate studios, followed by group discussion and informal assessment. Additionally, the faculty continuously monitors student performance through internal and external design competitions, community and campus projects, NAAB criteria, success in the Praxis Studio evaluations, internship following graduation, and performance on the registration exam. In addition, the dean convenes an Advisory Council once per year to review emerging developments in the school and on campus, and to assess the effectiveness of the curriculum in preparing students for continuing study or entrance into the workforce.

Section 2. Progress since the Previous Visit

1. Conditions Not Met
2. Causes of Concern

A. Financial Resources

Visiting Team Report 2013: “The visiting team reviewed the provided financial information from the School of Architecture and found it lacking in transparency. Although financial resources appear to be sufficient to administer the program, there are several issues that had not been clearly resolved at the time of the visit.

I. Although there appears to have been a great deal of effort by the dean and the School of Architecture finance officer to request additional information from the university regarding the use of student/professional fees, this information has not been forthcoming from the university.

II. The School of Architecture charges a professional/student fee of $500 per semester x 367 (374 less outreach students) or approximately 367 students X 2 semesters = $367,000 collected per year. Of this amount, the university returns $95,000 to the School of Architecture. The remaining $272,000 has not been accounted for by the university in spite of attempts by the visiting team.

III. The position of associate dean was eliminated in 2009 because of budget constraints. This position would be extremely beneficial to the financial stability of the School of Architecture and would assist the dean in determining course assignments, budgeting, and resources issues. This assistance will be necessary as the School of Architecture moves forward with growth and with the Tongji dual degree program. The university administration voiced support for the reinstatement of this position if funding can be identified by the dean.”

Program Activities in Response [Year of previous visit [2013] – Year of APR [2017]: (I & II) The school's budget and methods of resource allocation operate within the context of the university's fiscal environment. Prior to fiscal year 2016, the UHM budget process consisted of units receiving the previous year’s allocation, plus or minus adjustments typically issued across the board. In addition, deans and directors of individual units often negotiate additional allocations for specific purposes. Deans, faculty members, and other campus constituencies have widely criticized this model for lack of transparency and accountability, lack of financial stability, and lack of confidence in the budget process.

In addressing calls to improve the budget process, the UHM Interim Chancellor Robert Bley-Vroman appointed an AY2015 Chancellor’s Budget Committee, consisting of students, faculty, and administrators. This group considered a continuum of options ranging from fully centralized to fully decentralized budget processes. The outcome was the creation of a budget framework model that fell somewhere in the middle of the continuum. This committee did not issue a final report. In August 2015, Interim Chancellor Bley-Vroman convened a small, five-member Budget Work Group composed of deans and directors, including SOA Dean Daniel Friedman. The chancellor asked this group to further examine and develop ideas suggested by the previous Budget Committee, including an alternative model and scenarios for implementation. The report from that committee provided guiding principles and a detailed model that served as a basis for broad campus discussions throughout AY 2016.

In 2016, following the failed search for a new chancellor, the Board of Regents approved the appointment UH System President David Lassner as the new UHM interim chancellor, combining his two roles. In consideration of additional declining revenues, Interim Chancellor Lassner elected to implement only minor changes to the existing budget model, deferring the changes recommended by the Budget Work Group. The goal is still to implement a budget process that
more closely links allocations to performance, but the process to reach that goal is now largely evolutionary. Meanwhile, the school’s management of its budget is only as intelligible, predictable, and transparent as Mānoa’s.

Since the last visit, enrollment has declined significantly, reducing the balance of student fees, which have not increased since FY14. Although enrollment has declined, costs have risen. Student fees help defer the cost of maintaining, upgrading, and staffing two essential school resources: the 3D Lab; and the Digital Media and Information Technology Lab. Although each of these facilities generates modest revenue based on fees charged to students for certain services and equipment on a per-use basis, e.g. prints, laser printing, and the time on the CNC mill, these revenues are in themselves insufficient to offset the cost of maintenance and upkeep.

(III) Beginning in August 2014, the dean’s repeated requests to restore the associate dean position proved unsuccessful, as did efforts to secure additional funds for non-academic administrative support to augment current staff. The 2017 version of SOA’s legislative organization chart, which contains the full allocation of funded position numbers for every permanent academic and administrative employee in the unit, includes a box labeled “associate dean,” but no approved or funded position number for an associate dean inside that box. Since the two APT positions that are listed inside this box report to the dean by extension, the dean serves as de facto associate dean. The absence of an associate dean severely handicaps school operations and stresses the relationship between the dean and the faculty, who turn to the dean for services typically supplied by an associate dean, e.g. the preparation of this APR.

B. Self-Evaluation

Visiting Team Report 2013: “Visiting Team Report 2013: At the conclusion of each semester, students complete course evaluations, and the results are made available to the instructor who can choose to share them with the dean, the directors, and the students in an online forum. Because faculty members are part of the university union, they are not required to engage in formal reviews and evaluations. This lack of formal course and teaching evaluation has left the students feeling unheard and with incomplete content and teaching issues unresolved.”

Program Activities in Response [Year of previous visit [2013] – Year of APR [2017]: These policies still essentially stand unchanged, since the University of Hawai’i Professional Association (UHPA) contract articulates the framework for teaching evaluations. The current practice is the eCafe, the results of which faculty can share on a voluntary basis. That said, most faculty members voluntarily submit eCafe student evaluation results as part of three independent but interconnected systems of self-assessment and evaluation: (1) application for contract renewal, tenure, and promotion, reviewed by elected members of the school’s Architecture Personnel Committee, which issues its recommendation to the dean, and which in the case of tenure and promotion pass through to subsequent levels of academic review at the university level (UHM Tenure and Promotion Review Committee and Office of the Vice Chancellor for Academic Affairs); as an appendix in the annual workload reports submitted to the dean in advance of annual review; and as part of the mandatory five-year review for tenured professors. Between 2014 and the time of this writing, approximately 90 percent of faculty members comply with this process. [New four-way annual discussion among the program directors, dean, and faculty members]; periodically scheduled pau hana (“end of workday”) talk story sessions with the dean to discuss emerging school issues, supplemented by all-school student meetings to report on program changes, new initiatives, Q&A, etc.]

C. Communication
Visiting Team Report 2013: “The existence of the university’s faculty union seems to impose some barriers to communication and management as the team understands it, the dean has no ability to evaluate, direct, or terminate faculty. This lengthens communication efforts and requires additional efforts to accomplish some of the goals and initiatives of the school.”

Program Activities in Response [Year of previous visit [2013] – Year of APR [2017]: Three factors compromise healthy communication in the School of Architecture: its small size (20.75 FTE total); its asymmetrical academic structure (15 faculty FTE and a dean, the only Executive/Managerial position allocated to the school); and its Architecture Senate Bylaws, which exclude the dean from meetings. Asymmetries that result from the faculty’s internal process for reappointment, promotion, and tenure further inhibit open communication. The non-departmentalized structure of the unit tends to politicize the promotion and tenure process, resulting in a pronounced power differential between tenured and tenure-track professors. As one assistant professor recently noted, “My future in this school changes from hour to hour depending on the mood of a single full professor.”

<table>
<thead>
<tr>
<th>As the School of Architecture Faculty, We Will:</th>
<th>Accept &amp; Weight</th>
<th>Reject by Whom</th>
<th>“Recommendations” and comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Share visions to establish and achieve common goals</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2. Contribute to our shared values</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3. Support and care for each other so we can individually thrive / shine</td>
<td>8</td>
<td>3</td>
<td>non-personal and not professional; similar to #7: I like #7 better; rejecting it favors #7 which is close in intent but more professional. “Support and care for each other so we can individually thrive”</td>
</tr>
<tr>
<td>4. Focus on issues, reach consensus</td>
<td>8</td>
<td>1</td>
<td>“Focus on issues, strive for consensus”; “Focus on issues, reach consensus and/or mutual understanding”, it’s not clear about reaching consensus; Consensus may not be the best direction</td>
</tr>
<tr>
<td>5. Implement action items through proactive shared responsibility</td>
<td>9</td>
<td>2</td>
<td>anchor, what are action items and can a shared responsibility be practical? Figure</td>
</tr>
<tr>
<td>6. Strive for mutual transparency and exchange of information that is critical to the success of the school</td>
<td>9</td>
<td>1</td>
<td>“Mutual transparency and meaningful exchange of information”</td>
</tr>
<tr>
<td>7. Support and encourage individual faculty to attain their highest level of potential</td>
<td>11</td>
<td>0</td>
<td>Support and encourage individual faculty to attain their highest level of potential that directly supports the school and our students without negatively impacting other efforts</td>
</tr>
<tr>
<td>8. Pursue symbiotic relationships and create symbiotic environments</td>
<td>6</td>
<td>2</td>
<td>“Pursue collaborative relationships to create a healthy school environment”; “Pursue and create symbiotic relationships!”; the intent of this sentence is not clear – suggested authors’ concern, seems to be intended in the above mentioned, not sure what this means, synthesis implies dependency and on my perspective it is inhumane</td>
</tr>
<tr>
<td>9. Be committed to the contribution of the School to the design disciplines</td>
<td>11</td>
<td>0</td>
<td>anchor</td>
</tr>
<tr>
<td>10. Be engaged and be engaging</td>
<td>11</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11. Respect differences by encouraging diverse perspectives</td>
<td>9</td>
<td>2</td>
<td>“Respect differences by actively encouraging diverse perspectives”; “Respect differences and acknowledge diverse perspectives”</td>
</tr>
<tr>
<td>12. Listen before speaking</td>
<td>8</td>
<td>2</td>
<td>“Speak only with good purpose”, I can commit to saying but can’t guarantee; this shouldn’t be a guiding principle</td>
</tr>
<tr>
<td>13. Assume best intentions</td>
<td>6</td>
<td>4</td>
<td>“Contribute with meaningful intentions and assume best intentions from others”</td>
</tr>
<tr>
<td>14. Participate fully</td>
<td>8</td>
<td>2</td>
<td>“Contribute but can’t guarantee; I don’t understand this. Stronger definition: If it is not well-communicated, I assume other than best intentions”</td>
</tr>
</tbody>
</table>

At the end of his first year, Dean Friedman enlisted the help of organizational psychologist Carol Gallagher, already under contract with UHM as an executive coach and consultant, to develop an all-faculty communications workshop in lieu of the annual spring faculty retreat. The workshop took place on May 8, 2015 with 12 out of 14 faculty members participating. Although limited in scope, the exercise helped to identify systemic impediments to productive communication, and thus produced worthwhile collateral benefits: refreshed recognition that habits and styles of communication are non-trivial elements of organizational effectiveness; greater sensitivity to the political dynamics of the faculty and its impact on work life; and increased mindfulness of the full spectrum of the consequences of certain styles and habits of communication, from email to gossip. The product of this highly inclusive exercise was a faculty matrix comprised of individual recommendations and goals addressing improved communications in the school.

In response to the communications retreat, effective fall 2015, the dean formed and implemented a school Executive Committee for the primary purpose of improving communication among school’s the various constituencies. The committee comprises the dean, academic program director(s), the chair of the Architecture Faculty Senate, the chair of the Curriculum Committee,
the school’s Administrative Officer (AO), and the directors of student services, school affairs, information technology, and the 3D Lab. This committee is evolving as the needs and administrative structure of the school evolves.

The dean convenes monthly or bi-monthly faculty and staff meetings. Typically, these meetings include reports from the academic director(s), discussion of current school and university initiatives, and updates on university affairs, including UHM budget, administrative priorities, and academic reorganization. The dean’s meetings are largely informational, although on occasion meetings feature special topics, e.g. the concept of an all-public-interest-driven curriculum, or the school’s 2017 “Building Voices” conference. In practice, the Architecture Faculty Senate has scheduled its meetings immediately following the dean’s meetings. Currently, AFS bylaws exclude the dean from meetings except by written invitation from the AFS Executive Committee. Between the fall 2014 and the spring 2017, the AFS Executive Committee issued only three invitations in response to the dean’s requests, all related to urgent academic matters requiring immediate senate action. Each of these meetings proved both collaborative and harmonious, demonstrating the potential of shared governance to address matters of academic integrity.

In the fall 2017, the senate issued a standing invitation to the dean to attend a portion of every meeting, to report on university developments and exchange perspective. On October 27, 2017, the dean and the Architecture Faculty Senate held its first joint meeting in over three years, welcoming Interim Vice Chancellor for Academic Affairs Michael Bruno for continued discussion on academic reorganization and related issues.

D. Studio Culture

Visiting Team Report 2013: “Although there is a written Studio Culture Policy on the School of Architecture website, the team feels that it is not known by the students. Students were also not familiar with the Studio Culture Policy report adapted by the AIAS. This is an example of an apparent lack of communication between the School of Architecture administration, teachers, and the student body.”

Program Activities in Response [Year of previous visit [2013] – Year of APR [2017]: Since the last visit, faculty members have led efforts to develop and support improved studio and school culture. The school has changed and reorganized studio times and days, creating new opportunities for interaction among students in different years and classes, providing outlets for students to share experiences with each other and faculty. The AIAS faculty Advisor, Assistant Professor Lance Walters, regularly hosts “talk story” sessions with students to promote clear and consistent communications and feedback, and to discuss the unique academic, social, and interpersonal challenges of studio work life. Students’ feelings about studio culture derives from their perception of the school and their faculty, in particular the perception of a coherent and unified faculty presence.

The faculty adjusted studio meeting schedules, reducing studios from three to two days per week, in order to accommodate more efficient, continuous contact and critical exchange. Two longer studio sessions set one day apart provides space and time for intense support and review of lessons, followed by longer stretches of time—4 days, including the weekend—for individual student progress and design development. Additionally, the faculty offset lower division undergraduate beginning design studios—years one and two—from graduate studio days and times so that upper level students are able to serve as teaching assistants for undergraduates, promoting more student interaction among different levels of the seven-year 4+3 program. Additionally, AIAS runs ‘studio reps’ program– a point person in each studio in each year who provide bi-monthly feedback and discussion to all students and officers at the AIAS meetings.
It would be impossible to overstate the impact and influence of our AIAS chapter on studio culture and student morale. Having sponsored the March 2014 West Quad regional AIA conference in Honolulu in 2014, AIAS deploys student groups to all major national conferences—West Quad, Forum, and Grassroots, the summer 2016 Speak Up conference in Washington D.C., and NCARB’s July 2017 annual Licensing Advisors Summit. In summary, SOA’s highly engaged AIAS chapter, which has earned a national reputation for its innovation, energy, and leadership, supports and enriches studio and school culture at all levels.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Since the last accreditation visit, the school’s faculty composition has changed dramatically. New faculty recruitments led to several key appointments, including Professor Martin Despang, Associate Professor Judith Stilgenbauer, and Assistant Professors Wendy Meguro, Lauren Mitchell, and Lance Walters. Subsequent to the visit, ten full-time faculty members have left the faculty through contract expiration, resignation, or death; contracts for adjunct or visiting assistant professors Monika Wittig, Maria Simon, Kris Palagi, and Hongtao Zhou expired between 2013 and 2017; adjunct associate professor and Practicum director Ma Ry Kim resigned in 2015; assistant professor Lauren Mitchell resigned in 2015; associate professors Amy Anderson and Marja Sarvimaki resigned in 2015; Professor Spencer Leineweber died suddenly on June 20, 2015; and Professor Kazi Ashraf resigned in August 2016. Following a yearlong search, the school hired three full-time tenure-track assistant professors beginning AY2016–17: Simon Bussiere, ASLA (landscape architecture and urban ecological design); Laura McGuire, PhD (Western architectural and urban history, theory, and criticism); and Karla Sierralta (design). Additionally, as mentioned above, the school recruited Cathi Ho Schar, AIA, as full-time adjunct assistant professor and inaugural director of the UHCDC.

More so now than ever, the School of Architecture is home to a diverse and outstanding faculty and staff with substantial academic, professional, technical, and administrative experience, demonstrated talent, and internationally recognized expertise. Current full-time faculty members include 4 tenured full professors; 4 tenured associate professors; 5.75 tenure-track assistant professors. Assistant Professor Wendy Meguro occupies a joint appointment—.75 FTE with architecture, and .25 FTE with Sea Grant College; likewise, Assistant Professor Sara Jensen Carr—.75 FTE with architecture, and .25 FTE with the Office of Public Health Studies. The school has one open position in Asian and Pacific architectural and urban history, theory, and criticism, currently approved for hire and the subject of an international search; one non-tenure track assistant professor (the vestige of an annual funding arrangement with a local construction industry association); and one full-time adjunct assistant professor of practice, who in the current faculty roster both teaches and directs the University of Hawai‘i Community Design Center.

The faculty also includes distinguished adjunct and affiliate instructors from related disciplines in the university, and internationally known professionals and specialists from within and beyond our region. These experienced part-time lecturers, instructors, and professors regularly teach required and elective studios and seminars. Additionally, in accordance with SOA’s Memo of Agreement with the College of Architecture and Planning at Tongji University, the school welcomes one visiting faculty member per year from Tongji, who teaches in the B.Env.D. and/or D.Arch. programs. Augmenting the full- and part-time faculty, emerging and distinguished practitioners regularly contribute effort as guest studio critics, design studio jurors, and special in-class guest lecturers.

Permanent staff positions include the dean, who occupies the school’s sole Executive and Managerial (EM) position, and five Administrative/Professional/Technical (APT) positions: the dean’s executive assistant (restitled Director of School Affairs in 2014); the Director of Student Services; the Director of Digital Media and Information Technology; and the school’s Administrative Officer. In the late summer, 2017, the university approved the schools request to search for a new APT staff member for the Office of Student Services, following the retirement of a civil service secretary who previously performed that
support role. Other authorized full-time positions funded by tuition/outreach revenues include a fabrication workshop supervisor and program specialist. Additionally, the school hires part-time staff, part-time program specialists, and student assistants, who contribute to a variety of academic and administrative initiatives and projects on an as-needed basis.

The dean is a tenured professor with a fallback full-time teaching appointment at the rank of professor. The school has no associate dean, no departments, and no department chairs. Two tenured faculty members appointed by the dean receive an annual stipend, release time from teaching, and other perquisites and special considerations (including eleven-month appointments) to coordinate the graduate and undergraduate programs, and to advise and assist the dean on academic development, new and existing programs, recruitment, retention, procedures, policies, and school operations. Although these appointments carry the title “director,” they are not official administrative positions. In October 2017, the Board of Regents approved the school’s proposal—nearly four years in the making—for Hawai‘i’s first MLA degree. The administration of this degree requires the creation of a new academic director position, in accordance with the standards of academic accreditation in landscape architecture, pending approval from the Office of Graduate Education.

The school also employs up to 30 student assistants working a maximum of 20 hours per week to assist with instruction, research, student services, the fabrications lab and shop, digital media and information technology, and UH CDC projects. In addition, the Environmental Design Research Lab (ERDL) employs on average nine students per year, mostly graduate students. Although the majority of student staff are SOA students, ERDL has hired students from Electrical Engineering, Civil Engineering, Computer Science, Urban and Regional Planning, Psychology, and Environmental Science. The Lab team has included representatives from seven different countries outside the United States. Former ERDL architecture students offer portfolios that feature advanced sustainable design, building performance analysis, Revit, GIS, and project management skills. Graduates have gone on to work for local and global firms, including the Hawai‘i Community Development Authority and the Land Planning Department of the Office of Hawaiian Affairs. Additionally, ERDL has fully funded three post-doc positions SOA graduates.

All faculty submit annual reports outlining their work loads, academic productivity—papers, publications, awards, grants, course evaluations, and related metrics; these reports serve as the basis of annual reviews, teaching assignments, and curricular assessment. Untenured tenure-track faculty submit periodic applications for contract renewal during their probationary appointment, typically every two years, until such time as they submit their applications for tenure and promotion. The university mandates five-years reviews for all tenured faculty members. The dean reviews each staff member annually, reporting results in writing in the university’s centralized APT Performance Evaluation (and Special Compensation) System. The Vice Chancellor for Academic Affairs annually reviews the dean. Every three years, all deans participate in a “360” evaluation that surveys subordinates (e.g. faculty and staff), peers (e.g. deans), and leaders in the professional community. The university typically offers deans three-year initial appointments, with annual appointments renewed thereafter based on performance evaluation.

Since fall 2013, deans have successfully recommended five staff merit salary increases of between 4 and 8 percent (with 8 percent as the maximum); and since 2014, the dean has successfully recommended seven annual staff merit bonuses of between two and four percent (with four percent as the maximum). Additionally, the dean has supported three structural salary adjustments (SSAs) for full-time tenure track or tenured faculty based on merit, equity, and combinations of merit and equity.

The current dean has appointed six 89-day hires—typically recent graduates and emerging and experienced professionals—all for special projects; and 145 student assistant positions between fall 2015 and spring 2017, an average of 36 per semester (slightly skewed by the need for extra staff support for the run up to the “Building Voices” Festival in the spring 2017). Since spring 2016, the dean has hired 31 adjunct instructors, nearly 8 per semester. Typically, the school hires adjunct instructors to cover release time for full-time faculty, academic leave, family leave, and leave without pay.
University EEO/AA Policy for Faculty, Staff and Students. The school follows the policies of the university in all matters related to Equal Employment Opportunity and Affirmative Action, among other state and federally-mandated employment practices. University policy mandates equity of opportunity in higher education, both in its academic and administrative mission. The university complies with all state and federal statutes, rules, and regulations which prohibit discrimination. UH is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under state law), sexual orientation, national guard absence, or status as a covered veteran.

This policy covers admission and access to, and participation, treatment, and employment in all university programs and activities. Discriminatory harassment, including sexual harassment, is prohibited under this policy. The university vigorously promotes a full realization of equal opportunity through a positive, continuing program of nondiscrimination and affirmative action on each campus (41 CFR Chapter 60).

The UH EEO/AA Office offers an interactive web-based course for all faculty, students and staff of the UH System. The self-paced program takes about 60 minutes to complete and provides a convenient opportunity to learn about sexual harassment and how to prevent it. Like all university policies and procedures, the full text of this policy is located online.

Diversity Initiatives on Campus. The Office of Multicultural Student Services (OMSS) is a part of the Student Equity, Excellence, and Diversity (SEED) program, under the aegis of the UHM Office of Student Affairs. OMSS focuses on outreach activities by encouraging individuals from under-represented groups and underserved communities to seek higher education, providing university students opportunities to experience Hawai’i’s multicultural contexts, conducting activities that foster cross-cultural understanding and social justice, and promoting the development of (and providing a clearinghouse for) information and resources related to Hawai’i’s multiethnic groups. The IDEAS initiative—Inclusion, Diversity, Equity, Access, Success (formerly the Diversity and Equity Initiative)—has served the University of Hawai’i campuses for more than a decade, implementing a university strategic goal that honors and respects the differences and contributions of its students, faculty, staff, and administration. Projects funded by the initiative have been applied toward teaching, research, performance, trainings, workshops, visiting speakers, and through outreach and recruitment activities. Working with a review committee from the UH system, applications for the initiative are administrated by the Office of Student Equity Excellence and Diversity (SEED).

Promoting campus diversity and a climate of inclusiveness, diversity initiatives have been applied toward teaching, research, performance, trainings, workshops, visiting speakers, and through outreach and recruitment activities. Working with a review committee from the UH system, applications for the initiative are administrated by the Office of Student Equity Excellence and Diversity (SEED).

The university provides mandatory staff workplace non-violence and Title IX training, in addition to which the Office of the Dean scheduled mandatory active shooter awareness and response training for the entire school community on February 2, 2017.

Faculty Workload. The OVCAA posts current workload policies for all UHM schools and colleges on its website. The Board of Regents establish system-wide workload expectations, although they accord UHM and its units considerable flexibility in determining workloads appropriate to the diverse activities of a
Carnegie research-intensive campus. The policy of the College of Arts and Humanities expresses this context perspicuously:

The Board of Regents has defined the workload of university faculty as the equivalent of teaching 24 contact hours—eight 3-credit courses per year, divided into 12 contact hours per semester—a 4-4 teaching load. The regents have also designated the Mānoa campus of the university as a graduate research institution, which designation necessarily entails major nonteaching duties and demands upon the faculty. In recognition of the latter fact, the regents have accepted 3-3 (9 contact hours per semester) as the standard teaching workload of members of the Mānoa faculty; and they have adopted policies that permit variations above and below that standard for individual faculty members.

A. These policies acknowledge the non-teaching responsibilities of the Mānoa faculty, but leave the formulation and specification of those responsibilities to the Mānoa administration, from whence they have devolved upon the college. Since the academic stature of the university as well as the ability to fulfill its graduate and research missions depend so largely on the scholarship, creativity, and professional stature of the faculty, it is the policy of the college to encourage the kinds of nonteaching activities and involvements that justify reductions and variations of teaching workloads.

B. The kinds of activities and responsibilities that justify the regents’ 3-3 teaching workload include, but are not restricted to, the following kinds of duties that constitute the special demands of teaching in a graduate research university:

—Keeping abreast of the literature in one’s discipline and in the area of one’s scholarly and creative specialization and expertise;
—Regularly updating course lectures, syllabi, reading lists, assignments and creative activities in order to keep courses and teaching abreast of current knowledge and interpretations;
—Participating in the routines of departmental, university, and faculty governance;
—Counseling and advising students.

The current “Workload Policy School of Architecture [for] Tenured and Tenure Track Faculty” [dated April 29, 2011, rev. February 21, 2012], authored and adopted by the Architecture Faculty Senate, follows suit. It states: “The typical SOA teaching load each semester is a 6- or 4-credit Design Studio, and alternating each semester, either a 3-credit Required Lecture course or 3-credit elective course. The design studio has a student contact time of 1.5 hours per credit hour. In addition, each faculty is expected to serve as the chair of 3 and no more than 5 [D.Arch. dissertation committees] per semester. Faculty not teaching studio teach an additional course every third semester. In determining equitable teaching loads consideration should be given to the following factors: (a) graduate or undergraduate level, (b) class format, such as lecture, lecture + lab, seminar, or design studio, (c) course enrollment, (d) contact hours, (e) required or elective course, (f) curriculum responsibilities including assigned National Architectural Accreditation Board (NAAB) Student Performance Criteria, (g) co-instructors or teaching assistants, (h) a required course taught for the first time, (i) D. Arch. Committee Chair service. Distribution of chair assignments shall be done in a way determined by the faculty to distribute the load among all faculty members.” In fall 2016, the dean convened a committee to evaluate and recommend revisions to all school policies and procedures, since the architecture faculty workload, as stated, is among the lowest in the university.” In the fall 2016, the dean established an ad hoc committee to evaluate all school policies and procedures in preparation for the 2018 NAAB accreditation visit.

**AXP Coordinator.** As noted above, Associate Professor Joyce Noe, FAIA was appointed by the governor to the Hawai‘i Engineer, Architect, Surveyor, and Landscape Architect Licensing Board (2016–17), in which capacity she regularly attends national NCARB meetings, including meetings of the NCARB Resiliency Work Group. Professor Noe also serves as the school’s NCARB Licensing Advisor. In addition, Professor Noe coordinates student professional development events. She works directly with students through her undergraduate professional practice courses, through the AIAS chapter, through individual
counseling, and through special workshops and events. In should not go without notice that two full-time tenure-track assistant professors—Meguro and Walters—are nearing the completion of requirements for licensure, and so students will benefit from access to faculty members freshly familiar with both AXP and the ARE.

Faculty Development and Resources. In addition to tenured/tenure-track educators, the SOA faculty includes several full-time faculty members who are not tenured or tenure-track, plus a number of practicing professionals who serve as adjunct instructors. This balance of career educators and full-time practitioners keeps the program up-to-date with current practices and requirements for licensure. Several of the full-time tenured/tenure-track faculty maintain active design practices in the region and around the world, or are active in other areas of creative work, research, and scholarship. The dean encourages faculty members to attend continuing education seminars, academic meetings, and conferences related to their programs of instruction and research, in consideration of which he has included $7000 of start-up funds for each of the school's four most recent assistant professor-level hires. The Office of the Dean has approved release time, extended probationary contracts, and funded the cost of ARE exams in support of faculty seeking to complete requirements for professional licensure, which is a prerequisite for tenure for faculty members lacking a PhD degree. The Office of the Dean likewise makes funds available to support attendance and participation to professional meetings, such as the 2016 ASLA meeting in New Orleans, attended by two full-time faculty members on assignment to explore community design initiatives and attend CELA-sponsored accreditation training. The school encourages faculty to pursue grant programs such as the Fulbright and Dumbarton Oaks Fellowships; the Office of the Dean endeavors to assist successful faculty with salary differentials where possible or appropriate. In addition, the Office of the Vice Chancellor for Research (OVCR) provides additional funds for the UHM Office of Research Services (ORS), which provides training and assistance to faculty seeking government or agency grants. In February 2012, the university implemented the myGrant application system to simplify submission.

All full-time tenure track, full-time non-tenure track, adjunct, and part-time faculty may access the services and resources of the UHM Office of Faculty Development and Academic Support (OFDAS), which operates under the aegis of the OVCAA. OFDAS provides opportunities for faculty members to participate in a variety of activities designed to improve teaching and learning on the Mānoa campus, including and especially instructional and curriculum development. OFDAS comprises three functional units: the Center for Instructional Support (CIS), the Center for Teaching Excellence (CTE), and the Faculty Mentoring Program (FMP), which actively support opportunities to improve and strengthen faculty optimization of teaching, assessment, and instructional technologies. The school ensures that faculty have up-to-date computers, special equipment, and software licenses to support instruction, research, creative work, and scholarship. OFDAS offers first-year faculty members tailored orientation and training sessions.

Faculty Development and Travel. Sabbatical leaves with pay are available to tenured faculty members after six years of service, and study leaves with pay are available to full-time faculty members with over five years of service. Since the fall 2014, the dean approved two sabbatical leaves—one full-year at half-pay; and one half-year leave at full pay. The dean typically approves leaves without pay for professional development or personal issues, as requested. Since fall 2014, the dean has approved three requests for professional improvement leave without pay. Since fall 2013, of six requests, the previous and current deans have approved five and denied just one. The full text of the UHM policy on academic, professional, and family leave is available among supplemental materials.

Since 2013, the school has supported fully- or partially-funded faculty travel to attend conferences or meetings throughout the world, including Germany, England, Italy, Portugal, Australia, Japan, China, Canada, and Korea. The current policy requires that all faculty requests for funded travel demonstrably support their teaching, research, professional development, or service. The school encourages faculty members to participate in every available opportunity to present peer-reviewed papers, develop new skills and knowledge, and attend professional meetings. Within these criteria, in view of budget pressures affecting all UHM programs and operations, the current travel practices allocate faculty members up to
$3000 per year, although the dean makes additional funds available on a case-by-case basis. The school also fully or partly funds expenses associated with participation in academic conferences and approved travel for professional development, depending upon context. For academic conferences involving peer-reviewed paper or primary research the current travel; current practices require faculty to apply for central support from the Office of the Vice Chancellor for Research; the OVCR funds most requests. In any case, the dean solicits, reviews, and typically approves all faculty requests, if consistent with the school policies and mission, which support faculty development. Since fall 2014, the dean has approved every school-related faculty request for travel, fully or in part. A summary of typical faculty, student, staff, and administrative travel supported between 2013 and 2017 follows:

<table>
<thead>
<tr>
<th>FY2013–17</th>
<th>Travelers</th>
<th>Total # discrete travelers</th>
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<tr>
<td>Adjunct faculty</td>
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<td>Emeritus faculty</td>
<td>1</td>
<td>4,329.85</td>
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<td>Staff</td>
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<tr>
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*Supported in part by external funding and/or University Research Corporation grants (typically between $1,000 and $2,000)
**Includes annual apartment rental FY14

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<td>Denver</td>
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<td>Denver</td>
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<td>Professor</td>
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<tr>
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<tr>
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<tr>
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<td>2,496.92*</td>
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**TOTAL** 119,129.71

*Supported in part by external funding and/or University Research Corporation grants (typically between $1,000 and $2,000)

**Includes annual apartment rental**

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<th>FY2015 Faculty</th>
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<td>Kaoru Lovett</td>
<td>Student</td>
<td>Washington DC</td>
<td>1,331.80</td>
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<tr>
<td>Vanessa Works</td>
<td>Staff</td>
<td>New York, Boston</td>
<td>2,123.95</td>
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<tr>
<td>Lance Walters</td>
<td>Asst. Prof.</td>
<td>Shanghai, Seoul</td>
<td>11,232.86**</td>
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<tr>
<td>David Rockwood</td>
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<td>Austria/Italy</td>
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<td>Vancouver</td>
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<td>Stephen Meder</td>
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<td>Taylor Cook</td>
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**TOTAL** 38,710.54

*Supported in part by external funding and/or University Research Corporation grants (typically between $1,000 and $2,000)*
### FY2016

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**TOTAL** 58,489.99

*Supported in part by external funding and/or University Research Corporation grants (typically between $1,000 and $2,000)

### FY2017

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<td>Karla Sierralta</td>
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<td>Simon Bussiere</td>
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**TOTAL** 53,034.75

*Supported in part by external funding and/or University Research Corporation grants (typically between $1,000 and $2,000)

**Appointments, Promotion, and Tenure.** For new full-time positions, the dean appoints a faculty Search Committee and chair, whose members work together with the dean to formulate position descriptions, determine suitable advertising venues, and review university search and EEO protocols. The committee then reviews and ranks all applicants, conducts preliminary interviews, and recommends a short list of candidates. Following campus visits and interviews, including a public presentation, the Search
Committee evaluates faculty and student comments and forwards the names of two unranked finalists to the dean, usually enumerating their strengths and weaknesses; the dean makes the final decision.

As stated above, the dean meets annually with individual faculty members to review and discuss their interests and priorities, and to assess programs of teaching, research, creative work, and service in respect of optimal paths to tenure and promotion, among related issues.

Full-time tenure track faculty members are members of the University of Hawai‘i Professional Assembly (UHPA), which represents faculty and negotiates salary ranges and related employment issues with the university. For contract renewal, tenure, and promotion, the school follows procedures and criteria developed by the faculty and approved by the UH Office of the Vice Chancellor for Academic Affairs and UHPA. Central to this process is the annual election of the school’s Architecture Personnel Committee (APC) and its chair, which reviews all contract renewal, promotion, tenure, or promotion and tenure cases, and issues recommendations to the dean. Digital copies of the school and university criteria and policies—Criteria and Guidelines for Faculty Tenure/Promotion Application University of Hawai‘i At Mānoa (September 2016); Tenure and Promotion 2016–2017 Administrative procedures and Timetable (August 24, 2016); School of Architecture Tenure and Promotion Requirements, Criteria, and Guidelines (May 29, 2014); and the Architecture Personnel Committee (APC) Procedures (May 29, 2014)—are included in the online supplemental material.

**Visiting Lecturers, Critics, and Exhibits 2014–2017.** As a certified AIA continuing education provider, the school offers an annual lecture series, renamed “Wave Sets in 2015,” that extends the benefit of its extra-curricular programming to the general public. Programs offering at least one continuing education learning unit are marked with an asterisk. Since the last accreditation visit, the school and surrounding university and professional communities have enjoyed a rich current of provocative and deeply thought vocabularies, garnished by portfolios of built and speculative work, engaging audiences in the emerging discourse on building, landscape, urban, and ecological design; professional education and ethics; postcolonial identity and culture; contemporary practice; energy; resilience; methods of design research and inquiry; and design and practice in the public-interest, among many other topics. Supplementing these lectures, the Haigo and Irene Shen Architecture Gallery has showcased work by students, faculty, visiting scholars, and local architects. Additionally, the school has hosted or co-sponsored two major conferences: the national ACSA Fall Conference, “Building for Health & Well-Being,” co-chaired by UHM SOA Assistant Professor Sara Jensen Carr, PhD, AIA (September 22–24, 2016); and the annual conference of the national AIA Academy for Justice, locally chaired by SOA Advisory Council chair and distinguished alumnus Dwight Mitsunaga, FAIA (November 2–5, 2016). A list of the school’s regularly scheduled lectures follows.

**Lecture Series 2013-14**
An asterisk after the date indicates a certified AIA continuing education event.

September 25, 2013*: Les Wallach, FAIA (executive director, Line and Space), “The Work of Line and Space: An Ecological Ethic Guided by Time (Program) and Place (Site)”

October 2, 2013: Michael Hodge, DArch: “Zen + Architecture”


November 13, 2013*: Kongjian Yu (professor and dean, Peking University; President, Turenscape, Beijing), “The Big Feet Aesthetic and the Art of Survival”


February 26, 2014: Cornelia Oberlander (Canadian landscape architect), SoA/HSLA Lecture

March 12, 2014: Peter Walker, FASLA, “Before the Memorial”

March 20, 2014: Tom Loeser (professor, University of Wisconsin, Madison), “Details, Details, Details”

March 29, 2014: Craig Steely (principal, Craig Steely Architecture), SOA-sponsored AIAS West Quad Conference Keynote Speaker


Wave Sets Lecture Series 2014-2015

October 8, 2014*: Ulf Meyer (visiting professor, Tamkang University, Taipei), “Performance of Sustainable Contemporary Buildings”

October 22, 2014*: Moongyu Choi, AIA, KIRA (professor of architectural engineering, Yonsei University, Seoul), “Questions in Architecture: Social Role of Architecture for the Public Space”


January 23, 2015*: Stephan Luoni (director, University of Arkansas Community Design Center, Steven L. Anderson Chair in Architecture & Urban Studies, University of Arkansas), “Designing in the Anthropocene”


April 6, 2015*: Kristina Hill, PhD (University of California-Berkeley College of Environmental Design), “Disaster in Slow Motion: Preparing for Future Shores and Rising Seas”

April 27, 2015*: Marc Swackhamer (professor, University of Minnesota; principal, HouMinn) and Blair Satterfield, (assistant professor, University of British Columbia; principal, HouMinn), “Houminn
Evolution” [in conjunction with an exhibition of work by HouMinn in the Haigo & Irene Shen Architecture Gallery]

Wave Sets Lecture Series AY 2015-2016

September 21, 2015*: Janine Clifford, AIA (Clifford Planning & Architecture), Cathi Ho Schar, AIA (Collaborative Studio), Janice Li, AIA (Tadpole Studio), Bettina Mehnert, AIA (Architects Hawai‘i), and Donald Goo, FAIA (former CEO, WATG), “The Value of Design, The Design of Value” [special panel on the occasion of the awarding of the 2015 AIA Hawai‘i State Council Gold Medalist to Donald Goo, FAIA]

November 2, 2015*: Shohei Shigematsu (partner, OMA, New York; instructor, Harvard GSD) “OMA Recent Work: Diversified”

November 4, 2015*: Christine Theodoropoulos, FAIA, PE (dean, College of Architecture & Environmental Design, Cal Poly San Luis Obispo), “Emerging Practitioners” [a special event on the occasion of the awarding of the national AIA Young Architect Award to Chris Hong, AIA]


March 14, 2016*: Kiel Moe, AIA (associate professor, Harvard GSD), “Our Model of Models, My Model of Models” [in conjunction with an exhibition of the same name in the Haigo & Irene Shen Architecture Gallery]


Wave Sets Lecture Series 2016-2017

August 29, 2016*: Robert Iopa, AIA (WCIT), Karen Lee (associate, Urban Works), Kuhao Zane (Sig Zane Designs), and David Kaahaaina, AIA (Alana Buick & Bers, moderator), “Hawaiian Design Identity” [panel]


October 14, 2016*: David Leatherbarrow, PhD (professor and chair, Graduate Group in Architecture, University of Pennsylvania School of Design), “The Beginning of the Beginning”

November 14, 2016*: Mark Reddington, FAIA (design partner, LMN Architects), “Going Beyond”


March 13, 2017*: Nina-Marie Lister, Hon. ASLA (associate professor, Ryerson University; founding principal, Plandform), “Design for Resilience Towards an Ecological Urbanism”

April 10, 2017*: Victoria Beach, AIA (former vice mayor, Carmel, CA, and former chair, national AIA Ethics Committee), “Looks Matter—Aesthetics Before Ethics

Wave Sets Lecture Series 2017-18


November 16, 2017*: Michael Bruno, PhD (UHM vice chancellor for research and interim vice chancellor for academic affairs), H. Ron Riggs, PhD (interim dean, UHM College of Engineering); Charles Kaneshiro, AIA (President and COO, G70 Architects), and Lauren C. Roth Venu (Roth Ecological Design), “What It Is We’re Talking About When We Talk About Built Environments” [presentations and panel discussion on the occasion of the annual meeting of the School of Architecture Advisory Council, held in conjunction with the AIA Honolulu monthly general membership meeting]

February 12, 2018*: Kongjian Yu, DDes, FASLA (professor of urban and regional planning and dean, Peking University; president, Turenscape, Beijing), “Recent Work”

February 26, 2018*: Christopher Long, PhD (professor of architecture, University of Texas, Austin), “Loos and Raumplan”

March 5, 2018*: Elizabeth Mossop, AILA, ASLA (dean, School of Design, Architecture & Building, University of Technology, Sydney), Title TBA

March 19, 2018*: Phil Harris FRAIA (founder and partner, Troppo Architects, Adelaide, Australia; winner of the 2014 Australian Institute of Architects Gold Medal), Title TBA

April 16, 2018*: Will Bruder, FAIA (president, Will Bruder Architects, Phoenix), Title TBA

Exhibitions 2013–2017

The Haigo and Irene Shen Architecture Gallery, School of Architecture

September 5-20, 2013
Maria Simon, “What I Did On Summer Vacation Gallery Show”

October 9, 2013
Hongtao Zhou and ARCH 693 students, “The Sticky Exhibition”

November 2013
Monika Wittig, “Digital Fabrication”

December 2013
D.Arch. Exhibition

January 24–February 28, 2014
March 4–14, 2014
Jill Morton and students, “Color Theory”

March 20–April 10, 2014
By American Craft Council Master Tom Loeser, “Details, Details, Details” [Carving Workshop on March 19]

April 23–June 30, 2014

September 19, 2014
Arch 490, “Material Exploration”

October, 2014
Phap Vu, DArch candidate, “Aqua-itecture: Wave of the Future”

December 19, 2014
D.Arch. Exhibition

March 19–April 20, 2015
Kazi Ashraf and David Rockwood, “Urban Matters—An Exhibition of Urban Projects”

April 27–September 20, 2015
Marc Swackhamer (University of Minnesota) and Blair Satterfield (University of British Columbia), “HouMinn Evolution”

November 20, 2015
Lance Walters, “Flying Around Design – An Exhibition of Recent Experimentation”

March 14, 2016

December 9, 2016
Simon Bussiere, Jing Chen, Lance Walters, “Machines in the Garden: Exhibition of Student Work” February 9, 2017—ongoing

Ferraro Choi and Urban Works, “2X2” [an commissioned exhibition of two projects each by two premier Honolulu design firms—one each for UH Commnunity College System campuses; and one each for downtown Kaka‘ako]

Conferences 2014–2017

BEYOND ARCHITECTURE: NEW INTERSECTIONS & CONNECTIONS—ARCC/EAAE 2014
International Architectural Research Conference, February 12–15, 2014

Research and scholarship are typically framed by conventions, forms, and methods, and often within disciplinary boundaries. However, our increased awareness of the multiplicity of the deep and broad connections between mental, physical and metaphysical constructs leads us to rethink the autonomy and insularity of disciplinary structure. Considering that the formation, naming, development, and institutionalization of disciplines have, and have had, pragmatic, political, and instrumental purposes, it now appears that such applications are also limiting in a world demanding more interconnectivities and transactions. In the conference, we investigate: why is a new transformed structure of thinking
and practice emerging now? What forms should a restructured knowledge and praxis take in the re-disciplining of architecture? What benefits might arise from such new constellations of thought and action? What might we lose, or forget? What is the impact for the future profession and body of architecture? Co-chairs: Professors David Rockwood and Marja Sarvimaki, PhD, with assistance from 17 moderators representing 10 universities—conference proceedings included 58 papers, submitted by 105 authors, reviewed by 80 peers, representing over 70 international universities.


BUILDING FOR HEALTH & WELL-BEING—ACSA/ASPPH National Fall Conference [the first ever joint conference of the ACSA and the Association of Schools and Programs of Public Health], East/West Center, September 22–24, 2016

The Alma-Ata Declaration of 1978 redefined health as not simply the absence of disease, but as a total state of physical, mental, and social well-being and as a fundamental human right. This not only ushered in a new era of disease prevention, health promotion, and medical care, but it set the stage for a closer examination of the built environment as a determinant of health and disease. The 2016 ACSA/ASPPH Fall Conference, the first-ever joint conference between the Association of Collegiate Schools of Architecture (ACSA) and Association of Schools and Programs of Public Health (ASPPH), connected academics, practitioners, and policy makers who are exploring issues at the intersection of design, the built environment and public health at all scales—from materials to buildings to landscapes to urban and social systems., armed with new technologies and methods, how can designers, planners, and public health professionals advance those theories? As public health moves toward a place-based practice, how will we design and construct those places? As we expand beyond thinking of health as a typology to a quality of space or metric of performance, how do we confront its integration into teaching and practice? Co-chairs: Sara Jensen Carr, PhD, AIA, assistant professor, University of Hawai‘i at Mānoa School of Architecture; Howard Frumkin, MD, DPH, dean, School of Public Health, University of Washington; Billie Faircloth, AIA, partner, KieranTimberlake Architects, Philadelphia. Keynote speakers: Healoha Johnston, Curator of Hawaiian Art and Design, Honolulu Museum of Art; John Bela, Gehl Architects; Bon Ku, MD, Jefferson University; Stephen Luoni, University of Arkansas. Paper sessions: Well-Being in the Studio; Health, Place, and Equity; Well Futures; Models, Methods, Metrics; Special Settings; Health and Vulnerable Populations; Healthy Infrastructures; Policy to Practice; Healthy Youth; Health and the Human Scale [106 participants representing 55 universities and 6 firms presenting 44 papers]

AIA Academy of Architecture for Justice National Conference, Modern Hotel, November 1–2, 2016

November 1, 2016*: special presentation by the Academy of Architecture for Justice Education Committee: Linda Bernauer, AIA, (VP, HOK, Dallas, TX), Melissa Farling, FAIA (VP & Managing Partner, HDR, Phoenix, AZ), Amy Finlayson (project manager, Commonwealth of Massachusetts, Boston, MA), Lorenzo Lopez, AIA (VP & senior planner, Nacht & Lewis, Sacramento, CA), Erica Loynd, AIA (senior associate, DLR Group, Seattle, WA), Erin Persky, Associate AIA (justice facility planner, Jay Farbstein & Associates, San Diego, CA), April Potteroff, FAIA (principal, RicciGreene Architects, Lexington, KY), Dwight Mitsunaga, FAIA (president, Pacific Architects, Honolulu, HI [chair, SOA Advisory Council])
April 22, 2017 (Earth Day)*: “Building Voices” FESTIVAL (Symposium, Competition, & Exhibition, Hawai'i State Capitol). Co-chairs: Simon Bussiere, ALSA, UHM SOA assistant professor; Cathi Ho Schar, AIA, UHM SOA adjunct assistant professor and director, UHCDC; Karla Sierraalta, UHM SOA assistant professor. Session and plenary speakers: Pierre Belanger, PhD, CSLA, ASLA (Harvard GSD); Sean Connelly; Brian Court, AIA (Miller Hull Partnership, Seattle); Tyler Dillon (Hayden Construction, Honolulu); Susannah C. Drake, AIA, FASLA (dLANDstudio, Brooklyn); Konia Freitas, PhD (UHM Hawai'i'uiakea School of Hawaiian Knowledge); Jan Gouveia, Esq. (UH System); Stephanie Hsu, AIA (G70, Honolulu); Robert Iopa, AIA (WCIT Architecture, Honolulu); Joel Kurokawa, ASLA (Ki Concepts, Honolulu); Matthew Kamakani Lynch (UH Office of Sustainability); Andy Kaufman, PhD, ASLA (UHM College of Tropical Agriculture and Human Resources); Annie Koh, PhD candidate, (UHM Department of Urban and Regional Planning); James Koshiba (Hau'oli Mauloa Foundation, Honolulu); Ceara O'Leary, AIA (Detroit Collaborative Design Center); Tim O'Loan, AILA (AECOM, Australia & New Zealand); Lorin Matsunaga, AIA (Urban Works, Honolulu); Wendy Meguro (UHM School of Architecture, UH Sea Grant College); Kevin Miyamura, AIA (Kevin Miyamura Architect, Honolulu); A. Kam Napier (Pacific Business News, Honolulu); Dan Pitera, FAIA (Detroit Collaborative Design Center); Chris Rogers (Point 32, Seattle); Harrison Rue (City and County of Honolulu TOD); Daniele Spirandelli, PhD (UHM Dept. of Urban and Regional Planning, Sea Grant College); Judith Stilgenbauer, ASLA (UHM School of Architecture) Ryan Sullivan, AIA (G70, Honolulu); Andrew Tang (City & County of Honolulu TOD); Ramsay Taum (PBR Hawai'i & Associates, Honolulu); Karen Umemoto, PhD (UHM Department of Urban and Regional Planning); Xavier Vendrell (Rural Studio, Auburn University); Lauren Roth Venu (Roth Ecological International, Honolulu); Philip K. White, AIA (Whitespace Architects, Honolulu); Kevin Wilcock (RIM Architects, Honolulu); Jesse Wu (US Housing and Urban Development, HI); Kalbert Young (UH System Vice President of Budget and Finance)

Student Admissions Policies and Procedures. The School of Architecture has fully transitioned from the continuous seven-year D.Arch. program, entered during the first year of university studies, to the professional 4 + 3 D.Arch. program (4 + 3.5 for students entering the graduate program with a non-pre-professional degree). The school Admissions Committee comprises seven faculty members who review all applicants to the professional D.Arch. program. There are two possible entry tracks to the professional program: students with a pre-professional bachelor’s degree in architecture or environmental design, such as school’s B.Env.D. degree, and students with a bachelor’s degree that is a non-pre-professional degree.

In spring 2015, the School of Architecture joined the UHM Office of Graduate Studies. As a result, all new applicants for the professional D.Arch. degree can submit on-line applications to the University of Hawai‘i at Mānoa. This application requires transcripts, and TOEFL (for international students) and degree verification. In addition, the school requires a direct submittal of supplemental materials of portfolio, letters of recommendation, resume, and statement of interest or philosophy. These submittals are reviewed first by the Admissions Committee and then by the program director. The committee selects the most qualified students for admission to the program, with due consideration given to the EEO/AA criteria of UHM. Students who enter the undergraduate pre-professional B.Env.D. program apply for open admissions at the freshman level.

The graduate program director reviews the transcripts of all accepted candidates to ensure that pre-professional coursework adequately prepares them for entrance into the graduate curriculum. The school requires students who demonstrate insufficient evidence of specific SPC in their portfolio to complete remedial coursework in the fall and/or spring semester—these courses constitute the program’s “Boot Camp” sequence, which accelerates acclimation to foundational principles in architectural design, history, theory, technology, and practice.
The seven-year D.Arch. is no longer accepting applicants, and all students currently enrolled in that program must have successfully completed the program by Spring 2019.

**Advising.** The graduate program director and the Director of Student Services routinely and regularly advise graduate students in all matters related to academic requirements, opportunities, and the path to successful completion of the D.Arch. Directors of academic programs (B.Env.D., D.Arch., and MLA) manage curricular advising; the dean and academic program directors assist assigned faculty members with personal, career, and placement student advising. Each candidate selects a full time School of Architecture faculty member to chair his or her D.Arch. Committee. Students select one additional member from the university units outside the school, and one committee member from the community. Additional members may also serve on the committee.

**Special Program Requirements and Fees.** D.Arch. students must maintain a minimum cumulative GPA of 3.0 and demonstrate reasonable academic progress. The school reserves the right to admit students to the program who enter the program with an undergraduate GPA less than 3.0 on probationary status. University policies require the school to dismiss or suspend students who fail to elevate their cumulative GPA to 3.0 upon completion of the probationary semester.

The program requires all students to have their own personal computer for completion of required coursework. The school strongly recommends a laptop computer. The successful completion of courses and use of the school's advanced graphic and digital fabrication equipment may require students to purchase additional software. The program assesses students a professional fee each semester, due with remittance of tuition. The professional fee of $500 per semester has remained unchanged since AY2012–13.

**Other Student Learning Opportunities and Activities.** The school provides its students with many opportunities to participate in extraordinary learning experiences and professional activities, both on and off campus, within and beyond the region. These include: SOA's aforementioned Environmental Research and Design Laboratory (ERDL), an interdisciplinary research laboratory established to advance sustainable design through research, education, and community outreach. ERDL aims to improve the dynamic interaction among built, natural, and human environmental systems. The laboratory not only directly supports the teaching mission of the School, but regularly provides exceptional research and design assistance to the university, the local community, the State of Hawai‘i, and the greater professional community. ERDL has undertaken evaluation of the classroom space and conducted energy audits throughout the campus.

In addition to ERDL, students have participated in research conducted by other SOA centers, including the Design Futures Lab, which researches long-term campus planning scenarios. Students and faculty affiliated with the Design Futures Lab have for several years participated in a project called “Campuses 2060.” The project explores the history, present conditions, and alternative futures of institutions of higher education worldwide according to the overall "future" these institutions face, and the specific mission, participants, resources, pedagogy, and physical campuses that they develop in response to each alternative future. It is the intention of this project, still ongoing, to become a global resource for ideas and information about the futures of higher education anywhere.

The school’s Construction Process Innovation Lab creates and disseminates new knowledge about architectural materials, methods, and engineering that increase value, safety, structural efficiency, and energy conservation while enriching aesthetic and functional attributes. The Construction Process Innovation Lab has undertaken basic and applied research with emphasis on affordable housing in tropical environments. Past and current interdisciplinary research includes projects and proposals that address molded FRC panelized housing systems, prefabricated tropical house construction, and intelligent kinetic skins for tropical structures.
Until its director’s death in June 2015, the SOA Heritage Center promoted the preservation of cultural and architectural heritage in Hawai‘i and the Asia-Pacific Region by providing expertise, research, documentation, and training opportunities for students and professionals; by disseminating heritage information to the general public; and by increasing interaction and cooperation on heritage issues within the Asia-Pacific area between government agencies, non-profits, and the general public. The Heritage Center wrote the Getty Foundation-funded Campus Heritage Plan for the chancellor’s office, designed the HUD funded Ka Papa Lo‘i O Kānawai Community Resource Center for the Hawai‘inuiākea, and wrote the historic structures report for the Charlot House.

The University of Hawai‘i Community Design Center offers three tiers of opportunity to students: firstly, UHCDC provides studio frameworks and content through projects run by participating faculty principal investigators; secondly, it offers part-time student employment; and thirdly, it offers an alternative site for Praxis internship. In addition, the Praxis professional studio program—ARCH 747—includes internship in conventional office, “Alternative Experience” in non-traditional offices and institutions; and community design through UHCDC. Students earn IDP credits while on this Professional Studio semester. Both the Practicum program network and public lecture series bring students into contact with current and emerging local and international topics, projects, vocabularies, and method. Connections with the local architectural community remain strong, and have resulted in strong support for the program and the University as a whole.

Students can access numerous foreign study opportunities through the school, the university, and their own initiative. Award-winning Korean architect Byoung Soo Cho regularly facilitates and directs the international Seoul Studio exchange. The Tongji University College of Architecture and Planning/University of Hawai‘i as Mānoa School of Architecture Dual Degree Program—Global Track (GT)—a specialized 90-credit D.Arch. track that welcomes all qualified students with an approved pre-professional degree. It allows students from both institutions to simultaneously earn both an accredited Master of Architecture degree from Tongji and an accredited D.Arch. degree from UHM.

The school’s students have various other international study options. Past established study abroad options include the Architecture and Design Program at the Danish Institute for Study Abroad in Copenhagen, and architecture programs at the Chulalongkorn University in Bangkok, Thailand; the National University of Singapore; the University of Technology in Sydney, Australia; Deakin University in Geelong Victoria, Australia; Monash University in Victoria, Australia; and Victoria University of Wellington in New Zealand, although few if any students have initiated these opportunities in recent years, with the exception of DIS, which remains popular.

**Student Organizations.** The student AIAS Chapter is among the most active in the country, providing services and counseling to students, organizing and sponsoring presentations and workshops, actively participating in the governance of the school, and organizing cultural, professional, and educational events, including welcoming barbecues, seasonal esquisses—Pumpkin, Gingerbread, and Sandcastle—software tutorials, and portfolio reviews.

The Office of the Dean supports special AIAS events, and funds travel for AIAS officers to national meetings and conferences:

<table>
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<th>Event</th>
<th>Participants</th>
<th>Type of Expense</th>
<th>Amount</th>
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<td>FY 13</td>
<td>2013 AIAS Grassroots Leadership Conference</td>
<td>Marshall Prather&lt;br&gt; Lidy Hsieh&lt;br&gt; Kaoru Lovett&lt;br&gt; Sarah Chitwood</td>
<td>Registration&lt;br&gt; 4@259.</td>
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<td>Airfare</td>
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Student Scholarships and Awards. The number of scholarships varies somewhat from year to year depending on the donors, some of whom do not offer their awards on a yearly basis, but awards have been increasing in number and amount since the last visit. The screening of scholarship applications is based primarily on the quality of the written proposals and the degree to which the proposal aligns with the purpose of the scholarship. The strength of the applicant’s portfolio, the applicant’s academic history and financial need are also carefully considered. Recurring scholarships include The Johnson/Kelley Travel Award; the AIA Honolulu scholarship; the Hawai‘i Architectural Foundation Scholarship; the University of Hawai‘i School of Architecture Alumni Association Scholarship; the Architectural Student Aid Scholarship; the Construction Specifications Institute Scholarship; the AIA Honolulu scholarship; the Barry John Baker Scholarship; the Donald G. Deer Memorial Scholarship; The PBR Hawai‘i Scholarship; the Leighton Liu Scholarship; the Christian Bergum Endowment; and the Architects Pacific, Inc. Endowment. Awards include the ARCC King Medal and Alpha Rho Chi Medal. Every year the school hosts a well-attended scholarship luncheon where the donors or their representatives meet with and present scholarships to the student recipients.

The following is the list of selected UH Foundation scholarship accounts as of November 1, 2017. Since many of these gifts are renewed and expended annually, we have elected to list the total available balance.

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<td>Kaoru Lovett</td>
<td>Airfare</td>
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<td>FY 14</td>
<td>AIAS UC Denver West Quad Conf-Fall</td>
<td>Amber Takeuchi, Elliot Lazo, Kaoru Lovett, Lindy Hsieh</td>
<td>Airfare</td>
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<td>FY 15</td>
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<td>Hotel rooms &amp; airfares</td>
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<td>FY 16</td>
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<td>Funding toward students’ airfares</td>
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<td>FY 17</td>
<td>Speak Up Conf</td>
<td>Khan Meyer</td>
<td>Conference trip</td>
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<tr>
<td>FY 17</td>
<td>2017 AIAS West Quad</td>
<td></td>
<td>Defray costs</td>
</tr>
<tr>
<td>FY 18</td>
<td>2017 Grassroots</td>
<td>Kris Jugueta</td>
<td>Conference trip</td>
</tr>
<tr>
<td>FY 18</td>
<td>NCARB Licensing Advisors Summit</td>
<td>Celeste Guarin</td>
<td>Airfare</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HONBLUE Student Support Fund
UHSAAA Scholarship*
Architecture Student Aid
CSI Scholarship Endowment*
Richard Morris Memorial Scholarship
Barry John Baker Scholarship
Donald G. Deer Memorial Scholarship
PBR Hawai‘i Scholarship*
Leighton Liu Scholarship*
AIA Honolulu Scholarship
Bergum Endowment^
Architects Pacific, Inc. Endowment*
I.2.2 Physical Resources

The School resides at 2410 Campus Road, in a three-story, 32,000 square feet reinforced concrete structure completed in 1995. The building occupies the western edge of the Mānoa Campus, along the University Avenue. It is designed to complete enclose the university’s founding public space, directly across a sprawling green quad from Hawai‘i Hall, which houses the university’s central administration. The School of Architecture building completes and encloses the composition of five historic academic structures, organized around the campus’s primary iconic axis, passing through Hawai‘i Hall and Varney Circle eastward along the tree-lined McCathy Mall, past Hamilton Library, terminated by East West Road and the East-West Center complex, designed by I.M. Pei.

The School of Architecture building is a wireless environment. All floors are wheelchair accessible with a ramp from ground floor to second floor and an elevator from ground floor to second and third floors. The school participates in the Mānoa Green Days initiative and is in the process of minimizing the energy use of the building by more efficient lighting and utilization of natural ventilation, as opposed to excessive air conditioning. The building sits above a covered ground floor parking lot, bounded by mechanical rooms; the ground floor also features the 3D Lab, the school’s fabrication workshop.

Ground Floor 3D Lab. The SOA fabrication shop includes the following new and upgraded equipment, significantly improved since the 2012 visit:

— 19” band saw, which is big enough and has the power to offer re-sawing capability (allows students to produce usable lumber directly from urban sources such as tree trimming and tree removals);

— compressed air system distributed throughout entire work area, interior and exterior (designed and built by student workers);

— custom welding table with precise, modular capability (designed and built by student workers);

— horizontal metal cutting band saw (offers safe and precise metal cross-cutting with cutting fluid); miscellaneous stationary machines that expand our metalworking capacity;

— three custom, mobile, adaptable, European-style woodworking benches with professional vises offering vertical and horizontal clamping positions for regular and irregular shapes (offering students different bench heights, as well as left and right-hand orientation, designed and built by student workers);

— second “saw-stop” table saw (doubled the shop’s capacity to offer a safe cutting environment);

— edge sander (vastly increased our students’ ability to produce refined profiles and edges);

— upgraded model-makers table saw (offering precision for smaller workpieces);

— upgraded wood jointer to larger cutting size and carbide spiral cutter head;
— upgraded wood planer to carbide spiral cutter head, with Tormek sharpening system (water-cooled sharpener that allows students to achieve professional edges on hand tools);

— 3D printer (allows students to explore the benefits of 3D printing with a variety of resins); and

— a second large laser cutter (new 150-watt machine that offers large format cutting—24” x 36”—with greater power and air-assist to give clean cuts in thicker materials—this machine was purchased through the collection of small student fees over a five-year period, thereby avoiding the expenditure of university general funds).

In 2016, shop director Steve Hill, assisted by shop staff, rehabilitated and waterproofed a rusting, under-utilized 40-foot shipping container, which significantly expanded the shop’s storage capacity, liberating valuable space for expanded shop functions, and creating a cleaner, safer workshop space. Student staff supplied the majority of the renovation work on this project.

The ground floor also contains a 43-seat capacity university-managed classroom; storage; mechanical room; and the Environmental Research and Design Laboratory; and extensive covered parking.

Second Floor

— **School lobby and gallery**: the quad-side primary building entry

— **Courtyard**: used for informal outdoor seating and assemblies; recently furnished with tables, chairs, and sun umbrellas as well as elegant fabric shades, designed by the students of ARCH 235 course

— **Auditorium**: 200-seat capacity; university-managed; ideal for large architecture courses and university-wide presentations; re-carpeted and re-painted in 2011

— **Haigo and Irene Shen Architecture Gallery**: special exhibitions, including faculty and student work

— **Digital Media & IT Laboratory**: houses the School’s IT Services and was recently relocated, refurnished and re-equipped with new computers, scanners/printers, large-scale plotters, laser cutters, a 3D-printer, and other highly advanced technology; also refitted to provide more power for the computer servers. The lab director continuously monitors and upgrades the digital and audio-visual infrastructure of the school, including classroom projectors, smart boards, faculty computers, school servers, and software.

— **University of Hawai‘i Community Design Center office and studio**

— **AIAS dedicated office and student lounge**

— **Office of the Dean**

— **Student Service Offices**, faculty mailboxes, community kitchen, supplies, storage, and workroom

— **Lecture rooms 211, 214 and 215** offer re-equipped and re-furnished audio-visual technology, furniture, and video conferencing capability

— **Studio**, room 210

— **Administrative offices**, budget management and human resources
— *courtyard renovations*, including new pavers and staircase water management system and pavers; new solar shading installation—“courtyard sails”—designed and installed by Assistant Professor Lance Walters with assistance from Steve Hill and student staff

**Third Floor**

— *Heritage Center* of the School of Architecture (closed June 20, 2015) that conducts research on historic preservation in the Asia-Pacific region, repurposed in fall 2017 as general office and conference space for the University of Hawai‘i Community Design Center

— *Instructional space* assigned to non-architecture UH classes as available, include three lecture rooms, four large design studios, and two smaller studio spaces with enough room for each student to have a personal workstation

— *Faculty offices, faculty lounge and kitchen, and the John and Maria Lynn School of Architecture Reading Room*

**Charlot House.** Located four miles southeast of the Mānoa campus, Charlot House is the former home of the regionally and internationally celebrated artist and UHM professor, Jean Charlot, whose murals, paintings, and sketches grace the walls of Hawai‘i, Bachman, and Saunders Halls, among other UHM facilities. Jean Charlot and George “Pete” Wimberly—founding partner of Wimberly, Allison, Tong & Goo (WATG), one of Hawai‘i’s most prestigious architecture firms, now an international leader in hospitality design—designed the house in 1958. The Charlot children donated this property to the university, following the wishes of their mother, Zohmah Charlot. The university in turn delegated responsibility for the property to the School of Architecture, which both programs and monitors the property, and which developed the application for inclusion in the National Historic Register. The house’s three patios overlook the channelized mouth of Waialae Stream, a tidal watercourse which empties into the Pacific Ocean three hundred yards downstream, bisecting the public Waialae Beach Park in Kahala; the lot’s northeast property line bounds Waialae Country Club and Gold Course, site of the annual Sony Open. The Charlot House is protected by an easement overseen by the Historic Hawai‘i Foundation, to whom the school and university submit annual property reports that catalogue and prioritize maintenance and preservation efforts. A D.Arch. student assistant lives on premises, serving as caretaker and custodian. Since the last accreditation visit, Charlot House has been used for visiting faculty housing, conferences, faculty retreats, meetings, receptions, studio instruction, studio reviews, architectural tours, and other special events. The house is now managed by the UH System Office of the Vice President for Administration.

1.2.3 **Financial Resources**

**Context.** The school's budget and methods of resource allocation operate within the context of the university’s fiscal system. Prior to FY2016, the UHM budget process consisted of units receiving the previous year’s allocation, plus or minus adjustments typically issued across the board. In addition, deans and directors of individual units often negotiate additional allocations for specific purposes. Deans, faculty members, and other campus constituencies have widely criticized this model for lack of transparency and accountability, lack of stability, and lack of confidence in the budget process.

In response to calls for improvement, UHM Interim Chancellor Robert Bley-Vroman appointed an AY2015 Chancellor’s Budget Committee, consisting of students, faculty, and administrators. This group considered a continuum of options, ranging from fully centralized to fully decentralized budget processes. The outcome was the creation of a budget framework model that fell somewhere in the middle of this continuum. This committee did not issue a final report. In August 2015, Interim Chancellor Bley-Vroman convened a second, smaller, five-member Budget Work Group, composed of deans and directors, including SOA Dean Daniel Friedman. The chancellor asked this group to further examine and develop
ideas suggested by the previous Budget Committee, including an alternative model and various scenarios for implementation. The report from this committee included guiding principles—e.g. clearer integration of academic and fiscal strategic priorities—and a detailed model that served as the basis for broad campus discussions throughout AY2016. In AY2016, following the failed search for a new chancellor, the Board of Regents approved the appointment of UH System President David Lassner as the new UHM interim chancellor, combining his two roles. In view of additional declining revenues and enrollment, Interim Chancellor Lassner elected to implement only minor changes to the existing budget model, deferring the changes recommended by the Budget Work Group. The goal to implement a budget process that more closely links allocations to performance remains, but the process to reach that goal is now largely evolutionary.

**Process.** As a relatively small unit within the University of Hawai‘i at Mānoa, the school receives the majority of its funding though the centralized campus budget office. Like all academic units within the university, the school's budget comprises General Funds (allocated by the State of Hawai‘i legislature); tuition (allocated based on student enrollment and fees); and special funds that flow into school accounts from Outreach College, primarily generated by D.Arch. and Global Track enrollments. Supplemental funds populate expendable gift accounts contributed to the school by generous donors through the University of Hawai‘i Foundation. These restricted funds augment annual budget expenditures by providing essential resources for student travel, special programs, events (such as conferences and symposia developed independently or in collaboration with other units and professional organizations), faculty development, and extra-curricular enrichment.

Our total annual operating budget in FY2017 was $3,029,910; in FY2016 it was $2,853,361—the difference between the two years resulted from unexpected fluctuations in our Outreach College revenues. Since FY2015, all units on the UHM campus have adjusted budget practices to conserve a mandatory 10 percent carryover requirement in concert with central campus fiscal adjustments. Since then, the School has maintained a carryover between 5 and 10 percent every year, despite the strain on our operations.

Despite sobering challenges and increased fiscal pressure, the school has been able to maintain a sound fiscal environment since our last accreditation visit. However, with the decision to not increase tuition in FY18, operational expenses are increasing at a rate faster than revenues. We continue to project declining enrollment, especially in our D.Arch. program. Our strategy for shoring up revenues include the introduction of the new Master of Landscape degree, which projects 20 new graduate students in AY2018–19, and an additional 20 in AY2019–20, 40 new students total. The school is also exploring new programs to broaden and increase our current enrollment, including a 5-year professional B.Arch. degree and a B.Sc. in Sustainable Construction Management, to be developed in cooperation with the College of Engineering. Additional strategies include extending the visibility and reputation of the school through presentations to high school students in Hawai‘i; increasing annual giving and creating more opportunities for corporate, cultural, and educational grants and partnerships; and increasing alumni support of the school. We are currently recruiting for an assistant/associate professor in Asia-Pacific architectural history, theory, and urbanism, in keeping with our strategic priorities.

Donations from the professional community, alumni, and industry partners generated $200,000 for a new Architecture Advancement Fund established by the incoming dean in fall 2014. This fund supports SOA communications programs, the new website and poster series, and other special publications and events, including the “Building Voices” symposium, competition, and design festival. The fund will continue to serve the school’s efforts to increase recruitment and retention through refreshed communications and outreach, e.g. publicizing and promoting the new MLA degree program. To assist in these efforts, the OVCAA allocated an additional one-time-only $20,000 to the school’s budget in FY18, which the school will use to produce a television documentary on faculty research and design inquiry into the problem of local coastal development and sea-level rise.
### FY17 Operating Expenditures (typical)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACSA conference equipment rental</td>
<td>$4,365</td>
</tr>
<tr>
<td>Dues</td>
<td>$12,808</td>
</tr>
<tr>
<td>Lecture series honoraria</td>
<td>$8,510</td>
</tr>
<tr>
<td>Postage &amp; telephone</td>
<td>$16,077</td>
</tr>
<tr>
<td>Printing &amp; binding</td>
<td>$4,135</td>
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<tr>
<td>New faculty relocation</td>
<td>$24,418</td>
</tr>
<tr>
<td>Rental equipment &amp; vehicles</td>
<td>$6,909</td>
</tr>
<tr>
<td>Repairs &amp; maintenance</td>
<td>$2,665</td>
</tr>
<tr>
<td>Supplies</td>
<td>$52,164</td>
</tr>
<tr>
<td>Travel &amp; business meetings</td>
<td>$47,313</td>
</tr>
<tr>
<td>Misc.</td>
<td>$3,883</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$183,247</strong></td>
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</table>

### Program Budget FY18

**Cash balance as of 8/17/2017**

#### Revenue

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>UH Foundation (UHF)</td>
<td>$470,000</td>
</tr>
<tr>
<td>Bob Wong Endowment</td>
<td>$46,800</td>
</tr>
<tr>
<td>ERDL (Barrel Tax)</td>
<td>$150,000</td>
</tr>
<tr>
<td>Tongji program (D.Arch. Global Track)</td>
<td>$100,000</td>
</tr>
<tr>
<td>G Fund allocation</td>
<td>$1,550,333</td>
</tr>
<tr>
<td>Tuition allocation</td>
<td>$791,184</td>
</tr>
<tr>
<td>Outreach allocation</td>
<td>$452,000</td>
</tr>
<tr>
<td>RTRF</td>
<td>$11,280</td>
</tr>
<tr>
<td>UHCDC</td>
<td>$800,000</td>
</tr>
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</table>

**Total revenue** $4,371,597

#### Expenditures

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Regular employee payroll</td>
<td>$1,860,789</td>
</tr>
<tr>
<td>Lecturers</td>
<td>$48,000</td>
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<tr>
<td>Student Assistants payroll</td>
<td>$110,428</td>
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<tr>
<td>Other personnel (non-regular payroll)</td>
<td>$382,300</td>
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**Subtotal school payroll** $2,401,517
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>UHCDC student payroll</td>
<td>250,000</td>
</tr>
<tr>
<td>UHCDC other personnel</td>
<td>350,000</td>
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<tr>
<td><strong>Subtotal UHCDC payroll</strong></td>
<td><strong>600,000</strong></td>
</tr>
<tr>
<td>Extramural expenditures/UHF/Tongji</td>
<td>766,800</td>
</tr>
<tr>
<td><strong>Subtotal expenditures</strong></td>
<td><strong>3,768,317</strong></td>
</tr>
<tr>
<td><strong>Capital expenditures</strong></td>
<td></td>
</tr>
<tr>
<td>Fabrication Shop equipment</td>
<td>10,000</td>
</tr>
<tr>
<td>3D printer</td>
<td>8,000</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Overhead</strong></td>
<td><strong>28,000</strong></td>
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<tr>
<td>Other operating expenses</td>
<td>293,067</td>
</tr>
<tr>
<td>CDC student payroll</td>
<td>200,000</td>
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<td><strong>Total expenses</strong></td>
<td><strong>4,289,384</strong></td>
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<tr>
<td><strong>Carryover</strong></td>
<td><strong>82,213</strong></td>
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**Budget Forecast FY19**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>General Fund appropriation</td>
<td>1,550,333</td>
</tr>
<tr>
<td>Projected Tuition allocation</td>
<td>791,184</td>
</tr>
<tr>
<td>Projected Outreach allocation</td>
<td>450,000</td>
</tr>
<tr>
<td>RTRF</td>
<td>12,000</td>
</tr>
<tr>
<td>Commercial Enterprise account</td>
<td>750,000</td>
</tr>
<tr>
<td>Tongji program</td>
<td>200,000</td>
</tr>
<tr>
<td>Recharge Center</td>
<td>20,000</td>
</tr>
<tr>
<td>ERDL extramural funding</td>
<td>75,000</td>
</tr>
<tr>
<td>UH Foundation</td>
<td>470,000</td>
</tr>
<tr>
<td>Bob Wong Endowment</td>
<td>50,000</td>
</tr>
<tr>
<td><strong>Total revenue</strong></td>
<td><strong>4,368,517</strong></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular employee payroll</td>
<td>1,916,613</td>
</tr>
</tbody>
</table>
### Lecturers
- 49,000

### Student assistants (payroll)
- 110,000

### Other personnel (non-regular payroll)
- 385,000

### Subtotal payroll expenditures
- 2,460,613

<table>
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<th>Item</th>
<th>Amount</th>
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<tbody>
<tr>
<td>CDC student payroll</td>
<td>225,859</td>
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<tr>
<td>CDC personnel</td>
<td>329,000</td>
</tr>
<tr>
<td>Extramural expenses/UHF/Tongji program</td>
<td>795,000</td>
</tr>
</tbody>
</table>

### Subtotal expenditures
- 3,810,472

### Capital expenditures
- Fabrication Shop equipment: 5,000
- Digital Print Lab equipment: 5,000
- Computer equipment: 5,000

### Total overhead
- 15,000

### Other operating expenses
- 295,000

### Recharge expenses
- 2,000

### CDC expenses
- 195,141

### Subtotal expenditures
- 492,141

### Total expenses
- 4,317,613

### Carryover
- 50,904

#### Budget Forecast FY20

**Revenue**
- General Fund appropriation: 1,660,000 (legislatively approved)
- Projected tuition allocation: 815,000 (3% tuition increase)
- Projected Outreach College allocation: 463,500
- RTRF: 13,000
- Commercial Enterprise account: 500,000
- Tongji tuition revenues: 200,000
- Recharge Center: 20,000
- ERDL extramural Funding: 60,000
- UHF gifts and endowments: 470,000 (restricted)
- Bob Wong Endowment: 55,000
Total revenue 4,256,500

Expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular employee payroll</td>
<td>2,059,111</td>
</tr>
<tr>
<td>Lecturers</td>
<td>50,000</td>
</tr>
<tr>
<td>Student assistants payroll</td>
<td>110,000</td>
</tr>
<tr>
<td>Other personnel (non-regular payroll)</td>
<td>390,000</td>
</tr>
<tr>
<td>Subtotal payroll expenditures</td>
<td>2,609,111</td>
</tr>
<tr>
<td>CDC student payroll</td>
<td>150,573</td>
</tr>
<tr>
<td>CDC personnel</td>
<td>219,333</td>
</tr>
<tr>
<td>Extramural expenses/UHFTongji program</td>
<td>785,000</td>
</tr>
<tr>
<td>Subtotal expenditures</td>
<td>3,764,017</td>
</tr>
</tbody>
</table>

Capital expenditures

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fabrication Shop equipment</td>
<td>9,000</td>
</tr>
<tr>
<td>Digital Print Lab equipment</td>
<td>8,000</td>
</tr>
<tr>
<td>Computer equipment</td>
<td>8,000</td>
</tr>
<tr>
<td>Subtotal expenditures</td>
<td>25,000</td>
</tr>
</tbody>
</table>

Subtotal expenditures 4,221,111

Total overhead

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other operating expenditures</td>
<td>300,000</td>
</tr>
<tr>
<td>Recharge expenditures</td>
<td>2,000</td>
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<tr>
<td>CDC expenditures</td>
<td>130,094</td>
</tr>
<tr>
<td>Subtotal expenditures</td>
<td>432,094</td>
</tr>
</tbody>
</table>

Faculty financial resources. The school workload policy presupposes that faculty members will advance professional knowledge through research, pedagogy, and creative work, and disseminate the product of their efforts through peer-reviewed papers and presentations at major academic and professional conferences. The school provides travel support accordingly, supplemented by university funds from the Office of the Vice Chancellor for Research. The school includes start-up allowances for new tenure track faculty—the last five new faculty hires received no less than $7,000. Faculty generated contracts and grants have steadily increased since the last visit, largely through joint appointments in affiliation with research developed in cooperation with the Office of Public health and Sea Grant, and through state allocations for projects housed in the UHCDC.

Discretionary resources. Below is the monthly summary of UH Foundation expendable account balances as of October 27, 2017. These funds support activities and initiatives specified in individual gift agreements, typically allocated at the discretion of the Office of the Dean unless otherwise specified.
Yanagisawa Lecturer $53,410.32
Housing & Community Development 1,154.58
Architecture Development 47,752.05
Architecture Lecture Series 13,583.78
Casuria Fund for Architecture 7,248.58
Gordon Tyau Fund 2,807.50
Solar Energy Program Fund 1,787.32
Environmental Design for Education 3,626.94
Lynn Reading Room Fund 13,350.00
Haigo & Irene Shen Gallery 54,946.45
Architecture Computer Lab Supplement 2,730.28
O’Neill Sustainable Design 191.00
Construction Proc Innovation 393.93
Vladimir Ossipoff Design Award 4,825.00
Architecture Practicum 12,065.10
Comm. Design & Sustain. Research Program 4,750.00
Architecture AIAS 653.54
KYA Environ Research & Design 1,759.98
Fabrication Workshop 3,144.85
Architects Hawai‘i for Education 5,598.57
Architecture Advisory Council 10,186.40
Armstrong Builders Fund Excellence 20,397.98
Solar Decathlon 2011 2,365.61
Charles Lau / AM Partners Inc. 18,039.33
Elmer Botsai Professional Practice 5,112.33
Building & Courtyard Development 91.47
Arch Advancement Fund 105,322.75
Hian Ka Tien “Enreachment” Fund 47,500.00
TOTAL 454,805.64

A. Bruce Etherington Chair for the Study of Human and Natural Systems. In 2016, the school celebrated the commitment by A. Bruce Etherington, FAIA, founding chair of the Department of Architecture, to establish a chair that would support study and teaching in areas that embody his contributions as an educator and practitioner, particularly in the areas of social equity, affordable housing, and material and technological innovation in tropical climates. The proceeds from his bequest, currently valued at $2,000,000, will eventually fund the first endowed chair in the history of the school.

The Donald G. Deer Scholarship. The purpose of this fund is to emphasize and reward community involvement and academic excellence by providing scholarships to students at the School of Architecture at the University of Hawai‘i at Mānoa. It is the donor’s wish to recognize and encourage students with potential for future achievement as well as personal qualities of empathy, intellectual curiosity, integrity, motivation, and interpersonal communication skills as demonstrated through a record of public and/or community service and volunteerism.

Design and Innovation Endowment. In the spring of 2017, inspired by the “Building Voices” design symposium and festival, a new donor approached the school with a proposed gift of $100,000 to establish a new endowment in honor of the donor’s father. The endowed fund will promote the value of design and innovation to create a positive impact in the built and natural environments of Hawai‘i and beyond. The fund will sponsor design and innovation initiatives as a framework to address the challenges and
opportunities facing Hawai‘i and the global community. The donor intends to make a pledge payment or fulfill her pledge of the entire gift amount in December 2017.

**Alternating Fund in Support of Architecture and Engineering.** Bonded Materials Company gives $10,000 each year alternating between the School of Architecture in one year and the College of Engineering in the next. This biennial donation allows the School to award a $10,000 scholarship to a qualified recipient, which is paid over two consecutive academic years.

In addition to steadily increasing gifts and endowments, the school anticipates continuing financial stability ensured in part by a projected 15 percent increase in enrollment resulting from the new Master of Landscape Architecture; revenues from new and related evening and online certificate and degree programs developed in collaboration with Outreach College; and increased revenues from UHCDC.

I.2.4 Information Resources

The campus’s primary repository for circulating books, references, and information is Hamilton Library, located on axis with the School of Architecture, 1600 feet from the school's courtyard, along McCarthy Mall. Hamilton Library’s collections contain 3,102,696 volumes, 2,353,143 microform units, 5,933 feet (1,808 m) of manuscripts and archives, 63,942 audiovisual items, 15,752 maps and aerial photographs, and approximately 70,751 current serial/journal titles received in paper, microform and/or electronic format. Total expenditures for monographic and serial materials in all formats and personnel were $14,426,748 in 2013. The Library operates using the Ex Libris Voyager library system. Among the 115 North American university research library members of ARL, UH Mānoa Library is ranked 79th in strength based on factors such as collection size, current serial subscriptions, staffing, and budget. Collections are housed in two on-campus buildings: Hamilton Library and Sinclair Library. Hamilton Library, with a total of 304,265 square feet of space, houses the research collections in the humanities, social sciences, science, and technology, the area focus collections for Asia, Hawai‘i, and the Pacific; archives, manuscripts, and other special collections. Both Hamilton and Sinclair contain a student computer lab and provide reference and other services.

The primary on-campus book, tape, and periodical collection for architecture is housed on Hamilton Library’s second floor, which is open 24 hours a day during the week, and during daytime hours on weekends. The school routinely coordinates with Hamilton Library staff to address specific program needs, and to update library holdings in architecture, landscape architecture, urban design, building technology, architectural history, theory, and criticism, and related areas. Hamilton Library keeps pace with the digital infrastructure of information resources, providing UHM faculty and students with excellent online resources, catalogues, journals, geographical information, data, and diverse references. Adjacent to the faculty lounge on the third floor of the School of Architecture building is the John and Maria Lynn School of Architecture Reading Room. Assistant Professor Lance Walters has overseen the collection for the past six years, continuously building and optimizing its holdings and operation. The reading room is open twenty hours per week, organized to complement studio schedules. Student assistants staff the room, assist in the management of the collection, and log check outs and returns. Faculty and graduate students have unlimited access to reading room, which contains copies of all D.Arch. projects. Since the last visit, Reading Room staff redesigned the room to provide supplemental instruction space for small seminars. In order to make room for new material, staff also removed, archived, and stored approximately 500 journals.

The school’s Reading Room holdings consist primarily of donations by retired and active faculty members and include a healthy collection of classical architectural texts and periodicals, including an extensive collection of *Architectural Record* magazines. These resources are especially useful in introductory classes and for research projects. Sinclair Library, a branch library directly adjacent to the School of Architecture, houses all hard copy course reserves. The 95,000-square-foot (8,800 m²) Sinclair Library is home to the music collection, course reserve reading service, and older, bound journals; it contains 320
videotapes/DVDs in the Wong A/V Center. Electronic course reserves that can be accessed by personal or library computers are also available at the instructor's discretion.

I.2.5 Administrative Structure & Governance

Legislatively appropriated position lines populate organization charts that define the structure of all academic units in the University of Hawai‘i System. As of FY18, SOA is the third smallest of 17 academic schools and colleges in the university. The state allocates the school General Funds in support of 20.75 permanent FTE—14.75 full-time tenured, non-tenured, and tenure-track faculty; and 6 full-time staff.

Since the last accreditation visit in 2013, the school has experienced significant transitions in leadership, staff, and faculty composition. Following a year-long international search, the UH Board of Regents approved the appointment of Daniel S. Friedman, PhD, FAIA, as dean, effective August 1, 2014. Friedman succeeded Interim Dean Thomas Bingham, who was at the time former interim dean of the College of Arts and Humanities. Professor Bingham served for one year following the departure of dean Clark Llewellyn, FAIA. Bingham currently serves as interim dean of the School of Travel Industry Management.

Corresponding changes in the senior leadership of the university deserve note. On July 31, 2014, the president of the university removed Chancellor Thomas Apple, soon after replacing him with Interim Chancellor Robert Bley-Vroman, then dean of the College of Languages, Linguistics, and Literature. In August 2016, following a failed international search for a permanent chancellor, Bley-Vroman resigned. Subsequently, the Board of Regents appointed System president David Lassner as interim UHM chancellor, combining the two portfolios. Also in August 2016, Vice Chancellor for Academic Affairs Reed Dasenbrock resigned, replaced on September 1, 2016, by the current interim vice chancellor for academic affairs, Michael Bruno; the university hired Bruno as permanent UHM Vice Chancellor of Research effective January 1, 2016. Since Friedman’s arrival, the deans’ council has at one time or another included seven interim members representing vacancies in the College of Languages, Linguistics, and Literature; the College of Natural Sciences; the College of Tropical Agriculture and
Human resources; the School of Travel Industry Management; Outreach College; the Hawai‘inuēkea School of Hawaiian Knowledge; and the University Library.

The SOA faculty formed a faculty senate in September 2003 to formalize a structure for academic governance and administrative accountability. According to the UHM SOA Faculty Senate Charter and Bylaws, the function of the Senate is to advise and grant consent to the school, the dean, and the administration in the following major areas: (1) educational policy and planning; (2) standards for teaching, research, and service; (3) curriculum; (4) student advising; and (5) the granting of degrees. An additional function of the Faculty Senate is to advise the school, the dean, and school administration in the following major areas of shared governance and responsibility: (1) utilization of the school's budget; (2) utilization of the school's human resources; and (3) utilization of the school's physical resources.

Beyond these main areas of concern, the Architecture Faculty Senate (AFS) also considers more general matters, if the need arises, such as the protection of academic freedom; the purposes and goals of the school as an academic unit within the university; the nature and scope of existing and future academic and outreach programs; and, the general state of relationships among all members of the school and university community. The entire faculty typically convenes for work and discussion under two conditions: at meetings scheduled by the AFS Executive Committee; and at meetings scheduled by the dean, including half-day and day-long retreats, usually twice per year, often with members of the staff and (most recently) with student representatives. Although these meetings are politically and administratively independent, the dean typically works with the AFS chair to align agendas and ensure adequate space and time to address the pressing issues and priorities of the program. AFS agendas usually focus on internal curricular issues, such as the B.Env.D., the MLA, and proposed academic reorganization; the dean's meetings usually focus on university issues, e.g. budget, enrollment, campus and system leadership, communications, fundraising, and institutional identity. The current AFS leadership, academic directors, and the dean have been working together to explore a more effective and authentic model of shared governance based on collaborative approaches to the integration of academic and administrative functions within the school. The first jointly convened meeting of the dean and AFS chair since fall 2014 took place on October 27, 2017.

In AY 2015–2016, the dean instituted an Executive Committee consisting of the undergraduate and graduate program directors, the faculty senate chair, the chair of the Curriculum Committee, the Administrative Officer (AO), and the directors of student services, school affairs (Office of the Dean), information technology, and the 3D Lab. The aim of this committee is to improve communications, provide an executive forum for the continuous discussion of school priorities and resources, share perspectives on school policies and operations, assess administrative effectiveness, and monitor the institutional identity of the school in the changing context of UHM leadership and administrative organization.
II.1.1 Student Performance Criteria

All students entering the D. Arch. professional degree program must possess an undergraduate degree. The school reviews the transcripts of all applicants prior to acceptance and placement. Students with a pre-professional [120 credit] degree in architectural studies, or equivalent, will be able to complete the D.Arch. in 3 years [90 credits]. Students without a pre-professional degree must fulfill equivalent prerequisites, which typically require an additional semester—15–18 credits—to satisfy D.Arch. criteria. The recent restructuring of the curriculum from a 7-year program to the 4 + 3 (or 4 + 3½) complies with NAAB standards for the professional D.Arch. degree.

UHM’s pre-professional 4-year undergraduate degree, the B.Env.D., emphasizes the interdisciplinary nature of architecture and provides a liberal arts and sciences framework that takes full advantage of the greater university setting. In its inaugural version, implemented in spring 2014, the pre-professional B.Env.D program aspired to offer students both a foundation for and diverse pathways toward careers in one of the six undergraduate concentrations: architecture, urban design, landscape architecture, historic conservation, construction management, and interior design. In the spring 2016, as part of its continuing assessment of the undergraduate curriculum, the faculty modified the undergraduate curriculum, eliminating concentrations and redefining course requirements to support the school’s new professional MLA degree, which the UH System’s Board of Regents approved on October 19, 2017. The B.Env.D. now offers courses that satisfy pre-professional requirements for continued graduate study in both architecture and landscape architecture. Notwithstanding, the undergraduate curriculum embodies its original fidelity to the NAAB SPC in all its required courses. Students who matriculate into the D.Arch. program directly from the school’s pre-professional B.Env.D. curriculum therefore benefit from continuity with its legacy 7-year D.Arch. degree, which featured lower and middle division undergraduate courses originally designed to satisfy SPC.

The primary activities in the D.Arch. program include framing architectural inquiries within social, cultural, and interdisciplinary studies with emphasis on the Asia Pacific regional context; investigating local/global relations through theory and practice, with an emphasis on the quality and integrity of the built and natural environment; critically testing and expanding interdependencies of academic and professional enterprise; using research to advance knowledge within both a disciplinary and professional context; and participating with local and international partners in applied design research and community outreach projects, in keeping with the strategic priorities of the school, mindful of their social impact.
The D.Arch. program integrates coursework with professional office practice and provides a capstone project of research and design. Future professionals from this program are well equipped to address regional architectural issues in the Asia Pacific arena. Attention to the Asia Pacific regional context permeates the curriculum through specific studio requirements, a required architectural history lecture, and through electives.

The distribution of SPC across all required courses in the D.Arch. curriculum follows:

ARCH 715 Asia-Pacific Architectural History and Theory (3 credits) Study of the history and theory of culture and the built environment with particular focus on the Asia-Pacific region. ARCH majors only. Graduate students only. A-F only.

A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

ARCH 716 Architecture and Urban Design Theory (3 credits) Detailed investigation of major theories in architecture and urban design and examination of their impact on contemporary architectural practice in varied geo-political contexts. Open to non-majors. A-F only.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

ARCH 722 Architecture Systems I: Introduction to Systems (3 credits) Study of building materials, assemblies, and integrated design including structural, environmental, life-safety, and building envelope systems. Development of ability to design, analyze and assess appropriate systems. ARCH majors only. A-F only. Pre: MATH 140.

B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems' design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, day lighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

B.8 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.
ARCH 723 Architecture Systems II: Qualitative Bioclimatic and Structural Performance (3 credits) Introduction to the theory of bioclimatic principles and structural systems and the ability to analyze, assess, select, design, and integrate them as initial determinants into the building design. ARCH majors only. A-F only. Pre: graduate status.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems’ design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, day lighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

ARCH 724 Architecture Systems III: Quantitative Structural Analysis and Design (3 credits) Introduction to procedures and wood, steel, concrete, and masonry material properties used for structural analysis and design of individual structural elements and building structural systems. ARCH majors only. A-F only. Pre: 723.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.5 Structural Systems: 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.

ARCH 725 Architecture Systems IV: Environmental Technology, Sustainability, and Analysis (3 credits) Application and analysis of high-performance building design principles. Emphasis on climate-appropriate passive design, energy-efficient lighting and conditioning strategies, innovative water systems, and renewable energy production. ARCH majors only. A-F only. Pre: 723.

B.6 Environmental Systems: Ability to demonstrate the principles of environmental systems’ design, how design criteria can vary by geographic region, and the tools used for performance assessment. This demonstration must include active and passive heating and cooling, solar geometry, day lighting, natural ventilation, indoor air quality, solar systems, lighting systems, and acoustics.

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

ARCH 726 Architecture Systems V: Building Systems Integration (3 credits) Properties, evolution, and range of building materials, assemblies, and systems and their applications in integrated high-performance building design with a focus on the role of detail and systems in the design process. ARCH majors only. A-F only. Pre: 724, 725, 733, and 742.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.
C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

ARCH 731 Advanced Design Communication I (3 credits) Exploration of digital technologies, their relationship to design, and their application to architectural analysis, conceptualization, design processes, communication, representation, and construction. ARCH majors only. A-F only. Pre: departmental approval.

A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

ARCH 733 Advanced Design Communication II (3 credits) An interdisciplinary investigation of design theory as connected to digital technology and its applications to current developments in practice and research within architecture and design. ARCH majors only. Graduate students only. A-F only.

A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

ARCH 739 Research Methods Seminar (3 credits) Comprehensive assessment of objectives and function of research in architecture. Lecture, seminar, independent work with emphasis on doctorate project topic and proposal development. Graduate students only. A-F only. Pre: 715.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
ARCH 740 Architecture Studio I: Intro to Design (6 credits) Design theories and systematic analytic and synthetic methodologies applied to creation of building and site spaces responsive to environmental and human needs. Several individual projects. ARCH majors only. A-F only.

A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three dimensional design.

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

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

ARCH 742 Architecture Studio III (6 credits) Design of complex, large scale building and site engaging social, cultural, code, sustainable systems, and acoustic issues. Production of schematic and design development documents. Individual projects. ARCH majors only. A-F only.

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

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

B.3 Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.
ARCH 743 Architecture Studio IV: Urban Design (6 credits) Urban design focused on Asian cities investigating social, cultural, political, and technological factors; study of historical precedents, building/block typology, circulation, infrastructure, and context response. ARCH majors only. A-F only. Pre: 733 and 742.

A.2 Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

A.5 Ordering Systems: Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

B.3. Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.


B.3. Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

B.7 Building Envelope Systems and Assemblies: Understanding of the basic principles involved in the appropriate selection and application of building envelope systems relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

B.8 Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.
C.3 Integrative Design: Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.

ARCH 745 Advanced Practice (3 credits) Comprehensive study of architectural practice investigating architect's response to global forces, including entrepreneurial practice, office organization, project delivery, compensation, and construction law. ARCH majors only. A-F only. Pre: 739 and 743.

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

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 Business Practices: Understanding of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

ARCH 747 (Alpha) Professional Studio (6 credits) Scholarly and research activity integrated with professional experience situated in an off-campus location. (B) business; (C) community design; (E) alternative experience; (G) global; (H) Hawai‘i; (P) Praxis; (T) China. Repeatable one time per alpha. ARCH majors only. Graduate standing only for (G), (H), and (T). A-F only. Pre: 744, and 750C or 750G for (B), (G), and (T); 744 and 745 for (C), (E), (H), and (P).

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

D.3 Business Practices: Understanding of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.
D.4 Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

D.5 Professional Conduct: Understanding of the ethical issues involved in the exercise of professional judgment in architectural design and practice and understanding the role of the NCARB Rules of Conduct and the AIA Code of Ethics in defining professional conduct.

ARCH 750 (Alpha) Architecture Studio (6 credits) Urban design focused on investigating social, cultural, political, and technological factors; study of historical precedents, building/block typology, circulation, infrastructure, and context response. (C) China; (G) design research. A-F only. ARCH Global Track only. Graduate standing only. Pre: 744 for (C); 739 and 743 for (G).

A.3 Investigative Skills: Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

A.4 Architectural Design Skills: Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

ARCH 754 Research Seminar (3 credits) Professional Studio Culture & Language – Tongji Only- Varied topics furthering knowledge and ability needed for professional design practice emphasizing communication methods for collaborative and integrated design using digital technologies. ARCH majors only. A-F only. Pre: 739

A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.


D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect’s role to reconcile stakeholder needs.
D.3 Business Practices: Understanding of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

D.4 Legal Responsibilities: Understanding of the architect’s responsibility to the public and the client as determined by regulations and legal considerations involving the practice of architecture and professional service contracts.

ARCH 771 Architecture History (3 credits) Investigation of architectural history and theory in the world from antiquity to present. Examining social, political, technological, material, and environmental forces. ARCH majors only. A-F only.

A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioural norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

ARCH 781 Advanced Research Methods and Design Inquiry (3 credits) Individual development of a doctorate proposal that advances architectural knowledge through analysis, research, scholarship, and design. ARCH majors only. Graduate standing only. A-F only.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

ARCH 782 Case Study and Analysis (3 credits) Individual development of a case study project that advances architectural knowledge through research, scholarship, design and engages theoretical and architectonic propositions.

ARCH 784 (Alpha) Doctoral Project I (6 credits) Individual development of a doctorate project with an approved chair and doctoral project committee that advances architectural knowledge through analysis, research, scholarship, and design; (H) Hawai‘i; (T) Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 747C or 747P or 747E for (H); 750C or 750G for (T).

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

ARCH 786 (Alpha) Doctoral Project II (6 credits) Individual development of a doctoral project with an approved chair and doctoral project committee that advances architectural knowledge through analysis, research, scholarship, design, and engages theoretical and architectonic propositions; (H) Hawai‘i; (T)
Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 784H for (H); 784T for (T).

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

ARCH 788 Doctoral Project II Extension (3 credits) Extension of the development of a doctoral project with an approved committee that advances architectural knowledge through research, scholarship, and design, engaging theoretical and architectonic propositions. Repeatable one time. ARCH majors only. CR/NC only.

C.1 Research: Understanding of the theoretical and applied research methodologies and practices used during the design process.

C.2 Integrated Evaluations and Decision-Making Design Process: Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

II.2.1 Institutional Accreditation

WASC Accreditation Letter

II.2.2 Professional Degrees & Curriculum

The D.Arch. is Hawai‘i’s only accredited degree in architecture, and North America’s only accredited professional doctorate. The D.Arch. prepares students to enter the professional workforce and qualifies them for licensure as registered architects in 53 U.S. jurisdictions and Hawai‘i. The D.Arch. curriculum integrates paid internship and professional coursework with required dissertation-level research in diverse topic areas relevant to 21st century practice. The school has carefully structured its program to adhere to NAAB conditions. There are two NAAB-approved tracks leading to the professional D.Arch. Degree at UHM: a 90-semester hour track for students with an approved undergraduate pre-professional degree, and a 108-semester hour track for students with an approved undergraduate degree other than a pre-professional degree. The school's curriculum for the Global Track Dual-Degree Program with the College of Architecture and Urban Planning at Tongji University (described in detail further below), is a subset of the 90-semester credit hour professional D.Arch. program. In both tracks, the professional D.Arch. curriculum devotes its third and final year to the production of a design dissertation, which consists of a research and writing component—“Doc I”—and an applied research and design component—“Doc II”; all graduate students must satisfactorily complete the written component before proceeding to application and design. Typically, the Doc I deliverable is a long-form, often book-length research paper whose theories and methods students apply to an architectural, urban, or environmental design problem.

A special aspect of the D.Arch. program is the incorporation into the course of graduate study of the ARCH 747 Professional Studio—néé “practicum,” recently renamed Praxis. Each student completes a full semester in a monitored, research-oriented professional experience setting—either Praxis integrated internship with a participating architectural firm; or a non-profit organization or institution with an equivalent department or professional services component; or an approved community design or
outreach project led by a practitioner/educator; or a special professional research project proctored by a research faculty member aimed at preparation for professional practice in a selected area of specialization.

DOCTOR OF ARCHITECTURE DEGREE (D.Arch.) — 90 semester hour credits

The D.Arch. is a professional degree program for students with an approved undergraduate pre-professional degree comprising 90 graduate-level semester credit hours in professional studies and electives. Again, this is the only accredited, professional doctorate in the United States. Its principle distinction in comparison with other professional degrees is the intensification of advanced research methodology within the integrated design mandate. Student begin to exercise the integration of advanced research and design early in the curriculum, which culminates in a series of three, interrelated experiences: the 17-week Praxis integrated internship; the production of an extensively researched topic in a written thesis; and the application of the fruits of doctoral research in a physical or speculative design problem, at diverse scales, in diverse contexts. The school seeks continuing accreditation for this degree.

Year 1 (Fall) — 15 credits

ARCH 742 Architecture Studio III (6) Design of complex, large scale building and site engaging social, cultural, code, sustainable systems, and acoustic issues. Production of schematic and design development documents. Individual projects. ARCH majors only. A-F only.

ARCH 733 Advanced Design Communication II (3) An interdisciplinary investigation of design theory as connected to digital technology and its applications to current developments in practice and research within architecture and design. ARCH majors only. Graduate students only. A-F only.

ARCH 723 Architecture Systems II: Qualitative Bioclimatic and Structural Performance (3) Introduction to the theory of bioclimatic principles and structural systems and the ability to analyze, assess, select, design, and integrate them as initial determinants into the building design. ARCH majors only. A-F only. Pre: graduate status.
ARCH 715 Asia-Pacific Architectural History and Theory (3) Study of the history and theory of culture and the built environment with particular focus on the Asia-Pacific region. ARCH majors only. Graduate students only. A-F only.

**Year 1 (Spring)—15 credits**

ARCH 743 Architecture Studio IV: Urban Design (6) Urban design focused on Asian cities investigating social, cultural, political, and technological factors; study of historical precedents, building/block typology, circulation, infrastructure, and context response. ARCH majors only. A-F only. Pre: 733 and 742.

ARCH 724 Architecture Systems III: Quantitative Structural Analysis and Design (3) Introduction to procedures and wood, steel, concrete, and masonry material properties used for structural analysis and design of structural elements and building structural systems. ARCH majors only. A-F only. Pre: 723.

ARCH 725 Architecture Systems IV: Environmental Technology, Sustainability, and Analysis (3) Application and analysis of high-performance building design principles. Emphasis on climate-appropriate passive design, energy-efficient lighting and conditioning strategies, innovative water systems, and renewable energy production. ARCH majors only. A-F only. Pre: 723.

ARCH 739 Research Methods Seminar (3) Comprehensive assessment of objectives and function of research in architecture. Lecture, seminar, independent work with emphasis on doctorate project topic and proposal development. Graduate students only. A-F only. Pre: 715.

**Year 1 (Summer)—6 credits**

ARCH 750 (Alpha) Architecture Studio (6) Urban design focused on investigating social, cultural, political, and technological factors; study of historical precedents, building/block typology, circulation, infrastructure, and context response. (C) China; (G) design research. A-F only. ARCH Global Track only. Graduate standing only. Pre: 744 for (C); 739 and 743 for (G).

**Year 2 (Fall)—15 credits**


ARCH 726 Architecture Systems V: Building Systems Integration (3) Properties, evolution, and range of building materials, assemblies, and systems and their applications in integrated high-performance building design with a focus on the role of detail and systems in the design process. ARCH majors only. A-F only. Pre: 724, 725, 733, and 742.

ARCH 745 Advanced Practice (3) Comprehensive study of architectural practice investigating architect's response to global forces, including entrepreneurial practice, office organization, project delivery, compensation, and construction law. ARCH majors only. A-F only. Pre: 739 and 743.

ARCH 781 Advanced Research Methods and Design Inquiry (3) Individual development of a doctorate proposal that advances architectural knowledge through analysis, research, scholarship, and design. ARCH majors only. Graduate standing only. A-F only.

**Year 2 (Spring)—12 credits**

ARCH 747 (alpha) Professional Studio (V)(12) Scholarly and research activity combined with integrated internship in an off-campus location. (B) business; (C) community design; (E) alternative experience; (G) global; (H) Hawaii; (P) Praxis; (T) China. Repeatable one time per alpha. ARCH majors only. Graduate
standing only for (G), (H), and (T). A-F only. Pre: 744, and 750C or 750G for (B), (G), and (T); 744 and 745 for (C), (E), (H), and (P).

Year 3 (Fall)—15 credits

ARCH 784 (H) Doctorate Project I (V) (6) Individual development of a doctorate project with an approved chair and doctorate project committee that advances architectural knowledge through analysis, research, scholarship, and design; (H) Hawai'i; (T) Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 747C or 747P or 747E for (H); 750C or 750G for (T).

ARCH 716 Architecture and Urban Design Theory (3) Detailed investigation of major theories in architecture and urban design and examination of their impact on contemporary architectural practice in varied geo-political contexts. Open to non-majors. A-F only.

ARCH 6XX (3): Architecture Elective

ARCH 6XX (3): Architecture Elective

Year 3 (Spring) 12 credits

ARCH 786 (H) Doctorate Project II (V) (6) Individual development of a doctorate project with an approved chair and doctorate project committee that advances architectural knowledge through analysis, research, scholarship, design, and engages theoretical and architectonic propositions; (H) Hawai'i; (T) Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 784H for (H); 784T for (T).

ARCH 6XX (3): Architecture Elective

ARCH 6XX (3): Architecture Elective

DOCTOR OF ARCHITECTURE DEGREE (D.Arch.) 108 semester hour credits

The D.Arch. also offers a professional degree program for students with an approved undergraduate non-pre-professional degree (108 graduate-level semester credit hours in professional studies/electives). Accreditation is also sought for this degree.

Pre-Entry Year (Fall)

ARCH 101 Basic Design Studio (4) Introduction to creative design processes focusing on the investigation of composition within defining perceivable space. Hands-on exploration of materials and structures as an introduction to design processes. ARCH and ENVD majors only. A-F only. DA

ART 113 or 213 (3) – ART STUDIO, MATH 140 (3), PHYSICS 151-L (4)

Undergraduate credits do not count toward graduate degree.

Pre-Entry Year (Spring)—18 credits

ARCH 740 Architecture Studio I: Intro to Design (“Boot Camp”) (6) Design theories and systematic analytic and synthetic methodologies applied to creation of building and site spaces responsive to environmental and human needs. Several individual projects. ARCH majors only. A-F only.
ARCH 731 Advanced Design Communication I ("Boot Camp") (3) Exploration of digital technologies, their relationship to design, and their application to architectural analysis, conceptualization, design processes, communication, representation, and construction. ARCH majors only. A-F only. Pre: departmental approval.

ARCH 722 Architecture Systems I: Introduction to Systems ("Boot Camp") (3) Study of building materials, assemblies, and integrated design including structural, environmental, life-safety, and building envelope systems. Development of ability to design, analyze and assess appropriate systems. ARCH majors only. A-F only. Pre: MATH 140.

ARCH 771 Architecture History ("Boot Camp") (3) Investigation of architectural history and theory in the world from antiquity to present. Examining social, political, technological, material, and environmental forces. ARCH majors only. A-F only.

ARCH 6XX (3): Architecture Elective

**Year 1 (Fall)—15 credits**

ARCH 742 Architecture Studio III (6) Design of complex, large scale building and site engaging social, cultural, code, sustainable systems, and acoustic issues. Production of schematic and design development documents. ARCH majors only. Graduate standing only. A-F only.

ARCH 733 Advanced Design Communication II (3) An interdisciplinary investigation of design theory as connected to digital technology and its applications to current developments in practice and research within architecture and design. ARCH majors only. Graduate students only. A-F only.
ARCH 723 Architecture Systems II: Qualitative Bioclimatic and Structural Performance (3) Introduction to the theory of bioclimatic principles and structural systems and the ability to analyze, assess, select, design, and integrate them as initial determinants into the building design. ARCH majors only. A-F only. Pre: graduate status.

ARCH 715 Asia-Pacific Architectural History and Theory (3) Study of the history and theory of culture and the built environment with particular focus on the Asia-Pacific region. ARCH majors only. Graduate students only. A-F only.

**Year 1 (Spring)—15 credits**

ARCH 743 Architecture Studio IV: Urban Design (6) Urban design focused on Asian cities investigating social, cultural, political, and technological factors; study of historical precedents, building/block typology, circulation, infrastructure, and context response. ARCH majors only. A-F only. Pre: 733 and 742.

ARCH 724 Architecture Systems III: Quantitative Structural Analysis and Design (3) Introduction to procedures and wood, steel, concrete, and masonry material properties used for structural analysis and design of individual structural elements and building structural systems. ARCH majors only. A-F only. Pre: 723.

ARCH 725 Architecture Systems IV: Environmental Technology, Sustainability, and Analysis (3) Application and analysis of high-performance building design principles. Emphasis on climate-appropriate passive design, energy-efficient lighting and conditioning strategies, innovative water systems, and renewable energy production. ARCH majors only. A-F only. Pre: 723.

ARCH 739 Research Methods Seminar (3) Comprehensive assessment of objectives and function of research in architecture. Lecture, seminar, independent work with emphasis on doctorate project topic and proposal development. ARCH majors only. Graduate students only. A-F only. Pre: 715.

**Year 1 (Summer)—6 credits**

ARCH 750 (Alpha) Architecture Studio (6) Urban design focused on investigating social, cultural, political, and technological factors; study of historical precedents, building/block typology, circulation, infrastructure, and context response. (C) China; (G) design research. A-F only. ARCH Global Track only. Graduate standing only. Pre: 744 for (C); 739 and 743 for (G).

**Year 2 (Fall)—15 credits**


ARCH 726 Architecture Systems V: Building Systems Integration (3) Properties, evolution, and range of building materials, assemblies, and systems and their applications in integrated high-performance building design with a focus on the role of detail and systems in the design process. ARCH majors only. A-F only. Pre: 724, 725, 733, and 742.

ARCH 745 Advanced Practice (3) Comprehensive study of architectural practice investigating architect’s response to global forces, including entrepreneurial practice, office organization, project delivery, compensation, and construction law. ARCH majors only. A-F only. Pre: 739 and 743.
ARCH 781 Advanced Research Methods and Design Inquiry (3) Individual development of a doctorate proposal that advances architectural knowledge through analysis, research, scholarship, and design. ARCH majors only. Graduate standing only. A-F only.

Year 2 (Spring)—12 credits

ARCH 747 (alpha) Professional Studio (V) (12) Scholarly and research activity combined with professional experience occurring in an off-campus location. (B) business; (C) community design; (E) alternative experience; (G) global; (H) Hawai‘i; (P) practicum; (T) China. Repeatable one time per alpha. ARCH majors only. Graduate standing only for (G), (H), and (T). A-F only. Pre: 744, and 750C or 750G for (B), (G), and (T); 744 and 745 for (C), (E), (H), and (P).

Year 3 (Fall)—15 credits

ARCH 784 (H) Doctorate Project I (V) (6) Individual development of a doctorate project with an approved chair and doctorate project committee that advances architectural knowledge through analysis, research, scholarship, and design; (H) Hawai‘i; (T) Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 747C or 747P or 747E for (H); 750C or 750G for (T).

ARCH 716 Architecture and Urban Design Theory (3) Detailed investigation of major theories in architecture and urban design and examination of their impact on contemporary architectural practice in varied geo-political contexts. Open to non-majors. A-F only.

ARCH 6XX (3): Architecture Elective

ARCH 6XX (3): Architecture Elective

Year 3 (Spring)—12 credits

ARCH 786 (H) Doctorate Project II (V) (6) Individual development of a doctorate project with an approved chair and doctorate project committee that advances architectural knowledge through analysis, research, scholarship, design, and engages theoretical and architectonic propositions; (H) Hawai‘i; (T) Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 784H for (H); 784T for (T).

ARCH 6XX (3): Architecture Elective

ARCH 6XX (3): Architecture Elective

DOCTOR OF ARCHITECTURE DEGREE (D.Arch.) GLOBAL TRACK: CHINA FOCUS—90 semester hour credits

Dual Degree Program with Tongji University College of Architecture and Urban Planning (Tongji M.Arch. + UHM D.Arch.). The Global Track program is a three-year professional degree program resulting in a Master of Architecture degree from the College of Architecture and Urban Planning at Tongji University in Shanghai, China, and the accredited Doctor of Architecture degree from the University of Hawai‘i at Mānoa. The Global Track welcomes applications from students with an approved pre-professional or professional degree in architecture and requires resident studies at both universities. The schools initiated the program in fall 2012 as a novel, alternative track within UHM’s conventional D.Arch. curriculum, which provides the academic and institutional armature for study in China.

The course titles, credits, and Student Performance Criteria are identical to students who enrolled in the conventional D.Arch. program. First year Global Track graduate students in Hawai‘i also use online
technology to jointly explore design, theory, culture, site analysis, building systems, life safety, and other issues with graduate design studios and courses within Tongji. Studio projects on site in Shanghai explore design challenges particular to China and the Asia Pacific regional context.

Within the conventional D.Arch. curriculum, students complete 12 credits of the required ARCH 747 Professional Studio, featuring the 17-week integrated internship—Praxis. Within the Global/China track, students from Hawai‘i will be required to enroll for the first half of ARCH 747T of the Professional Studio during the summer, between their first and second year, earning 6 credits. The Global Track program places special emphasis on developing appropriate relationships in Shanghai; to date, five firms in China support this requirement, under the supervision of the Global Track program director, who works with Chinese firms to secure placement. The school has extensive experience in international Praxis placement.

All students transferring into the Global/China Track meet school and university admission standards, including completion of general education and other academic prerequisites. Transfer students may enter the track no later than the beginning of second year (summer in Beijing) and may transfer no more than 22 professional graduate credits toward completion of the D.Arch. degree. The Global Track program director assesses each student to ensure sufficient experience and ability to successfully undertake advanced coursework in design communication, theory, research methods, professional practice, and building systems, documenting these evaluations in the students’ files. Students entering the program from Tongji take a special 3-week English Language Research Communication course offered by ELI (English Language Institute) faculty from UHM at Tongji University prior to beginning study in Hawai‘i.

Students enrolled in the second academic year of the Global/China Track will be physically located on the Tongji University campus in Shanghai. All continuing and transferring second-year Global Track students enroll through UHM for 12 credits each semester, 24 credits total. All courses taught in the second year mirror the main campus, with the exception of Advanced Practice, which occurs in the third year.
Upon completion of their second year, all students within the Global/China Track must enroll through UHM for summer session. Students who entered into the Global/China Track as transfers from Tongji University will enroll for Practical Experience (Praxis) with a major firm in the United States (6 cr.), while those from UHM will enroll for Praxis with a major firm in Asia/Pacific.

The Third Year is taught in Hawai‘i and mirrors the curriculum offered regular students, with some minor adjustments to the advance professional practice seminar, accounting for the diversity of enrollment.

While in Shanghai, students who do not transfer into the program with advanced standing may, optionally, enroll in Chinese Language (3 credits) and Chinese Culture (3 credits) through Tongji University if they wish to be considered for a Master of Architecture offered by Tongji University. Tongji offers the M.Arch. through its own auspices, independent of the rules, regulations, and policies of the School of Architecture at University of Hawai‘i at Mānoa, as established in the Memo of Agreement between the two universities.

The coursework and curriculum offered at Tongji operate under the direction and authority of the UHM faculty and administration. The faculty and administration has developed a curriculum which mirrors the SPC’s of its current curriculum, yet embraces an international/global environment as an identified option within the program.

**Geographic location and physical resources.** Tongji University is located at 1239 Siping Road, Shanghai. The College of Architecture and Urban Planning (CAUP) occupies three buildings—A, B, and C—with a combined floor area of over 200,000 square feet. The design studio for the University of Hawai‘i students is located in the newly renovated, Building A, or Wenyuan Building, “nicknamed the "Chinese Bauhaus Building," listed in the Shanghai Excellent Historical Building Preservation Index, where students have individual desks and workspaces. CAUP facilities include the Lab of Modern Techniques in Urban Planning and Design, the Lab of Architectural Technique, the Lab of Digital Planning and Design for undergraduate students, and a model workshop. Equipped with advanced hardware and software for virtual design, the Lab of Modern Techniques in Urban Planning and Design is one of the key research centers at CAUP, and was used for much of the virtual design of the Expo 2010. The Lab of Modern Techniques in Urban Planning and Design also has a professional lighting studio, the first in China.

Tongji University is noted for its Civil Engineering and Architecture programs. Authoritative educational indexes rank Tongji’s Civil Engineering, Architecture, and Transportation Engineering programs among the highest in China; and the Tongji architecture program is among the most selective. As one of China’s leading centers for scientific research, the university has 5 premier laboratories and engineering research centers. With an area of nearly 10,000 square feet, the library collection boasts 150,000 volumes, 200 journals, and 3,000 master theses and doctoral dissertations.

UHM’s Global Track program uses facilities within the College of Architecture and Urban Planning. The fully equipped Tongji studio space seats 20 students. Tongji assigns the resident UHM instructor a well-furnished, private, 150 sq. ft. office with wireless capability. Tongji grants students full access to digital fabrication facilities, the college library, the shop, and other college amenities, in addition to all visiting lectures. At over 23 million people, Shanghai is among largest cities in the world and offers students all the resources and experiences of a world cultural capital. Since its inception, 43 students and 10 full-time faculty representing the two partner universities have participated in the Global Track dual-degree program.

**Administrative structure.** The Global Track program is administered within the school, on the UHM campus. The dean annually appoints Global Track program director, who serves as faculty administrator, overseeing admissions, the Global Track curriculum, and academic reporting. Individual faculty members assigned to Shanghai coordinate and teach the on-site component of the program, working directly with the Global Track program director and the dean. The program requires .5 FTE staff support in the Office of Student Services.
Budgetary and hiring authority and responsibilities. The Global Track program operates on an independent budget, managed separately from the budget for other SOA programs, subject to audit and oversight by UHM; the school manages this budget on behalf of both participating universities. Within the Global Track, students pay tuition and fees directly to UHM; the Office of the Dean coordinates all budgeting and hiring in consultation with the Global Track program director, assisted by the school’s Administrative Officer.

Faculty access and committee assignments, research, and scholarship. UHM School of Architecture faculty teach all courses offered at Tongji; online courses taught at the Mānoa campus and courses taught by Tongji faculty augment this curriculum. The dean annually assigns faculty members to teach and administer the Shanghai portion of the Global Track program on a rotating basis, serving between one and two semesters; the dean also accommodates faculty members who wish to share teaching duties in China, dividing their assignments between Shanghai and Mānoa. The resident faculty member teaches a full course-load, serves as the school’s principle representative in Shanghai, and provides additional administrative support for the program; full-time, adjunct, and visiting faculty members also teach in China online or on site, part-time, often visiting Tongji for a three-week intensive exercise or in exchange with the resident instructor, as a visiting critic. The school maintains a year-round furnished apartment to house resident instructors in Shanghai. Tuition and fees supports all faculty travel and housing expenses. Tongji University allows the UHM faculty access to libraries and laboratories within the College of Architecture and Urban Planning.

While in residence in China, Global Track faculty enjoy the same support for research, scholarship, creative work, and travel as Mānoa faculty, and routinely participate in committee and AFS meetings via Skype or similar teleconferencing technology. At his or her choice, Global Track instructors in residence can establish relationships with the local Shanghai professional community, as well as international AIA chapters in Asia.
Year 1 (Fall) — 15 credits

ARCH 742 Architecture Studio III (6) Design of complex, large scale building and site engaging social, cultural, code, sustainable systems, and acoustic issues. Production of schematic and design development documents. ARCH majors only. Graduate standing only. A-F only.

ARCH 733 Advanced Design Communication II (3) An interdisciplinary investigation of design theory as connected to digital technology and its applications to current developments in practice and research within architecture and design. ARCH majors only. Graduate students only. A-F only.

ARCH 723 Architecture Systems II: Qualitative Bioclimatic and Structural Performance (3) Introduction to the theory of bioclimatic principles and structural systems and the ability to analyze, assess, select, design, and integrate them as initial determinants into the building design. ARCH majors only. A-F only. Pre: graduate status.

ARCH 715 Asia-Pacific Architectural History and Theory (3) Study of the history and theory of culture and the built environment with particular focus on the Asia-Pacific region. ARCH majors only. Graduate students only. A-F only.

Year 1 (Spring) — 15 credits

ARCH 743 Architecture Studio IV: Urban Design (6) Urban design focused on Asian cities investigating social, cultural, political, and technological factors; study of historical precedents, building/block typology, circulation, infrastructure, and context response. ARCH majors only. A-F only. Pre: 733 and 742.

ARCH 724 Architecture Systems III: Quantitative Structural Analysis and Design (3) Introduction to procedures and wood, steel, concrete, and masonry material properties used for structural analysis and
design of individual structural elements and building structural systems. ARCH majors only. A-F only. Pre: 723.

ARCH 725 Architecture Systems IV: Environmental Technology, Sustainability, and Analysis (3) Application and analysis of high-performance building design principles. Emphasis on climate-appropriate passive design, energy-efficient lighting and conditioning strategies, innovative water systems, and renewable energy production. ARCH majors only. A-F only. Pre: 723.

ARCH 739 Research Methods Seminar (3) Comprehensive assessment of objectives and function of research in architecture. Lecture, seminar, independent work with emphasis on doctorate project topic and proposal development. ARCH majors only. Graduate students only. A-F only. Pre: 723.

**Year 1 (Summer)—6 credits (required to be in China for UHM students)**

ARCH 747 (T) Professional Studio (V) (6) Scholarly and research activity combined with professional experience occurring in an off-campus location. (B) business; (C) community design; (E) alternative experience; (G) global; (H) Hawai‘i; (P) practicum; (T) China. Repeatable one time per alpha. ARCH majors only. Graduate standing only for (G), (H), and (T). A-F only. Pre: 744, 750C or 750G for (B), (G), and (T); 744 and 745 for (C), (E), (H), and (P).

**Year 2 (Fall)—12 credits (Tongji University)**


ARCH 726 Architecture Systems V: Building Systems Integration (3) Properties, evolution, and range of building materials, assemblies, and systems and their applications in integrated high-performance building design with a focus on the role of detail and systems in the design process. ARCH majors only. A-F only. Pre: 724, 725, 733, and 742.

ARCH 781 Advanced Research Methods and Design Inquiry (3) Individual development of a doctorate proposal that advances architectural knowledge through analysis, research, scholarship, and design. ARCH majors only. Graduate standing only. A-F only.

TONGJI Course: CHINESE LANGUAGE—No graduate credits

**Year 2 (Spring)—12 credits (Tongji University)**

ARCH 750 (C) Architecture Studio (6) Urban design focused on investigating social, cultural, political, and technological factors; study of historical precedents, building/block typology, circulation, infrastructure, and context response. (C) China; (G) design research. A-F only. ARCH Global Track only. Graduate standing only. Pre: 744 for (C); 739 and 743 for (G).

ARCH 782 Case Study and Analysis (3) Individual development of a case study project that advances architectural knowledge through research, scholarship, design and engages theoretical and architectonic propositions.

ARCH 693 Special Topics in Architecture and Design (3) Intensive work on specialized topics in the fields of architecture and design. May include research and/or studio experiences in architecture, interior architecture, computer-aided design, professional practice, advanced visual design, and architectural graphics. Repeatable unlimited times.
TONGJII Course CHINESE CULTURE—No graduate credits

Year 2 (Summer)—6 credits

ARCH 691 Special Topics: Architecture History/Theory (3) Specialized work at an advanced level on the history and theory of architecture. Repeatable unlimited times.

ARCH 690 Special Topics Seminar (3) Seminar on a wide range of architectural topics to be directed by both visiting and regular faculty. Repeatable three times. Pre: consent.

Year 3 (Fall)—12 credits

ARCH 784 (T) Doctorate Project I (6 credits) Individual development of a doctorate project with an approved chair and doctorate project committee that advances architectural knowledge through analysis, research, scholarship, and design; (H) Hawai‘i; (T) Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 747C or 747P or 747E for (H); 750C or 750G for (T).

ARCH 745 Advanced Practice (3 credits) Comprehensive study of architectural practice investigating architect’s response to global forces, including entrepreneurial practice, office organization, project delivery, compensation, and construction law. ARCH majors only. A-F only. Pre: 739 and 743.

ARCH 716 Architecture and Urban Design Theory (3 credits). Detailed investigation of major theories in architecture and urban design and examination of their impact on contemporary architectural practice in varied geo-political contexts. Open to non-majors. A-F only.

Year 3 (Spring)—12 credits

ARCH 786 (T) Doctorate Project II (6) Individual development of a doctorate project with an approved chair and doctorate project committee that advances architectural knowledge through analysis, research, scholarship, design, and engages theoretical and architectonic propositions; (H) Hawai‘i; (T) Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 784H for (H); 784T for (T).


ARCH 6XX - - (3): Architecture Elective

Year 1 (Fall and Spring)—22 credits

TRANSFERRABLE CREDITS:

UHM Tongji students must have a minimum of 22 graduate credits that are transferrable to the University of Hawai‘i at Mānoa. In order to be eligible as transferrable, grades must be a letter grade of B or better; cannot be a "pass" grade. Content also affects eligibility for transfer.

Year 1 (Summer) 3 credits (required to be in China for UHM students)

ARCH 754 Research Seminar Professional Studio Culture & Language (3) – Tongji Only- Varied topics furthering knowledge and ability needed for professional design practice emphasizing communication methods for collaborative and integrated design using digital technologies. ARCH majors only. A-F only. Pre: 739
Year 2 (Fall) — 15 credits (Tongji University)


ARCH 726 Architecture Systems V: Building Systems Integration (3) Properties, evolution, and range of building materials, assemblies, and systems and their applications in integrated high-performance building design with a focus on the role of detail and systems in the design process. ARCH majors only. A-F only. Pre: 724, 725, 733, and 742.

ARCH 781 Advanced Research Methods and Design Inquiry (3) Individual development of a doctorate proposal that advances architectural knowledge through analysis, research, scholarship, and design. ARCH majors only. Graduate standing only. A-F only.

ARCH 690 Special Topics Seminar (3) Seminar on a wide range of architectural topics to be directed by both visiting and regular faculty. Repeatable three times. Pre: consent.

Year 2 (Spring) — 15 credits (Tongji University)

ARCH 750 (C) Architecture Studio (6) Urban design focused on investigating social, cultural, political, and technological factors; study of historical precedents, building/block typology, circulation, infrastructure, and context response. (C) China; (G) design research. A-F only. ARCH Global Track only. Graduate standing only. Pre: 744 for (C); 739 and 743 for (G).

ARCH 782 Case Study and Analysis (3) Individual development of a case study project that advances architectural knowledge through analysis, research, scholarship, design, and engages theoretical and architectonic propositions. ARCH majors only. A-F only.

ARCH 693 Special Topics in Architecture and Design (3) Intensive work on specialized topics in the fields of architecture and design. May include research and/or studio experiences in architecture, interior architecture, computer-aided design, professional practice, advanced visual design, and architectural graphics. Repeatable unlimited times.

ARCH 690 Special Topics Seminar (3) Seminar on a wide range of architectural topics to be directed by both visiting and regular faculty. Repeatable three times. Pre: consent.

Year 2 (Summer) — 6 credits

ARCH 691 Special Topics: Architecture History/Theory (3) Specialized work at an advanced level on the history and theory of architecture. Repeatable unlimited times.

ARCH 690 Special Topics Seminar (3) Seminar on a wide range of architectural topics to be directed by both visiting and regular faculty. Repeatable three times. Pre: consent.

Year 3 (Fall) — 15 credits

ARCH 784 (T) Doctorate Project I (6) Individual development of a doctorate project with an approved chair and doctorate project committee that advances architectural knowledge through analysis, research, scholarship, and design; (H) Hawai‘i; (T) Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 747C or 747P or 747E for (H); 750C or 750G for (T).
ARCH 745 Advanced Practice (3) Comprehensive study of architectural practice investigating architect’s response to global forces, including entrepreneurial practice, office organization, project delivery, compensation, and construction law. ARCH majors only. A-F only. Pre: 739 and 743.

ARCH 715 Asia-Pacific Architectural History and Theory (3) Study of the history and theory of culture and the built environment with particular focus on the Asia-Pacific region. ARCH majors only. Graduate students only. A-F only.

ARCH 690 Special Topics Seminar (3) Seminar on a wide range of architectural topics to be directed by both visiting and regular faculty. Repeatable three times. Pre: consent.

Year 3 (Spring)—15 credits

ARCH 786 (T) Doctorate Project II (6) Individual development of a doctorate project with an approved chair and doctorate project committee that advances architectural knowledge through analysis, research, scholarship, design, and engages theoretical and architectonic propositions; (H) Hawai‘i; (T) Tongji. Repeatable one time for (H). ARCH majors only. Graduate students only. A-F only. Pre: 784H for (H); 784T for (T).


ARCH 6XX (3): Architecture Elective

ARCH 690 Special Topics Seminar (3) Seminar on a wide range of architectural topics to be directed by both visiting and regular faculty. Repeatable three times. Pre: consent.

II.3 Evaluation of Preparatory Education

The school evaluates all entering D.Arch. students using prescribed professional program charts. All required coursework is noted on these charts. The D.Arch. program directors meet with each entering student individually to review and assess required coursework. Some students request this meeting before formal acceptance.

At the end of every semester, the entire faculty reviews and evaluates graduate and undergraduate studio outcomes, in particular the satisfaction of SPC in projects representing both high and low achievement; students entering the D.Arch. degree program from the school’s undergraduate B.Env.D. program therefore benefit from continuous curricular assessment.

The Admissions Committee and the D.Arch. program director review the portfolios and transcripts of all students who apply for the D.Arch. program with non-pre-professional undergraduate degrees. If any of the SPC are not confirmed in the submittals, the faculty requires additional remedial coursework from the accelerated semester ["Boot Camp"]. The faculty also requires undergraduate coursework in pre-calculus and physics. If not met in the undergraduate program, the faculty requires entering graduate students to complete these courses before the beginning of graduate building systems sequence.

The faculty requires students entering with a non-pre-professional undergraduate degree to begin coursework during the spring semester and enroll in accelerated semester coursework ["Boot Camp"]. The school determines accelerated semester coursework based on the portfolio submittal. Most students take all the required accelerated ["Boot Camp"] classes.
II.4 Public Information

See [http://www.arch.hawaii.edu](http://www.arch.hawaii.edu), s.v. “accreditation”

III.1.1 Annual Statistical Reports

See [http://www.arch.hawaii.edu](http://www.arch.hawaii.edu), s.v. “accreditation”

III.1.2 Interim Progress Reports

See [http://www.arch.hawaii.edu](http://www.arch.hawaii.edu), s.v. “accreditation”

Section 4. Supplemental Material

The following material will be made available on the UHM SOA 2018 NAAB Google Drive site:

- Resumes of faculty teaching in the accredited program
- Faculty credentials matrices
- Plans or images of physical resources assigned to the program
- Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program. The program must use the template available on the NAAB website
- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Policies on academic integrity for students (e.g., cheating and plagiarism)
- Information resources policies including collection development
- The institution’s policies and procedures relative to EEO/AA for faculty, staff, and students
- The institution’s policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements
- The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure
- Response to the Offsite Program Questionnaire (also called the Branch Campus Questionnaire) (See 2015 Procedures, Section 8)
- The previous VTR (from 2012 or 2015)
- Focused Evaluation materials (2015)
- Copy of institutional accreditation letter
- Letter from institutional research regarding ARS data