DESIGN FOR EXCELLENCE

2010-2020

10-YEAR STRATEGIC PLAN
The Sam Fox School of Design & Visual Arts is a unique collaboration in architecture, art and design education, dedicated to excellence in learning, creative activity, research and exhibition.

The Future of Art and Architecture Education

The birth of a new academic unit is both inspiring and challenging. Uniting Art, Architecture and the Museum under the structure of the Sam Fox School of Design & Visual Arts allows us to envision ambitious programmatic aspirations for the next decade. Given the caliber of our academic programs, faculty, new facilities, and the renown of the Mildred Lane Kemper Art Museum’s collections, we are compelled to develop programs and initiatives that will distinguish the Sam Fox School and Washington University in St. Louis in the fields of art, architecture and design education, nationally and internationally.

The unique structure of the Sam Fox School of Design & Visual Arts allows us to build on the strengths of each unit and draw on our combined energies and the resources of Washington University, to chart innovative directions, create new knowledge, advance the theory and practice of our fields, and address the social and environmental challenges of our time.
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EXECUTIVE SUMMARY

Design for Excellence establishes the goals for the Sam Fox School, as well as the initiatives that will lead to their attainment. Between 2010 and 2020 we will:

1. Implement an innovative undergraduate curriculum
   - Our integrated curriculum and new Bachelor of Design degree will be nationally-recognized.
   - Our new goals and initiatives will boost our recruitment efforts on the undergraduate level, yielding the highest quality applicants.

2. Build graduate programs that promote interdisciplinary practices
   - We will offer 2 new graduate degrees: a fully accredited Master of Landscape Architecture and a doctoral program in Architecture, and an MFA concentration in Communication Design.
   - Our M.Arch program (ranked #5 in 2007) will be competitive with the very best in the country.
   - The MFA program (ranked #15 in 2008, up from #21 in 2007) aspires to advance into the top 10 with triple the number of applications.
   - The MUD program will be reinvented to respond to critical urban trends

3. Develop a comprehensive agenda for supporting creative activity/research
   - We will establish an interdisciplinary Design Research Studio dedicated to creative activity and research in 5 critical areas.
   - We will implement a Post-Graduate Teaching and Research Fellowship program.

4. Initiate and sustain collaborative initiatives in art, architecture and design
   - We propose the establishment of a % for art policy to fund a University-wide Art on Campus program.
   - We will develop a conservation program that will serve the community and the region.

5. Prepare our students to be productive, competitive and successful in a world of global opportunities
   - We will expand the geographical range and number of international and study abroad programs in relevant centers of architecture, art and design; originate traveling exhibitions and host international symposia in St. Louis and abroad.

The planning process has yielded bold aspirations for the Sam Fox School, but it also compels us to examine with greater intensity the ways we employ our existing resources and determine our need for additional resources to support the initiatives we will undertake.

- We are committed to increasing the number of tenured and tenure-track faculty from 39 to 54 to be at par and competitive with our peer institutions.
- We will maintain the size of our undergraduate student body at 535.
- Our combined graduate student body in Art and Architecture will grow to 350.

The realization of this plan calls for adding to our endowment to support our goals and initiatives:
- $39 million for scholarships
- $15 million for academic programs
- $16 million for endowed professorships and research support for faculty
- $10 million for international programs
- $30 million to build a 100,000 square foot building to house new programs
The creative terrain of our contemporary world demands a new educational paradigm. That model is the Sam Fox School of Design & Visual Arts at Washington University in St. Louis, providing a rigorous education in architecture, art and design with the outstanding collection of a world-class art museum and the unparalleled resources of a leading research university.

Each of the three central units of the Sam Fox School boasts a rich history:

- **The College of Art** was founded in 1879 as the first professional, university-affiliated art school in the United States, and is the only art school to have fathered a major metropolitan art museum.

- **The College of Architecture** was established in 1910, and has the distinction of being one of the ten founding members of Association of Collegiate Schools of Architecture.

- **The Mildred Lane Kemper Art Museum** (formerly the Washington University Gallery of Art) was founded in 1881 as the first art museum west of the Mississippi River.

The Sam Fox School is in many ways a profound realization of the goals and vision of Project 21. The Visual Arts & Design Center (1997), subsequently named the Sam Fox Arts Center (2002), was envisioned as a hub for interdisciplinary programs among the College of Art, College of Architecture, Mildred Lane Kemper Art Museum, the Art & Architecture Library, and the Department of Art History and Archaeology in Arts & Sciences.

The improvement, expansion and construction of new facilities for this collaborative unit were significant accomplishments of Project 21. Renovations to Bixby and Givens Halls, home to Art and Architecture respectively, were completed in 2001. Ground was broken for two new buildings designed by renowned architect Fumihiko Maki in April 2004.

The vision grew to encompass the launch of a new school at Washington University in St. Louis. In January 2005, Chancellor Mark Wrighton announced the creation of the Sam Fox School of Design & Visual Arts, uniting the academic units of Art and Architecture with the University Museum under the leadership of a new dean.

The Mildred Lane Kemper Art Museum and the Earl E. and Myrtle E. Walker Hall for the College and Graduate School of Art opened for academic year 2006-2007. The new facilities were dedicated in October 2006.

Design for Excellence is the culmination of a compressed and intensive planning process launched in fall 2006 and coinciding with the first years of the new school. This process has stimulated us to examine our position and build our future in the world of art, architecture and design education.
Our tripartite structure is unlike that of any other educational institution. We are thus uniquely positioned to shape 21st century culture through our contributions to creative activity and research in the visual arts, design and the built environment.

Innovation and collaboration are at the core of our mission of interdisciplinary study and practice. We recognize that design and the visual arts play significant roles in inspiring solutions to social, cultural and environmental concerns and have formulated an educational model that is flexible and attuned to the global realities of our complex century. Our undergraduate curriculum and graduate degree programs explore the connections between diverse forms of making and multiple artistic media; encourage the dynamic interaction of these forms; and advance the synthesis between creative fields and research/academic inquiry.

Fundamental to the success of our educational model is a nationally recognized faculty of artists, designers, architects and scholars distinguished by strength in their primary disciplines and equally committed to contributing to interdisciplinary dialogue and scholarship. Our students are engaged in applying the tools of our fields to effect positive change through creative innovation and scholarship.

The convergence of faculty, students, academic programs and facilities provide a distinctive platform from which to realize a bold agenda for regional, national and international activities that will help shape and define the role of design and visual arts in the 21st century.
a distinctive platform; a bold agenda
Degrees Offered
The College of Art offers the B.F.A. degree in six major areas: painting, sculpture, fashion design, communication design, printmaking, and digital imaging and photography. The Graduate School of Art offers a two-year MFA in Visual Arts.

The College of Architecture offers two degrees, the B.S. and the B.A. in Architecture. The Graduate School of Architecture & Urban Design offers the M. Architecture (1-, 2-, and 3-year) and the Master of Urban Design.

Students/Faculty/Staff
# of UG students 532: 338 [BFA] and 194 [AR]
# of GR students 202: 40 [MFA] and 162 [AR]
# of faculty 39 (tenured and tenure track)
# of staff 34 (head count)

Rankings
Graduate School of Architecture & Urban Design #5 according to Design Intelligence (December 2007)
MFA Program/ Graduate School of Art #15, Printmaking area #14, Painting #19 according to US News and World Report (March 2008)

Faculty/Student Ratio
one dot equals approx. five people

Scholarships
Total of $7,157,098 in scholarship aid (Academic year 2007-2008)

Professorships
10 Endowed professorships

International Programs
2 undergraduate: Florence [Art and Architecture], Copenhagen [Architecture]
3 graduate Architecture: Helsinki, Buenos Aires, Barcelona [summer]
1 graduate Art: Berlin [summer]

Museum
Permanent Collection: over 5,000 objects
Exhibitions per academic year: 6

Art & Architecture Library
103,814 items
Subscriptions to print journals: 225; electronic journals: 95
University Libraries subscribe to 230 online databases

Facilities
Today the Sam Fox School of Design & Visual Arts is an active and vital community of architects, artists, designers, scholars and curators. As a creative community, we are faced with unprecedented opportunities to shape our world and generate meaningful responses to social, cultural and environmental challenges. Our strategic initiatives respond to factors that influence the practice of art, architecture and design, as well as contribute to our goal of educating responsible citizens.

Disciplinary strength /collaborative practice
The U.S. Bureau of Labor Statistics forecasts faster than average growth in architecture and arts occupations. Sam Fox School graduates have the necessary skills and training required for success in their disciplines. Increasingly, however, contemporary practice demands not only disciplinary proficiency, but also fluency across disciplines. With multiple opportunities for interdisciplinary study, multi-disciplinary collaborative research and problem solving in our undergraduate curriculum and graduate programs, our students develop abilities to think, communicate and work across disciplinary lines.

Global practice
The realities of economics, communication and cultural production in a world where national boundaries are more fluid and urban growth is unprecedented prompts us to offer international experiences as a fundamental component of our curriculum. Through programs in Europe, South America and Asia, our students learn to adapt culturally and professionally. Our students develop sensitivity to place-based practices and are equipped to practice in most countries of the world.

Environment and sustainability
In response to the environmental concerns, we are launching a Master of Landscape Architecture program that is structured to diminish the distance between ecology and design. We are committed to landscape architecture both as a form of cultural production and as a force in the dynamic natural systems of the environment, and we believe that an emphasis in design, ecology and synthesis is the way to build the best program in the country. The Master of Urban Design program will be reinvented to respond to a rapidly urbanizing world in which the design of sustainable cities will be critical.

Art on Campus is a dynamic program that will integrate works of art throughout the Danforth campus. The program will heighten awareness of our landscape, affect the experience of public spaces, add to the aesthetic appeal of the campus, and contribute to the community’s intellectual and cultural vitality.

Community
Our undergraduate and graduate programs will offer coursework, research and practical opportunities through community visual art partnerships such as U City Sculpture Series and WashUCity, as well as design/build projects. Through its school and community outreach programs, the Museum will continue to engage diverse audiences in direct and meaningful encounters with art and visual culture.

Technology
Digital technologies have transformed the way we live and the way we create, increasing the potential for interaction and communication as boundaries between the global and the local disappear ever more rapidly. Sam Fox School students are exposed to and conversant in the vast array of the most current digital technologies used in their particular creative fields. In addition, Museum exhibitions and public programs that focus on new media contribute to the discourse on technology and contemporary life.
Alongside the B.F.A. and the B.S. in Architecture currently offered by the Sam Fox School, we are engaged in the development of a third undergraduate degree and curricular structure, the Bachelor of Design (B.Des). As with the B.F.A. and the B.S. Arch, the B.Des is founded upon the idea of design as a cultural endeavor.

The B.Des degree and curriculum will be built on the Sam Fox unified foundation year for all freshmen, currently in development, and a core structure that allows for a three-year major course of study concluding with a senior year interdisciplinary design capstone project. While the curricular map for all existing degree structures will change within the freshmen, and to some extent, the sophomore years, students will continue to ground their studies in art, design, and architecture. Requirements in the humanities remain a significant component of the curriculum, but may well change in sequence and content. New courses in art/design/architecture history and theory are emerging through discussions with Art History faculty. New studio credit structures and content are also under discussion.

Recruitment Implications: The B.Des degree together with the BFA and the B.S. presents students with opportunities in art/design/architecture within a research university that are not available in other comparable institutions. These three degrees offer an expanded range of entry points into art, design, and architecture for high school students and enhances the Sam Fox School recruitment and admissions territory.

Career Implications: The interdisciplinary nature of the B.Des curriculum allows for a wider range of graduate and professional futures including fibers and materials, product, furniture, digital, graphic, urban, and landscape design. The establishment of a more formal program of internships and preceptorships is being investigated.

Existing resources support professional practice and provide unique opportunities for career development and training. Island Press, the University’s collaborative print workshop gives students the opportunity to be part of the conceptual and technical development of a project by a professional artist as assistant printers and papermakers. The Nancy Kranzberg Illustrated Book Studio, a partnership between the University Libraries and Art, and dedicated to the study of the book, authorship & publishing, offers studio courses, research partnerships, and publishing initiatives.

Resource Requirements: This initiative will require recruitment of faculty cross-trained with specific value to their area of concentrations and able to instruct and advise students pursuing an interdisciplinary B.Des curriculum. Specialized equipment, studio space and workshops may be needed as we expand into new design tracks.
SAM FOX SCHOOL OF DESIGN & VISUAL ARTS 10-YEAR STRATEGIC PLAN

UNIFIED FOUNDATION:
Architecture, art and design shared curriculum

STUDIO CLASSES
Students select interdisciplinary courses within core distribution

MAJOR STUDIOS
Declare concentration and degree track:
BS ARCH, BFA (Painting, Printmaking, Sculpture, Photography, Communication Design, Fashion Design), B. Des
All programs offer a semester study abroad option

CAPSTONE EXPERIENCE
BS ARCH, BFA or B. Des
Option to study abroad in the fall semester

Enter as art or architecture student
Master of Fine Arts in Visual Arts (MFA)
Complex, shifting global cultures and rapidly evolving technologies present new demands for this generation of artists and designers that require them to expand the scope of their intellectual and creative work. In response to these influences, we are developing a more rigorous MFA program that draws from the strength of our current graduate curriculum and offers new programs and initiatives that will energize and activate our new spaces.

The program will also introduce new conceptual and theoretical frameworks related to contemporary creative practices and facilitate new strategies and methodologies for the production of creative work, ultimately distinguishing the Graduate School of Art nationally and internationally as a unique research-based program in design and visual arts.

Key to this mission is a program that includes a robust thesis requirement and Critical and Visual Studies component. The program will also offer innovative points of connection between the disciplines housed within the Sam Fox School, specifically Architecture and its distinct programs.

Developing a curriculum that promotes interdisciplinary practices that allow students to expand their intellectual reach across campus and ultimately into the community is also essential. Opportunities to engage in coursework, research and creative work across campus and beyond will be numerous and may include: Medicine, Engineering, Women’s Studies, Film and Media Studies, Art History & Archaeology, Philosophy, and American Culture Studies to name a few. With this, students will be challenged to continuously redefine their roles as artists and designers within the larger culture.

Finally, establishing a structure for constructive collaborations, many of which will come together through the innovative use of new and evolving technologies will be fundamental to our goals.

The MFA Program will educate students as global citizens through study abroad opportunities. Asia, South America and other countries in Europe all offer options for study abroad in addition to participation in Washington University’s New York Center. International initiatives are currently being planned in Buenos Aires and Berlin with specific relevance to the Graduate School of Art & the Graduate School of Architecture & Urban Design’s existing programs.

The current curricular structure and sponsorship model are currently being reevaluated with the possibility of developing a three-year program structure and an option to pursue an MFA in Communication Design (outlined below).

New MFA in Communication Design: Systems and Stories
The new MFA in Communication Design would be a distinct program housed within the MFA Program focused on the volume and complexity of information in our culture, which is growing at an ever-increasing rate. Fields ranging from environmental science and public education, to pharmaceuticals and stock trading, rely upon the ability of people to process and apply constantly changing structures and systems of information. Employees, regulators, investors, customers, and even the general public are necessary participants. Communication Design can play two key roles— to create information systems with wide-ranging accessibility, and to develop narratives that connect those systems to larger ideals and goals.

This two (or three) year program will provide graduates with the problem-solving tools to effect industry-wide change through the design of textual, pictorial, and sonic information. It will emphasize the development of visual systems and stories for communication. Students will make use of the University’s research resources in a variety of fields, from medicine and architecture to...
innovative points of connection
GRADUATE EDUCATION: Interdisciplinary practices
continued

business. They will seek to influence these fields by making them more visual and more focused on communication. An emphasis will be placed on collaboration.

This program will provide a professional communication design track while also providing an opportunity for learning and exchange with the MFA in Studio Art on an elective level through theme-based courses. The prominence of design strategies and methodologies in contemporary visual culture as broadly defined provides a rich field for exploration. Likewise the program will interface with the MLA and Urban Design programs, which engage systemic problems at human and environmental scales.

Recruitment Implications: Program size will be increased to 50 students in the MFA program and 20 students in the MFA in Communication Design. Recruitment will be targeted to schools that also offer broad-based, robust programs that expand the intellectual and creative capabilities of our students.

Career Implications: Post-graduate teaching and research fellowships will be offered for graduates to gain substantial teaching and significant experience in research and creative activity.

Resource requirements: A total of 4 new faculty positions will be required. Substantial scholarship support is needed to be competitive. While a 3-year program is desirable, it will require more scholarship funds, as the debt burden relative to earning potential for artists is too great. Additional requirements include space for students, a media lab with dedicated work stations that function efficiently with adequate technical support, scholarships for study abroad, endowments for a much-expanded lecture series/visiting artist series, funds for short-term student research and travel grants.

Master of Architecture (M.Arch)
The practice of architecture has moved from a position of discrete knowledge, localized influence, and professional responsibilities to one of multiple knowledge bases, global implications, and multi-disciplinary interactions. Fueled by technological change and the imperative for environmental sustainability, this reality has both been formed by educational change and currently provides the challenges for architectural education.

Enhancements to the current program will include greater depth in the area of sustainability throughout the graduate curriculum and the development of an integrated structure for history and theory. We will strengthen the study abroad curricula to help enable students for international practice. We envision growing the number of incoming graduate students by up to 12 to take advantage of the space gained due to the increase in number of students participating in our international programs and we will grow our tenured and tenure track faculty over the next 10 years. The M.Arch program will be strengthened by a new joint degree with Landscape Architecture in addition to the existing joint degree options with Urban Design, Social Work, Business, and Construction Management.

Career Implications: A more formalized internship requirement extending from spring semester through summer or summer through fall semester is being developed. Expanded engagement and sustained relationships with professionals, alumni and cultural organizations on the local, national, and international levels will increase placement and student internship opportunities. Post-graduate teaching and research fellowships will be offered for graduates to gain substantial teaching and significant experience in research and creative activity. Targeted recruitment will increase the quality and number of our applicants.
Resource Requirements: Increasing the endowment for scholarships will be crucial to continue attracting the best students. Two new faculty positions in sustainability, one in technology and a director of the Graduate School are being recruited.

Master of Urban Design (MUD)
The Master of Urban Design at Washington University, founded in 1960 as the second Urban Design Program in the country, is a three semester post-professional program that focuses on physical design within the metropolitan environment working at the intersection of architecture, landscape and infrastructure.

We seek to the program to respond to three critical urban trends: 1) the emergence of rapidly growing global hyper-cities in relationship to shrinking cities; 2) the need for sustainable development of new cities and the retrofitting of existing cities for the reduction of their ecological footprint; and 3) the changing nature of urban design practice which is becoming more international in scope; interdisciplinary and collaborative in methodology; and multi-scaled and diverse in nature from the design of small-scale public spaces to streets, from neighborhoods to inner city re-structuring and the design of entire cities in rapidly urbanizing countries.

The Urban Design Program will be the primary site of collaboration and interdisciplinary studies between the Architecture and Landscape Programs, as well as other academic departments and research centers within the University. The strength of the Urban Design Program will be derived from the joint MUD/M.Arch and MUD/MLA. In addition, the program supports and enhances the University’s Center on Urban Research and Public Policy by providing courses for their Urban Studies Major and Graduate Certificate Program. The program also encourages urban design students to take courses in Law, Social Work, Engineering, Business, and Arts & Sciences. Joint
degrees with these departments are offered with the Master of Urban Design / Master of Social Work being the most popular. New joint courses and degrees could be considered with the Graduate School of Art and particularly, the School of Medicine.

The Urban Design Program has over the years supported many of the University’s community outreach initiatives such as Forest Park South East neighborhood redevelopment and completed many research and outreach projects in the St. Louis community.

Recruitment Implications: The number of students registered in this program is expected grow from 26 to approximately 40 by 2020 with the establishment of the MLA Program. More recently the College of Architecture has established an undergraduate Urban Design Minor that is expected to grow over time to 15 students. Thus, there could be up to 55 students involved in the various Urban Design Programs within the Sam Fox School.

There are no post-professional Urban Design Programs in Missouri and only one other in the Midwest, at the University of Michigan. Nationally there are approximately 13 distinct and separate Urban Design Programs, each with a different focus. Of the thirteen, 5 would be competitive to our Urban Design Program. At the undergraduate level there are approximately 6 universities that offer urban design minors.

Career Implications: The need for skilled urban designers with professional degrees in landscape and architecture, and specialized expertise in sustainable development and international exposure has never been greater and the demand is expected to continue to increase for the foreseeable future.

Resource Requirements: Funding for two additional faculty positions including an endowed professorship, and funding for an annual national Urban Design Forum & Charrette as well as the necessary funding for research. It is assumed that within the MLA Program will be an urban designer/landscape architect who will also teach in the Urban Design Program.

Master of Landscape Architecture (MLA)
A new professionally accredited program leading to licensure in Landscape Architecture will be launched within the Graduate School of Architecture & Urban Design.

Our program will be distinguished by its commitment to design excellence, ecology, and understanding of landscape architecture as a form of cultural production.

St. Louis will act as the arena, spring-board, and laboratory for our agenda. The city and its environs present extraordinary resources and substantial difficulties, and the region is, in many ways, a crucible for dilemmas facing metropolitan landscapes all over the country. Located at the confluence of the Mississippi and Missouri Rivers, St. Louis was one of the country’s great cities, and its generous scale, substantial character, and prominent public institutions are evidence of that history. On the other hand, its relationship to the Mississippi River has lost its historical meaning; its heroic core has been decimated by population loss and suburban sprawl; it suffers widespread post-industrial pollution; and it is polarized by issues of race and class. The situation demands a new paradigm, and its complexity is an invitation to reconsider the form and meaning of the contemporary American landscape.

The place-based design foundation provided by St. Louis will allow for issues and experiences to be extended to an international context through study abroad opportunities. These will build on and partner with existing programs in Architecture and Urban Design.

A second reason exists to use St. Louis as a case study: to advocate for place-based design education. Landscape sustainability depends on understanding the particular conditions of specific locales. Teaching our
students to know their own environment well is essential to that end. The skills developed to decipher and transform the complex and nuanced landscapes of this region can be translated to other places and situations.

Our program will draw on a unique set of institutional and regional resources. Our situation within the Graduate School of Architecture & Urban Design offers us the chance to construct curricular intersections with our Master’s Degree Programs in Architecture and Urban Design. We are committed to collaboration across the boundaries among those fields, and we will encourage students to pursue joint degrees. Our colleagues in the Sam Fox School offer instruction in the allied fields of fine arts and art history. Washington University’s programs in Environmental Studies, Environmental Engineering, and American Culture studies present the chance for basic and advanced work in ecology, technology, and landscape studies. In addition to collegial and curricular resources, we have been invited to make use of Tyson Research Center, the University’s ecological field station, as a study site. St. Louis provides a wide range of possible institutional partners: the Missouri Botanical Garden, one of the country’s oldest botanical gardens and a world-renowned educational and research institution, Forest Park and the city and regional parks systems, the Danforth Plant Science Center, the Corps of Engineers, and Laumeier Sculpture Park.

Recruitment Implications: There are no accredited Landscape Architecture programs in Missouri. Neighboring programs include: Kansas State University, Iowa State University, University of Illinois-Champaign, University of Arkansas, Oklahoma State University, University of Kentucky, Ball State University, and Purdue University.

Career Implications: According to the US Bureau of Labor Statistics, employment of landscape architects is expected to grow faster than the average (18–24 %) for all occupations through the year 2016.

According to the Landscape Architecture
Accreditation Board even doubling the number of current landscape architecture programs will not meet the demand for professionals in this field.

Resource Requirements: Building to house program, four new faculty positions, endowment for scholarships, development of library resources in this area.

Doctoral Program in Architectural History and Theory
While a profession is defined by engagement in the world, professional education in a university context must also advance knowledge. The education of designers and artists requires the development of both operative and reflective knowledge. Studio activities develop active skills. Research activities develop the ability to make informed judgments and choices. With graduate degrees in architecture, urban design and a proposed program in landscape architecture the Graduate School of Architecture & Urban Design is in a strong position to offer a PhD program that would advance knowledge through research and scholarship.

This program is intended to train scholars to do original research in the history and theory of architecture, urbanism, and sustainability. Its focus is on the history and theory of the built environment and the attendant forces and efforts to shape it by architects, urban designers, landscape architects, and others. The program includes faculty in Architecture, Urban Design, Art History, and other relevant fields. Current areas of specialization include the history and theory of architecture since the eighteenth century, twentieth century urbanism in a global framework, modern and American architecture, and the art and architecture of the Renaissance. Additional strengths in landscape architecture and sustainability will come with the advent of this new program. Students spend two years in required coursework, and are then expected to write a dissertation guided by a faculty committee that adds new knowledge to the field.

The program provides understanding of methodological frameworks for students to interpret, explain, and question observed reality in architectural and urban history, and the ability to separate knowledge from myth and opinion. Its faculty offer frameworks for research in architecture, urbanism and related fields using methods from art history, history, and other areas of the social and hard sciences to increase understanding of the values, possibilities and responsibilities of professional actions.

Recruitment Implications: Of the architecture programs ranked in the top five by Design Intelligence, Washington University is the only program without a doctoral program. 15 of the top 21 schools have doctoral programs. The University of Michigan and Kansas State University have the only doctoral programs in the Midwest.

Resource Requirements: Funding to support doctoral students.
advancing knowledge
The Sam Fox School uses the words “creative activity/research” to signify engaging in original and innovative work that displays merit, depth and is a significant contribution to a particular field of study and to the discipline as a whole. Creative activity/research should employ and display evidence of new approaches as appropriate to its respective discipline.

**Design Research Studio (DRS) Mission**

DRS will foster a culture of research and creative activity by serving as a catalyst, facilitator, sponsor and incubator of student and faculty creative initiatives and research projects to create new knowledge, encourage entrepreneurship, and promote interdisciplinary collaborations in architecture, design and the visual arts. Focus will be on projects that contribute significantly to five broad research themes:

- **Visual Art & Culture** — Exploration of the power of images, objects and spaces to communicate, enlighten and advance critical, innovative views of past and present cultures.
- **Sustainability & Environment** — Research focused on encouraging and promoting environmentally sustainable practices and addressing issues of ecology.
- **Health & Wellness** — Research focused on improving healthcare services and community wellness through art, architecture and design.
- **Urban Growth** — Research across media and disciplines that confronts the complexities posed by the growth of metropolitan environments.
- **Media & Materials** — Research and experimentation in the discovery and use of new media and materials.

**Sponsorship, Partnerships and Funding**

Partnerships with industry, individuals and communities will provide applied challenges often explored only theoretically within curriculum. Financial support will come from the corporate sector, community organizations, federal sources, private foundations or individuals. DRS will work with these funding sources to support different operational and instructional models:

- **Course Sponsorship**: an instructor and students investigate a challenge/project presented by the funding group.
- **Long-Term Engagements (Professional Partners Consortium)**: Corporations and or individuals whose interests lie in one or more of the five research areas fund long-term research activity that may include engagement with one or more faculty or courses.
- **Scholar Sponsorship**: sponsorship of research activity of individual faculty.

**CITY STUDIO**

We will build CITY STUDIO, a community design assistance program and site to serve as a hub for community engagement and outreach. At the same time, CITY STUDIO will provide opportunities for curricular integration, research, and professional experiences through courses or funded research to study economic development, urban growth, the concept of a city, and other themes related to the study of urbanism. CITY STUDIO will eventually be based in a St. Louis city neighborhood. The presence of Washington University in this neighborhood, as opposed to establishing a center on campus, is evidence of our commitment to working in the community.
For our students, CITY STUDIO will serve as a laboratory and think-tank, a studio and exhibition space/community art center, as well as a jump-off point for design/build projects. This will require partnerships with the Schools of Business, Law, Social Work, and Medicine as well as community leaders and organizations. CITY STUDIO will also serve as a nexus for expanding on the success of the Community Building/Building Community course that we propose become a University-wide requirement for every undergraduate.

Kenneth & Nancy Kranzberg
Art & Architecture Library
The collections and services offered by the Art & Architecture Library are fundamental to the learning and research activities of the Sam Fox School. As areas of curricular and programmatic expansion are determined for the Sam Fox School, we will work with the Library to expand collections and digital resources in new areas of landscape architecture and design history, and in areas that reflect current faculty expertise, interest, and activities. Relevant and strong research collections and services are also important tools in our recruitment efforts for faculty in new areas.

The Library will continue to build and enhance access to rare materials collections related to areas of study and research in the Sam Fox School. Services in support of courses taught abroad, and of teaching with digital images, geospatial data, and new media, will be enhanced through Web-based delivery.

Sam Fox School Post-Graduate Teaching and Research Fellows
Graduate students are fundamental allies in a solid research enterprise. Four post-graduate fellowships will be awarded each year to two distinguished graduates from the MFA program in the Graduate School of Art, and two from the M.Arch, MUD or MLA programs in the Graduate School of Architecture & Urban Design. The post-graduate fellows will be selected for their distinguished achievements, unique qualifications and their potential to contribute to the undergraduate curriculum and programmatic goals of the School.

In addition to their teaching assignment, fellows should show commitment to a dynamic agenda of creative work and/or research scholarship. Participation in ongoing, collaborative faculty and student projects in the Design Research Studio will be a significant component of the fellowship. Each fellow will be provided with studio space at the Lewis Center.
The creative terrain of our contemporary world
demands a new educational paradigm.
The Mildred Lane Kemper Art Museum is a vital component of the Sam Fox School, contributing to its identity as a unique academic structure through integration in all areas of art, architecture, and design education. The Kemper Art Museum, is committed to developing and preserving its fine art collection with a continued emphasis on the art of our time; inspiring social and intellectual inquiry into the connections between art and contemporary life through excellence in scholarship, education, and exhibition; and engaging audiences on campus, in the local community, and beyond.

**Acquisitions**

The Kemper Art Museum holds one of the finest University art collections in the country, with outstanding examples of 19th-, 20th-, and 21st-century painting, sculpture, installation, prints, and photography. We strive to strengthen our existing collection through the acquisition of consequential works of international modern and contemporary art with a special emphasis on innovative and experimental art forms that cut across all media, such as time-based and installation art. We are committed to continuing in-depth scholarly research on the collection, including new international museum requirements for provenance research.

The Museum’s permanent collection is currently composed of over 5,000 works of art. In the next ten years we anticipate growing the collection by 10%.

**Resource Requirements**: Increase acquisition endowments, gifts, bequests, and private donations of significant works of art.

**Research and exhibitions**

The overall goal for exhibitions is to develop a diversified, vigorous, and stimulating exhibition program that examines significant artistic strategies in modern and contemporary art and speaks to the University community as well as to local, national, and international audiences. Our program comprises a mixture of thematic, historical, and monographic exhibitions that explore significant artistic developments from the nineteenth to the twenty-first centuries. This will be realized through three programmatic initiatives:

- Creation of permanent and temporary exhibitions of the institution’s collection employing a variety of interpretive frameworks: social, cultural, historical, political, and theoretical.
- Development and hosting of national and international loan exhibitions that engage in new scholarship and bring important artworks and curatorial voices to campus and to the local community.
- Presentation of exhibitions that explore diverse practices and ideas in contemporary art and architecture with an emphasis on cross-disciplinary approaches and new media.

The College of Art Gallery will also provide opportunities for faculty to organize exhibitions reflecting their areas of expertise while addressing that will augment the curriculum.

**Resource Requirements**: Retain a strong professional staff and increase exhibition endowment, corporate and CFU funding, grants, and private donations to support a robust exhibition program.
Publications
Our publications program aims to enhance understanding and awareness of art and its relationship to contemporary life. Publishing and disseminating scholarly texts that contribute to and actively advance national and international discourses of art history and art theory will achieve this goal. Such scholarship will consist of original research by Kemper Art Museum curators and educators and by outside scholars and specialists. Student participation through research and writing also plays a key role in Museum publications.

Resource Requirements: Increase funding from grants and gifts.

Education
University Programs:
We strive to develop participant-centered programs that stimulate in-depth dialogues, promote creative inquiry and critical thinking across academic disciplines, and contribute to the advancement of knowledge in art and design. Educational programs are designed to create a learning environment that actively engages the campus community with the permanent collection and special exhibitions. This is accomplished through:

- Teaching in the Galleries Program - undergraduate and graduate students gain teaching experience within a museum environment.
- Ongoing use of the collection and exhibitions in student assignments and academic enrichment opportunities, through programs such as Writing I and Freshman Reading.
- Teaching Gallery exhibitions connected to undergraduate and graduate curricula.
- Internships in curatorial, publications, and education departments.

School, Youth, and Community Outreach:
Through school, youth, and community programs, we will actively reach new audiences, create new learning opportunities, and promote transformative learning in the arts for students of all ages. New and ongoing collaborations with area schools, school districts,
community organizations, and professional associations will continue to establish the Museum as a site for innovative arts learning in the local and regional community.

In designing educational programs for elementary and secondary schools, we seek to connect our collection and exhibition resources with private and public school curricula. These programs provide students and teachers with direct experiences with works of art and engage in teaching strategies that make the artworks accessible and meaningful. We also offer a range of continuing education programs, promoting adult and community learning opportunities through collaborations with existing University programs [University College and Lifelong Learning Institute]. We will also continue to expand the use of emerging technologies that directly serve our educational goals.

Resource requirements: Increase support through grants and corporate funding. Increase staff and student involvement commensurate with the number and range of programs.

Benchmarks: Institutions based on the quality of collections and exhibition and educational programs: Yale University Gallery of Art, Williams College Museum of Art, Hammer Museum of Art at UCLA, Smart Museum of Art at University of Chicago.

Conservation program
As part of its goal of maintaining the quality of its collection, the Museum intends to undertake the major new initiative of establishing a conservation program. The primary objective of this program is the development and implementation of a long-range plan for conservation treatment as well as preventive care for its permanent holdings.

It is the primary responsibility of every museum to preserve its collection, however, up to this point the Museum has not had sufficient resources for the facilities to properly maintain its objects. Given the significant increase in value that the Museum anticipates with an upcoming collection reappraisal, the importance of preserving the collection is even greater. Now that the collection is housed in the Museum’s new facilities, where they can be kept cleaner and more stable, it is the ideal time to begin improving the condition of objects owned by the Museum.

In the long term, the Museum plans to expand the conservation program significantly in order to more broadly serve regional education and arts communities. This expansion will include the establishment of a conservation laboratory to be housed in the new Sam Fox School building, with the goal of providing on-campus, local, and regional conservation services. Such a lab would fill a major gap in the regional arts community.

The conservation program will also include the development and implementation of a cross-disciplinary academic art conservation course program in collaboration with Arts & Sciences departments, other units of the Sam Fox School of Design & Visual Arts, and others both on and off campus as appropriate.

Resource requirements: New position of art conservator affiliated with Art on Campus program, laboratory space, technology and equipment.
Visiting residency program
We propose the establishment of a 2- to 3-month residency program for artists, designers and architects open to candidates who have achieved a level of national and international recognition, teaching experience, and a significant record of exhibitions. Visiting fellows will teach in the Graduate School of Art or the Graduate School of Architecture & Urban Design, and work on collaborative creative and research projects with faculty and students.

Residents will be provided with studio space and access to the resources of Washington University and the Sam Fox School, including its Design Research Studio. An exhibition in the Mildred Lane Kemper Art Museum will serve as the culminating component of the residency.

Resource requirements: Endowment support for housing, studio space, materials/exhibition fund, transportation and a monthly stipend between $8,000-10,000 for each month of the residency.
In response to University-wide strategic initiatives focusing on the environment and as part of the long-range environmental design and campus landscape plan, we endorse a visionary program for Art on Campus. The carefully considered integration of works of art in all media in public spaces both indoors and out, as site-specific installations.

We recognize that public art has the ability to transform and frame the environment, provoking the campus and broader community to consider the relationship of nature and culture, ideas of human scale, dimensionality, space, or narrative. A compelling foundation for an Art on Campus program already exists in the 9 significant works of outdoor sculpture, 7 of which are located in the Florence Steinberg Weil Sculpture Plaza of the Kemper Art Museum. Art on Campus will build on the strength of this collection, to lend each site a unique sense of place, and to establish Washington University as a destination for public art.

Various models for the funding and acquisition of public art on campus have been studied including several private universities that we consider our peers: Princeton, Yale, Stanford and MIT. Each of these institutions has a university-wide public art policy in place, and their university art museums are responsible for the acquisition and conservation of works of public art.

In order to implement this program, we propose that the Chancellor and Board of Trustees establish a University Public Art Policy, which would include a 1% for art program. Under MIT’s Percent for Public Art program, 1% of the cost of each new building and/or renovation project with a budget of at least $3,000,000 is allocated for the acquisition of artwork for the campus. Individual allocations are capped at $250,000. Acquisitions are also made through private gifts, grants from foundations, bequests and donations. This is the model we propose for adoption at Washington University.

It is vital that work selected needs to be of a quality commensurate with the collection of the Mildred Lane Kemper Museum and will be accessioned to its collection. As with the MIT Percent for Public Art program, and in order to maintain a consistent level of quality, oversight for the acquisition of works, as well as responsibility for conservation care and preventive treatment, would fall under the auspices of the Museum. The Museum director would work closely with campus planning and other university departments in the development of a University-wide public art on campus plan.

Art on Campus will have a curricular dimension through the work of our students in the Sculpture area and those in our proposed Landscape Architecture program. Students will be able to participate in the fabrication, execution and installation of the work acquired.

Resource Requirements: Funding for Art on Campus through a University percent for art program. Gifts, bequests, donations and grants are additional sources of funding for this initiative. Museum funding for conservation program and Curator for Public Art.
## Art on Campus
Within United States Universities

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>NO. OF PIECES</th>
<th>INSIDE</th>
<th>OUTSIDE</th>
<th>CURATOR COMMITTEE</th>
<th>FUNDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington University</td>
<td>9</td>
<td>●</td>
<td>●</td>
<td>No public art policy; sculpture in museum collection: private gifts (6), purchase through named, private and/or museum funds (3)</td>
<td></td>
</tr>
<tr>
<td>UC San Diego</td>
<td>15</td>
<td>●</td>
<td>●</td>
<td>Stuart Foundation long-term loan agreement</td>
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</tr>
<tr>
<td>Princeton University</td>
<td>20</td>
<td>●</td>
<td>●</td>
<td>Gift in memory of John B. Putnam, '45, all work purchased 1969-70</td>
<td></td>
</tr>
<tr>
<td>Western Washington University</td>
<td>25</td>
<td>●</td>
<td>●</td>
<td>WWU Art allowance-capital projects budget (6), Gifts (10), State percent for art (4), NEA grants matched by private sources (5)</td>
<td></td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>31</td>
<td>●</td>
<td>●</td>
<td>% for art state funding</td>
<td></td>
</tr>
<tr>
<td>Yale University</td>
<td>36</td>
<td>●</td>
<td>●</td>
<td>Private gifts (20), gift of the artist (3), bequest (2), foundation (2), endowed funds (3), corporation (2), other (4)</td>
<td></td>
</tr>
<tr>
<td>MIT</td>
<td>50+</td>
<td>●</td>
<td>●</td>
<td>Art policy provides 1% of each new building or renovation project w/budget of at least $3M, individual allocations capped at $250,000</td>
<td></td>
</tr>
<tr>
<td>Stanford University</td>
<td>62</td>
<td>●</td>
<td>●</td>
<td>Private gifts, foundations, works on loan</td>
<td></td>
</tr>
<tr>
<td>UCLA</td>
<td>70+</td>
<td>●</td>
<td>●</td>
<td>Original bequest of 11 sculptures</td>
<td></td>
</tr>
</tbody>
</table>
An international experience is essential to a 21st century education in design and visual arts and is integral to our curriculum. In order to educate our students as global citizens, fluent in international cultures and practices, existing and proposed degree paths will be designed to facilitate and encourage our undergraduate and graduate students to participate in semester- or summer-long study-abroad programs whenever possible.

We seek the expansion in geographical range and number of programs in centers relevant to architecture, art and design. Sites are chosen based on the vitality of professional activity, availability of opportunities for research in our five strategic areas, the international character of the location, and to further opportunities with McDonnell Academy partners. These international programs will be extensions of our own curriculum, taught by our own and visiting faculty, allowing us to apply the same standards of excellence maintained on our home campus.

We will build on the success of our existing undergraduate programs in Florence [Art, Architecture, and Art History] and Copenhagen [architecture], to expand the number of international opportunities. Current architecture programs in Barcelona, Helsinki and Buenos Aires will be expanded to include programs in art and design. A new study abroad program in Berlin to be launched in the summer of 2008 will offer MFA students the opportunity to work and study in one of the capitals of contemporary art. An exhibition of student work in Berlin will be the culminating activity for the program.

In addition, programs in China, Japan and India are currently being explored. In 2007, the Sam Fox School welcomed its first McDonnell Scholars in Art and Architecture. We will continue to aggressively recruit new scholars in Art and Architecture and work to establish more sustainable relationships with McDonnell partner institutions.

Resource requirements: Scholarship support for students participating in international programs and endowment to support the development of new programs and annual activities.
<table>
<thead>
<tr>
<th>City</th>
<th>Est. Year</th>
<th>Students</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buenos Aires</td>
<td>2001</td>
<td>12</td>
<td>5</td>
</tr>
<tr>
<td>Copenhagen</td>
<td>2001</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Helsinki</td>
<td>2002</td>
<td>13</td>
<td>4</td>
</tr>
<tr>
<td>Berlin</td>
<td>2008</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Barcelona</td>
<td>1986</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Florence</td>
<td>1991</td>
<td>68</td>
<td>7</td>
</tr>
</tbody>
</table>

*Copenhagen affiliated with the Danish Institute for Study Abroad (DIS)
A new building
While we can boast of a wealth of excellent classrooms, galleries, and studio facilities, projected growth in the size of our student body will necessitate reevaluation and reprogramming of existing facilities. Lewis Center has been essential to the College & Graduate School of Art, but is an aging facility remote from the Danforth campus. In the long term, it will not support the proposed expansion of the MFA program, nor will it encourage the interdisciplinary collaborations we are committed to developing.

To accommodate both new and expanded degree programs and to fully realize the potential for collaborative initiatives among them, we propose expanding our facilities with the addition of a new 100,000 sq. ft. building on the east end of the Danforth campus. Three key concepts will frame the programming of the new design studio and research building: 1) a gateway building to the contemporary campus of the University; 2) high-performance design in environmental terms and a model for campus sustainability and energy efficiency; 3) purposeful design, flexibly oriented to the emerging programs and research needs of the School and demonstrative of the environmental priorities of the School.

The new building will be sensitive to the architecture of the Sam Fox School. Courtyards and green areas, fundamental to our academic and design philosophy will be significant components. The new building will include studio spaces for our academic programs, instructional spaces: a lecture hall, seminar rooms, review spaces, and faculty offices; research facilities: media lab, conservation studio and fabrication workshops; and exhibition and social spaces.

Technology
New technology will be integrated into the studios and curriculum at all levels to promote new design and aesthetic explorations.

We will continue to build on our advanced technological infrastructure to support teaching and research interests that will facilitate advanced visual creativity, production, research and collaboration across disciplines.

New digital studios for fabrication including laser cutting, digital routing and rapid prototyping need to be developed for joint use by faculty, staff and students in art, architecture and design. A new plan for combining Art and Architecture’s resources in new technologies and traditional machinery and equipment in studios, labs and workshops will continue being implemented in planning for new facilities.
Building the faculty and staff
The attraction and retention of a distinguished, diverse, and innovative faculty and staff committed to creative excellence and knowledge of contemporary art, architecture and design practices are fundamental to achieving our programmatic goals.

The development of new programs in landscape and environment, and other design practices not currently represented on our faculty, will require the creation of new faculty positions and we foresee increasing our faculty from 39 to 54 over the next 10 years.

Building the future will require aggressive and focused recruitment of tenure-track faculty who demonstrate the potential for leadership in areas consistent with the unique mission of the Sam Fox School.

In addition, movement toward interdisciplinary teaching and scholarship, already reflected in structural changes within the school necessitates some shift in emphasis from single disciplinary strength to faculty having interdisciplinary interests and strengths, while recognizing that the capacity to contribute to interdisciplinary scholarship requires strength in a primary discipline.

An increase in the number of tenured and tenure-track positions, reducing our dependence of part-time faculty, will make us more competitive with our peer institutions.

Resource requirements: Increase endowments for named professorships, endowments and other financial support for research and creative projects, space for additional faculty offices, studios, research labs.
## POSITIONED FOR GROWTH

### 2008
- Implement SFS shared curriculum: First Incoming Class
- New MFA Summer Program in Berlin
- New faculty in Sustainability and Digital Design
  - Recruit Director, Graduate School of Architecture & Urban Design
  - Begin search, Chaired Professor in Sustainability (I-CARES)
- Start the Design Research Studio

### 2010
- Launch 3 year MFA curriculum
- New faculty hire for MFA
- Launch Master of Landscape Architecture program
- New faculty in Landscape Architecture and Urban Design
- Art on Campus Program: University % for Art program
- Launch Visiting Residency Program
- Sam Fox School Post-Graduate Teaching and Research Fellowships

### 2012
- SFS shared curriculum: Add Bachelor of Design (B.Des) track option
- New faculty for MFA and MFA in Communication Design
- Launch MFA in Communication Design program
- Museum to create modest dedicated workspace for conservation
- Hire full-time staff member for Museum Conservation
- Develop cross-disciplinary academic conservation program

## FACULTY/STAFF GROWTH

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Tenured/tenure-track faculty</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>14</td>
<td>15</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Staff size</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

## STUDENTS

### Graduate
- **M.Arch**
  - 203 184 192 193 193 193 193
- **MLA - new**
  - 0 0 18 32 42 54 66
- **MUD**
  - 0 8 9 10 11 12 13
- **MFA**
  - 50 49 50 50 50 50 50
- **MFA in Communication Design - new**
  - 0 0 5 10 12 17 20
- **PhD - new**
  - 0 1 2 3 4 5 5

### TOTAL GRADUATE ENROLLMENT
- **253 242 276 298 312 331 347**

### Undergraduate
- **Art**
  - 344 341 342 340 340 340 340
- **Architecture**
  - 207 213 197 195 195 195 195

### TOTAL UNDERGRADUATE ENROLLMENT
- **551 554 539 535 535 535 535**

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New faculty for MFA in Communication Design

MFA program moves from Lewis Center

Add a conservation laboratory

Groundbreaking for new building

New building completed

**RESOURCE REQUIREMENTS - in 000's**

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<tr>
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<tr>
<td>New Endowment</td>
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<td></td>
<td></td>
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<tr>
<td>Scholarships</td>
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<td>$5,000</td>
<td>$7,000</td>
<td>$10,000</td>
<td>$17,000</td>
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<td>$39,000</td>
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<td>$4,000</td>
<td>$5,000</td>
<td>$6,000</td>
<td>$8,000</td>
<td>$10,000</td>
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<td>Academic Programs</td>
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<td>$2,000</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$8,000</td>
<td>$12,000</td>
<td>$15,000</td>
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<tr>
<td>Endowed professorships and research support for faculty</td>
<td>$ —</td>
<td>$3,000</td>
<td>$4,000</td>
<td>$5,000</td>
<td>$8,000</td>
<td>$12,000</td>
<td>$16,000</td>
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<tr>
<td>New building</td>
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<td>$ —</td>
<td>$ —</td>
<td>$ —</td>
<td>$ —</td>
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**IMPLICATIONS OF PLAN ADOPTION - in 000's**

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<tr>
<td>Tuition income from new programs</td>
<td>$ —</td>
<td>$151</td>
<td>$1,153</td>
<td>$2,150</td>
<td>$2,997</td>
<td>$4,212</td>
<td>$5,463</td>
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<tr>
<td>Income from new endowment</td>
<td>$ —</td>
<td>$480</td>
<td>$760</td>
<td>$1,000</td>
<td>$1,560</td>
<td>$3,400</td>
<td>$4,400</td>
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<td>Increase in Resources</td>
<td>$ —</td>
<td>$631</td>
<td>$1,913</td>
<td>$3,150</td>
<td>$4,557</td>
<td>$7,612</td>
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<td>Faculty/staff salaries and benefits</td>
<td>$129</td>
<td>$423</td>
<td>$840</td>
<td>$1,239</td>
<td>$1,586</td>
<td>$1,739</td>
<td>$1,901</td>
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<td>Academic programs</td>
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<td>$11</td>
<td>$107</td>
<td>$202</td>
<td>$280</td>
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<td>International programs</td>
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<td>$ —</td>
<td>$167</td>
<td>$184</td>
<td>$202</td>
<td>$222</td>
<td>$245</td>
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<tr>
<td>New building - space costs</td>
<td>$ —</td>
<td>$ —</td>
<td>$ —</td>
<td>$ —</td>
<td>$ —</td>
<td>$2,000</td>
<td>$2,000</td>
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<tr>
<td>Increase in Expenditures</td>
<td>$129</td>
<td>$538</td>
<td>$1,761</td>
<td>$2,852</td>
<td>$3,835</td>
<td>$6,905</td>
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**NET SURPLUS/(DEFICIT) FROM PLAN ADOPTION - in 000's**

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<th></th>
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<tr>
<td>($129)</td>
<td>$93</td>
<td>$152</td>
<td>$298</td>
<td>$722</td>
<td>$707</td>
<td>$1,836</td>
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</table>
“...we are compelled to develop programs and initiatives that will not only energize and activate our new spaces, but more significantly, will distinguish the Sam Fox School and Washington University in St. Louis in the fields of art, architecture and design education, nationally and internationally.”