Confidential

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This leadership profile is intended to provide information about Virginia Polytechnic and State University and the position of dean of the College of Architecture and Urban Studies. It is designed to assist qualified individuals in assessing their interest in this position.
The Opportunity – Innovation and Excellence

Located in Blacksburg, Virginia, Virginia Polytechnic Institute and State University (Virginia Tech) is on a highly innovative path designed to magnify its domestic and international presence. The university welcomes inquiries, nominations, and applications for the position of dean of the College of Architecture and Urban Studies.

Virginia Tech is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world. Virginia Tech’s projected future is expressed in Beyond Boundaries: A 2047 Vision. At the core of this vision are strategic themes that advance Virginia Tech’s presence as a global land-grant university creating the campus of the future, sustained by new funding models, and dedicated to preparing students for innovative, global participation in our world. Also central to the Beyond Boundaries framework is the generation and support of “VT-shaped knowledge”: faculty and students working closely in programs that integrate deep disciplinary expertise with transdisciplinary collaboration for deep engagement with society that allows solving complex problems of the world. The Beyond Boundaries framework includes a commitment to the university’s evolving Destination Areas that leverage world-leading research, innovative technologies, extraordinary faculty, and students in collaborative and experiential research and learning ecosystems. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

With approximately 31,000 students, Virginia Tech takes a hands-on, engaged approach to education, preparing scholars to be leaders in their fields and communities. As the commonwealth’s most comprehensive university and its leading research institution, Virginia Tech offers approximately 240 undergraduate and graduate degree programs and manages a research portfolio of more than $513 million. The university fulfills its land-grant mission of transforming knowledge to practice through technological leadership and by fueling economic growth and job creation locally, regionally, and across Virginia. Through a combination of its three missions of learning, discovery, and engagement, Virginia Tech continually strives to accomplish the charge of its motto Ut Prosim (That I May Serve).

The College of Architecture and Urban Studies is ranked in the top five architecture and design colleges in the U.S. and proudly houses four top-ranked schools, each led by its own director: Architecture + Design, Construction, Public and International Affairs, and Visual Arts. The college’s accolades are significant and include many highly ranked programs, with Architecture, Interior Design, Industrial Design, Public Administration, Urban Planning, Visual Communication Design, and Animation all ranked as top 25 programs nationally, and Architecture consistently ranked as a top five program. Although formal rankings do not exist for construction education, Building Construction has an esteemed reputation among peer construction management departments, consistently viewed as a top 5-10 program. Over the course of
nearly a century, the college has evolved considerably and today is home to 136 instructional faculty (tenured, tenure-track, and non-tenured), 16 research or administrative and professional faculty, and 43 staff. As of fall, 2015 the college had enrolled nearly 1600 undergraduate majors in its programs, and over 560 students enrolled in masters and doctoral degree programs.

The Dean – Transformational Leadership

This is a strategic visioning occasion for the next dean and the college, representing the opportunity to build on and evolve a top-five architecture and design college to leverage the Beyond Boundaries vision, engage new trends in architecture, design, construction, policy, and the visual arts, and take advantage of the many unique positioning opportunities offered by Virginia Tech. The incoming dean will be an innovative leader who is creative and inspired by the opportunity to collaborate with exceptional colleagues and stakeholders to create a shared vision that accounts for the distinct and unique characteristics of the college and will create a future that is in alignment with the Beyond Boundaries aspirations. The dean will have extensive professional experience, bringing understanding and passion for the important contributions to the future of the fields represented within the college. The dean will lead, motivate, and inspire a distinguished workforce of high quality faculty and staff and a talented, multicultural student body. The dean should be knowledgeable of the trends and changing landscape of the academic programs that make up the College of Architecture and Urban Studies, bringing forward-thinking and visionary approaches that support the practical and hands-on characteristics of a modern comprehensive university, and be a distinguished thought leader in their field and/or area of expertise. A leader with keenly honed strategic planning, change management, fiscal, enrollment, and external relations skills will be important to further strengthen the foundation of the college’s academic programs and resources for a productive and sustainable future.

For information on how to apply or to submit nominations, please refer to the section, “Procedure for Candidacy” at the end of this document.
The mission of the College of Architecture and Urban Studies is to understand, through acts of creation, design, construction, and analysis, the forces that give meaning and value to the built environments that shape our lives.

Our highly ranked and competitive degree programs are taught by internationally known faculty who care about student success. Through our four schools and the multi-college Program in Real Estate, we currently offer 11 undergraduate majors, 7 minors, and 13 graduate degree programs.

Throughout the curriculum, students are exposed to a variety of interdisciplinary and collaborative experiences. Our students gain hands-on experience through research, field studies, internships, and class projects that expand skills and broaden horizons.

Our degree programs are based in Blacksburg and Alexandria, Virginia, and the School of Public and International Affairs offers courses in Richmond, Virginia. We also have an international location in Riva San Vitale, Switzerland through Virginia Tech’s Steger Center for International Scholarship.

Many more international experiences are available through an average of 10 study abroad opportunities each year as well as a diverse, international faculty, and a student body that hails from more than 30 countries.

Top-Ranked Schools

School Of Architecture + Design
With degree programs that are regularly ranked among the best in the country, the School of Architecture + Design provides design education from bachelor’s degrees through Ph.D. We offer Architecture and Landscape Architecture graduate degree programs through the Blacksburg, Virginia campus as well as our Old Town Alexandria location, the Washington-Alexandria Architecture Center. We offer bachelor’s degrees in architecture, landscape architecture, industrial design and interior design in Blacksburg.

The Myers-Lawson School of Construction
The Myers-Lawson School of Construction encompasses programs from the College of Architecture and Urban Studies and the College of Engineering at Virginia Tech and offers a variety of graduate and undergraduate construction-related degrees that come together and allow for interaction and communication across college, department, and program boundaries to prepare graduates for careers in the construction industry. The school is the administrative home to Construction Engineering and Management, Building Construction, the Vecellio Construction Engineering and Management Program, and is closely tied to the Program in Real Estate, which spans six colleges.
The School of Public and International Affairs

The School of Public and International Affairs (SPIA) is educating students so they may innovate and lead through service, address global challenges, and plan sustainable and resilient communities. The school comprises three dynamic academic programs: Center for Public Administration and Policy, Government and International Affairs and Urban Affairs and Planning across three Virginia locations: Blacksburg, Alexandria, and Richmond. Many SPIA courses take advantage of distance learning technologies in order to make classes available in multiple locations.

Many of the graduate degree programs, especially in the National Capital Region, are designed to accommodate the busy schedule of the working professional.

The School of Visual Art

The School of Visual Arts offers an expansive undergraduate and graduate education in fine art, art history, creative technologies, and graphic design. Our programs enable students to combine technical expertise with critical and creative inquiry. The Studio Art, Creative Technologies, and Graphic Design B.F.A. programs offer an inclusive approach to educating artists and designers, implementing new and established technologies that are uniquely available at Virginia Tech. Our Art History B.A. educates students to place visual culture in its broader historical context. At the graduate degree level, we offer an M.F.A. in Creative Technologies and a cross-departmental M.A. in Material Culture and Public Humanities.

COLLEGE RANKINGS

#1 Architecture program, in a 10-year ranking (tied with Harvard, Yale, and Columbia)
#3 Architecture, undergraduate program (#1 in the South)
#9 Architecture, graduate program (#2 in the South)
#3 Interior Design (in the South), undergraduate program
#5 Industrial Design (in the South), undergraduate program
#13 Landscape Architecture, undergraduate program (#4 in the South)
#14 Landscape Architecture, graduate program
#15 School of Public and International Affairs, most innovative public service school in the United States
#18 Visual Communication Design
#22 School of Public & International Affairs, public management administration
#23 Urban Planning, graduate program
#24 Animation, among the top 50 public animation schools in the United States
#34 Public Affairs, graduate program

Although formal rankings do not exist for construction education, Building Construction has a reputation among peer ACCE construction management departments as a top 5-10 program, and national and international peers view the School of Construction as a premier, benchmarked school, among the top 5-10 in the United States.
Design Intelligence ranks architecture, industrial design, interior design, and landscape architecture programs. U.S. News and World Report ranks public administration and public affairs programs. Graphic Design Degree Hub Highlights Top 20 Best Visual Communications Degree Programs and Animation by the Animation Career Review. Urban Affairs and Planning rankings by Planetizen. SPIA ranking by U.S. News and World Report.

The Role of the Dean of Architecture and Urban Studies

As the chief executive and academic officer of the College of Architecture and Urban Studies (CAUS), the dean reports to the executive vice president and provost. The dean sets the standard for the intellectual engagement and accomplishment of the college’s faculty and provides academic and strategic vision as well as operational leadership to all aspects of academic and scholarly programs for the CAUS. The dean will foster an environment that supports the CAUS faculty, students, staff, and alumni. In particular, the dean will ensure that the CAUS continues to serve its students with excellent academic programs, scholarly excellence, and advising of the highest quality and effectiveness, promoting excellence through diversity in undergraduate and graduate programs as well as faculty recruitment and retention. In pursuing these responsibilities, the dean will work collaboratively with the president and provost, CAUS school directors, and other leaders across the campus.

The dean’s responsibilities also include budget planning and oversight of the implementation of a new budget model within the college, facilities development and maintenance of new and existing buildings, advocating internally and externally for the CAUS, working collaboratively across the campus to advance the goals of the college and the university - especially as related to advancing the goals envisioned in Beyond Boundaries and the incorporation of campus-wide “Destination Areas” (outlined in more detail below) - and garnering the resources and support that will enable the CAUS to succeed.

In order to fulfill these responsibilities, the dean has a senior leadership team comprised of three associate deans and four school directors. The dean’s office currently includes fourteen staff members and administrators.
Opportunities and Expectations for Leadership

**Align College Priorities with University Beyond Boundaries visioning and goals, including campus-wide "Destination Areas" and "Strategic Growth Areas"**

The Dean will lead the further evolution of the college toward a national leader with a reputation for integrating deep disciplinary expertise with transdisciplinary collaboration, enabling deep engagement with society that allows solving complex problems of the world. The next dean will help the college continue its beyond boundaries evolution internally - by further connecting its own strong programs - as well as across the university, by taking advantage of existing strong connections with engineering and the social sciences and building connections with health and life sciences. The dean will join a committed university community already embracing this dimensionality in its structure. At this point, the university is immersed in the work of defining five cross-university transdisciplinary themes that are multifunctional, in that they bridge our mission areas of education, research, and engagement. The university is developing mechanisms for all colleges to combine their disciplinary work with these transdisciplinary theme areas and five additional smaller strategic growth areas. The Dean will bring knowledge of and experience with the profession, including trends and future-focused practices, and play a key, strategic role working with faculty and staff to lead the implementation of this 21st century university vision for the college.

**Continue to build inclusive approaches to facilitate students, faculty, and staff success**

The dean has a key opportunity to be a leader and change agent in advancing inclusion and diversity for the college. The dean will have a commitment to the recruitment of students, faculty, and staff from a broad range of backgrounds and life experiences, and bring skilled approaches to ensure success in this area. The dean will also be committed to ensuring resources and strategies are in place to support student, faculty, and staff success and retention across the college. The dean will work to build a culture that values the contributions of all its members, including the broad range of scholarly contributions that exist across the range of disciplines represented in this diverse college. In collaboration with other academic leaders across the campus, the dean is a partner in advancing inclusion and diversity efforts that advance the university as a whole, seeking and supporting opportunities for innovative approaches, partnerships, and programs that are attractive and accessible to traditionally underserved populations.

**Lead and Implement Effective Management Infrastructure**

The college’s four schools are led by directors who serve an important role as both leaders of their units and collaborators in the leadership of the college. Additionally, associate deans oversee the college’s academic programs, research, graduate programs, and outreach. Other members of the dean’s administrative leadership team provide oversight to finance and administration, communication, and advancement efforts. It will be important for the next dean to fully engage these direct reports in the overall management of the college through facilitating regular and effective senior leadership meetings, implementing appropriate management systems, practices and policies, and motivating and inspiring administrators, faculty, staff, and students. The dean has the opportunity to foster greater interdisciplinary collaborations between the four schools, encouraging communication, collaboration, and the further breaking down of barriers. While the college is well positioned for sustainable future success, the dean and the leadership team must proactively consider, assess, and leverage opportunities while mitigating threats through calculated and appropriate risk-taking and management decisions. Of significant importance is to create, promote, and implement a leadership and management culture of transparency, inclusion, and open communication throughout the college that fully engages associate deans, school directors, faculty, staff, and students throughout the college and across geographic locations.

WITT/KIEFFER
Leaders Connecting Leaders
**Review and Develop Sustainable Enrollment Strategies**

The many successful, highly ranked academic programs that populate the College of Architecture and Urban Studies are the result of a hard-working, distinguished faculty who attract the very best and brightest students. Demand for its programs, especially at the graduate level, outpaces its capacity. There are significant opportunities to increase enrollment, but this must be done strategically without sacrificing quality. The dean should be prepared to assess and evaluate enrollment data against current and needed resources, including those related to recruitment, space, and facilities, in order to develop effective and sustainable enrollment strategies for the future. It will also be important for the dean to consider national trends and, in collaboration with school directors and college faculty, develop strategies and tactics to account for the changing landscape of specific academic programs and higher education in general.

**Fully Integrate New Campus Budget Model**

Virginia Tech is in the process of developing a new performance budget model designed to give individual colleges and academic vice presidents more control over their respective resources and the application of those resources to the achievement of strategic outcomes. The model will be piloted in FY2017-18 and fully implemented in FY2018-19. The timing of the implementation of the new budget model will allow the next dean to actively plan and align the college’s activities to the proposed metrics and college-based strategic goals, including participation in cross-campus Destination Area initiatives as well as Pathways Minors to strengthen the college’s financial position. The broad portfolio of the College of Architecture and Urban Studies offers significant opportunities to optimize resources for each school and the college as a whole around instruction, enrollment, external fundraising, faculty scholarship, student success, and administrative effectiveness. In addition, the college has the opportunity to participate in entrepreneurial programs for professional graduate degrees, summer and winter session instruction, and on-line programs. The unique instructional approach of the college is recognized in college-specific components of the model.

The new model is a significant decentralization of planning responsibility for budget and finances to deans and calls for new approaches to leadership in the effective deployment of resources in the college. Leading the college, its component schools, and their academic programs in adapting and excelling in this new resource allocation environment will require a dean with an entrepreneurial vision, as well as excellent planning and execution skills and experiences, to be able to garner the fullest benefits for the college. Strong experience in planning, securing and aligning human, financial, and physical resources to efficiently and effectively achieve desired outcomes in a time of major change will be critical.

**Increase External Visibility and Strengthen Partnerships**

The success of the college and its many highly-ranked programs provides a strong foundation from which to promote a consistent and clear identity, extend its visibility nationally and internationally, build external relationships, and ultimately generate additional financial support. As with most public research institutions, it will be important for the next dean to diversify the school’s funding sources, increasing revenue opportunities from private donors, foundations, and business and industry. Currently, the college has a dedicated director of development in addition to three other staff supporting communications, alumni relations, and development work in the university’s advancement model. Fundraising has steadily increased over the last few years and the college’s endowment has grown as well. The School of Construction is a point of fundraising pride and has significant capacity to raise money from a well connected, engaged, and cultivated alumni base and external constituency. For long-term growth of the college, the dean should build upon this success and nurture comparable relationships with alumni and
friends across all of the schools. The next dean should be comfortable serving as the face of the college from a regional, national, and international perspective, and continue promoting the college’s success as a leader across all its academic disciplines in an effort to strengthen current and future partnerships.

**Navigate Changing Environment**

Virginia Tech is evolving through a period of significant change. With a relatively new president in his third year at the university and a provost who just entered his second year, many new initiatives are infusing the campus. It will be important for the next dean to be a forward-thinking leader who will also learn and honor the culture and traditions that exist; to push the college forward for long term and sustainable success while leveraging its resources effectively and strategically in the short term; and to help redefine what it means to effectively deliver high quality academic programs within the changing landscape of land-grant universities and higher education more broadly. It is an exciting time to be joining Virginia Tech, and the next dean will have a unique opportunity to capitalize on synergies that exist in this unique moment in the university’s history, to lead and steward the College of Architecture and Urban Studies to even greater levels of excellence and success.

![FutureHAUS – Virginia Tech Center for Design Research](image)

**Qualifications and Characteristics**

The university seeks a dean with the following combination of knowledge, skills, characteristics, and attributes:

- **Academic accomplishment**: A record of teaching, scholarship, and research excellence to merit appointment as a tenured full professor in one of the four schools of the college.
• Experience and knowledge of the profession: A passion for, and depth of experience in the respective profession or area of expertise, with the ability to bring knowledge of innovative practices, trends, interdisciplinary opportunities, and new technologies and approaches that will advance the work of the college.

• Commitment to excellence: A deep appreciation for research and scholarly endeavors, a record of recruiting and developing both people and programs of the highest quality.

• Strategic vision: The ability to engage the community in crafting a compelling, inspired, strategic vision building on the work already done and connecting with the implementation of the university’s Destination Areas, Strategic Growth Areas, and opportunities for Pathways Minors, and supporting an environment that enables the college to succeed in accomplishing it.

• Leadership and management experience: A successful history of administrative leadership; strong human resource and financial management experience; skills in motivating and inspiring team members; the ability to make difficult, yet well-informed decisions; a propensity for calculated, educated, and data-based risk taking.

• Collaborative and transparent leadership: A collaborative, transparent, inclusive, and relationship-based leadership style; experience bringing people together to solve new and complex challenges; experience supporting and encouraging the leadership of others.

• Communication and interpersonal skills: Strong oral and written communication skills, emotional and social intelligence, ability to negotiate and work productively with those who disagree, an inclination to circulate, listen and learn, and be a visible presence on campus; adeptness at working with faculty, students, staff, the press, as well as high-level corporate, educational, and government leaders; exceptional listening skills.

• Problem solving: The flexibility and stamina to weather both planned and unexpected challenges; creativity, confidence, analytical skills, and the ability to facilitate collaborative problem solving.

• Commitment to inclusion and diversity: A commitment to building diversity and increasing access for underserved groups, and furthering inclusive approaches in all the work of the college, across faculty, staff and students, as evidenced by a track record of individual action and institutional leadership to advance inclusive practices and diversity in all its forms, including disciplinary diversity.

• Commitment to student success: A strong commitment to student success, demonstrated by advocacy for suitable resources to support innovative teaching, academic advising, and the student experience broadly.

• Breadth: Familiarity with the issues and opportunities across a range of academic areas and a natural curiosity about a broad range of intellectual and artistic endeavors, including those represented throughout the college’s four schools.

• Fundraising and external relations: The capacity to attract external resources to the college through fundraising initiatives of all types, including from grants and contracts, private donors, and corporations and businesses; the ability to promote, advocate for, and represent the college across campus, within the local community and commonwealth, nationally and internationally.
• **Commitment to mission**: The ability to thrive in Virginia Tech’s unique atmosphere and culture; a passionate champion and advocate for all the disciplines of the college; identification with the mission of the college and the university and an understanding of the role of each in the broader higher education landscape.

• **Personal qualities**: Unquestioned personal integrity; significant emotional and social intelligence; the ability to earn the trust of faculty, staff, and students, and to work effectively with the president, the provost, the other deans, and the senior leadership team; the ability to respond with resilience under pressure; a sense of humor.

**Procedure for Candidacy**

Inquiries, nominations, and applications are invited. For fullest consideration, applicant materials should be received by January 27, 2017. Candidates should provide a curriculum vitae, a letter of application that addresses the responsibilities and requirements described in the leadership profile, and the names and contact information of five references. Candidate confidentiality will be respected and references will not be contacted without prior knowledge and approval of candidates. Inquiries and application materials should be sent via email to the college’s consultants, Zachary A. Smith, Ph.D. and Robert Luke of Witt/Kieffer, at [VirginiaTechDean@wittkieffer.com](mailto:VirginiaTechDean@wittkieffer.com). Questions may also be directed to the consultants through the office of Eden Stroud at 630-575-6154.

*Virginia Tech values diversity and is committed to equal opportunity for all persons regardless of age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, genetic information, veteran status, or any other basis protected by law.*

The material presented in this leadership profile should be relied on for informational purposes only. This material has been copied, compiled, or quoted in part from Virginia Polytechnic Institute and State University documents and personal interviews and is believed to be reliable. While every effort has been made to ensure the accuracy of this information, the original source documents and factual situations govern.
Blacksburg, Virginia

Blacksburg, some 12,000 acres nestled on a plateau between the Blue Ridge and Alleghany mountains, is special. Home to about 42,600 local residents, the town is considered small by most any standard, but don’t let its size or location fool you.

Because of its award-winning services, reasonable cost of living, safety, moderate climate, and abundant leisure activities, Blacksburg is consistently ranked among the country’s best places to live and has earned a reputation nationwide as a well-managed, stable, and forward-looking community. Established in 1798 and now Virginia’s largest town, Blacksburg lies within Montgomery County, which has a population of some 95,000.

Vibrant and engaging, Blacksburg’s downtown offers unique stores, art galleries, and eclectic restaurants. The area’s wide redbrick sidewalks, Victorian street lamps, and park benches encourage foot traffic and make meeting folks easy.

Quick Facts

• In 2012, www.homes.com, a real estate site, ranked Blacksburg No. 1 on its “Top 10 Cities to Raise a Family” listing, citing the presence of Virginia Tech and numerous economic opportunities.
• In 2011, Bloomberg BusinessWeek named Blacksburg the best place in the United States to raise children.
• A high-tech, professional environment, Blacksburg is one of the most “wired” communities on the planet.
• In the National Citizens Survey, Blacksburg residents gave the highest ratings to their town’s appearance, openness, and acceptance, as well as its many cultural opportunities, safety, and low crime rate.
• Blacksburg has been ranked among the nation’s best places to live by Blue Ridge Country Magazine, Men’s Journal, 50 Best Small Southern Towns, The Sporting News, and Retirement Places Rated.
• Outside Magazine ranked Blacksburg a top-10 “dream town” for outdoors enthusiasts because of its proximity to the Appalachian Trail and the Washington-Jefferson National Forest. The area’s natural resources for hiking, biking, whitewater rafting, and climbing are phenomenal.
• The nationally accredited Virginia Tech Police Department operates 24-hours a day and provides full police service to the university community.
• Blacksburg, along with Christiansburg and Radford and including Giles, Montgomery, and Pulaski counties, is considered a Metropolitan Statistical Area by the U.S. Census Bureau.
• Virginia Tech’s Corporate Research Center hosts more than 100 technology-based companies, as well as the Edward Via Virginia College of Osteopathic Medicine, contributing to Blacksburg’s high-tech, professional environment.
• The award-winning Blacksburg Transit provides town-wide public transportation at a reasonable cost and a game day shuttle for football and basketball games.
Appendix I

Virginia Polytechnic Institute and State University: An Overview

Virginia Tech takes a hands-on, engaging approach to education, preparing scholars to be leaders in their fields and communities. As the commonwealth’s most comprehensive university and its leading research institution, Virginia Tech offers 240 undergraduate and graduate degree programs to more than 31,000 students and manages a research portfolio of more than $513 million. The university fulfills its land-grant mission of transforming knowledge to practice through technological leadership and by fueling economic growth and job creation locally, regionally, and across Virginia.

Through a combination of its three missions of learning, discovery, and engagement, Virginia Tech continually strives to accomplish the charge of its motto *Ut Prosim* (That I May Serve).

**Mission Statement**

Virginia Polytechnic Institute and State University is a public land-grant university serving the Commonwealth of Virginia, the nation, and the world community. The discovery and dissemination of new knowledge are central to its mission. Through its focus on teaching and learning, research and discovery, and outreach and engagement, the university creates, conveys, and applies knowledge to expand personal growth and opportunity, advance social and community development, foster economic competitiveness, and improve the quality of life.

*Mission Statement approved by the Virginia Tech Board of Visitors, June 4, 2001; revised in 2006.*

**History**

Virginia Polytechnic Institute and State University officially opened on Oct. 1, 1872, as one of two land-grant universities in the Commonwealth of Virginia. (Hampton Normal and Industrial Institute, founded in 1868, was designated the commonwealth's first black land-grant school. This continued until 1920, when the funds were shifted by the legislature to the Virginia Normal and Industrial Institute in Petersburg, which in 1946 was renamed to Virginia State University by the legislature.) During its existence, the university has operated under four different legal names. The founding name was Virginia Agricultural and Mechanical College. Following a reorganization of the college in the 1890s, the state legislature changed the name to Virginia Agricultural and Mechanical College and Polytechnic Institute, effective March 5, 1896. Faced with such an unwieldy name, people began calling it Virginia Polytechnic Institute, or simply VPI. On June 23, 1944, the legislature followed suit, officially changing the name to Virginia Polytechnic Institute.
Institute. At the same time, the commonwealth moved most women’s programs from VPI to nearby Radford College, and that school’s official name became Radford College, Women’s Division of Virginia Polytechnic Institute. The commonwealth dissolved the affiliation between the two colleges in 1964. The state legislature sanctioned university status for VPI and bestowed upon it the present legal name, Virginia Polytechnic Institute and State University, effective June 26, 1970. While some older alumni and other friends of the university continue to call it VPI, its most popular—and its official—nickname today is Virginia Tech.

Measures of Excellence

Undergraduate

U.S. News & World Report’s “America's Best Colleges 2017” (fall 2016)

- Among national public universities: 27th
- Among all national universities: 74th
- College of Engineering: 8th among public institutions; 16th overall
- Pamplin College of Business: 27th among public institutions; 43rd overall
- Grado Department of Industrial and Systems Engineering: 5th
- Biological/Agricultural Engineering: 6th
- Civil Engineering: 9th
- Environmental/Environmental Health Engineering: 10th

Money placed Virginia Tech in the top 50 of all institutions and top 20 among the public institutions in its “Best Colleges” ranking of 736 schools.

Forbes ranked Virginia Tech 23rd among its best public colleges.

Kiplinger's Personal Finance magazine again ranked Virginia Tech among the best values in public education.

For the second year in a row, USA Today College ranked Virginia Tech as the nation’s best for studying natural resources and conservation.

DesignIntelligence ranked the university’s undergraduate architecture program 3rd in the nation. The program has been in the top five for seven of the past eight years.

Graduate

U.S. News & World Report’s “America's Best Graduate Schools 2017” (spring 2016)

- The College of Engineering’s overall graduate program rose three places to rank 21st among all schools of engineering.
- Four departments within the College of Engineering finished in the top 10 of their respective category: civil, environmental/environmental health, biological/agricultural (operated jointly with the College of Agriculture and Life Sciences), and industrial/manufacturing systems.
- The Pamplin College of Business' part-time M.B.A. program in the National Capital Region ranked 16th in the nation for the second year in a row.
• The public affairs program in the College of Architecture and Urban Studies’ School of Public and International Affairs ranked 34th in the nation, up from 37th in 2012, the last time the magazine ranked public affairs programs.

• The School of Education ranked 78th, up from No. 88.

DesignIntelligence ranked the graduate landscape architecture program second in the nation; the graduate architecture program was ranked 18th.

**General Rankings**

Princeton Best College List:

• #1: Best Quality of Life
• #1: Their Students Love These Colleges
• #4: Best Campus Food
• #7: Happiest Students
• #7: Town-Gown Relations Are Great
• #7: Lots of Race/Class Interaction

Princeton Review Colleges That Pay You Back

• #5: Best Alumni Network
• #13: Colleges that Pay You Back (Even if You're Not Eligible for Need-Based Financial Aid)

The Carnegie Foundation for the Advancement of Teaching named Virginia Tech as one of its 361 community engagement institutions, which affirms that the university’s problem-solving partnerships with businesses and communities contribute to the public good and also imbue students with a sense of civic responsibility.

Virginia Tech ranks first in the state for college license plate sales; in fact, the university ranks first, second, and third (three versions of the Tech plate are available). The Commonwealth of Virginia sells more Virginia Tech college plates than the other top 10 Virginia schools combined.

Princeton Review named Virginia Tech one of its top environmentally responsible colleges for the sixth year in a row.

The university received its sixth straight gold award from the Best Workplaces for Commuters Race for Excellence by increasing alternative transportation participation and improving commuter resources.

MSN/Active Times ranked Virginia Tech the fittest college in the nation based on the university’s food, recreational, and fitness offerings.

Forbes.com ranked Blacksburg among its top 25 places to retire.

See more rankings at [http://www.vt.edu/about/rankings.html](http://www.vt.edu/about/rankings.html).

**Notable Awards**

65+ Faculty with National Science Foundation CAREER Awards
6 Presidential Early Career Awards
13 Virginia Outstanding Scientist Awards
3 Science Museum of Virginia Lifetime Achievement award winners
30 State Council of Higher Education for Virginia Outstanding Faculty Awards
13 National Academy of Engineering members
4 National Academy of Sciences members
5 Guggenheim Fellows

Destination Areas: Planning for the Future

Virginia Tech is building transdisciplinary teams to tackle the world’s pressing problems through research, education, and engagement.

Destination Areas, along with related, smaller-scale Strategic Growth Areas, provide faculty and students with new tools to identify and solve complex, 21st-century problems in which Virginia Tech already has significant strengths and can take a global leadership role. The initiative represents the next step in the evolution of the land-grant university to meet economic and societal needs of the world.

The process will result in the creation of transdisciplinary teams, tools, and processes poised to tackle the world’s most pressing, critical problems. As a result, Virginia Tech will become an international destination for talent, partnerships, transformative knowledge, and significant outcomes in these areas, enabling it to effectively fulfill its land-grant mission and apply its University motto, *Ut Prosim* (That I May Serve), to meet the needs of a rapidly changing world.

Destination Areas will be supported by large-scale partnerships with industry, government, and communities around urgent problems of common interest. They will advance large-scale funding opportunities and diversify the university’s resource portfolio. They provide faculty with multifaceted opportunities and diverse communities for developing disciplinary and transdisciplinary activities to solve critical world problems. They will provide tools and processes for integrating the disciplinary, interdisciplinary and translational dimensions of our VT-shaped knowledge framework and will help make the framework available to all interested students at Virginia Tech.

Destination Areas connect the full span of relevant knowledge necessary for addressing issues comprehensively. Humanistic, scientific, and technological perspectives are addressed in relationship to one another and they are treated as complementary to overcome traditional academic boundaries, such as those that separate science, technology, engineering, and mathematic (STEM) fields and liberal arts.

Destination Areas

Adaptive Brain and Behavior

The Adaptive Brain and Behavior destination area focuses broadly on how brains change and adapt over the life course, how they change following traumatic events or diseases, and how social and societal forces are affected by and affect brains and individuals. ABB brings together humanities, social sciences, and neuroscience to analyze adaptive changes across multiple levels of inquiry from molecules to individuals, families, and communities.

Data Analytics and Decision Sciences
The goal of the Data Analytics and Decision Sciences destination area is to advance the transduction of data into decisions, while also appreciating the social and ethical contexts underlying data-driven reasoning. Through DADS, Virginia Tech will weave data and decision sciences into every corner of the university’s teaching, research, and outreach enterprise, preparing students to not only be literate consumers of data, but also to empower them to use the methods of data science to enrich work in their disciplines and across disciplinary boundaries.

Global Systems Science

The Global Systems Science Destination Area is focused on critical problems that cross the nexus of natural and human systems. Nine critical problems have been identified in which Virginia Tech is already positioned with significant expertise and visibility both nationally and internationally: sea level rise and the land-sea interface, progressive soil degradation, pressure on forest ecosystems and watersheds, demands for raw materials, abundance and quality of fresh water, defaunation and biosphere integrity, supply and integrity of food, degradation of ozone and aerosol loading, and transmission of infectious disease.

Integrated Security

Increasing the security and resilience of our communities, the nation, and the world requires understanding security as an integrated system of values, capabilities, and preparedness. The Integrated Security destination area focuses on advancing and assuring the security of our vital social, political, and financial networks while balancing the crucial needs and expectations of privacy and governmental oversight.

Intelligent Infrastructure for Human-Centered Communities

The Intelligent Infrastructure for Human-Centered Communities destination area focuses its attention on the ways that people interact with one another and with their environment. Interest areas in this Destination Area include smart, healthy, and sustainable cities and communities; transportation systems; human safety, health, and wellness; integrated energy systems; network science and engineering; public policy; and cyber-physical systems.

Strategic Growth Areas

Strategic Growth Areas are similar to Destination Areas in structure but are of smaller scale and aim for regional or national leadership. Strategic Growth Areas represent additional areas of strength, identified by a faculty survey conducted in January 2016. They may mature into future Destination Areas.

Faculty steering committees have developed descriptions and plans for the following Strategic Growth Areas:

- Creative Technologies and Experiences
- Economical and Sustainable Materials
- Equity and Social Disparity in the Human Condition
- Innovation and Entrepreneurship
- Policy

"Pathways“ - a new approach to General Education at Virginia Tech

Virginia Tech remains highly committed to providing students with broad exposure to a range of
disciplines and knowledge, in the interest of producing well-educated citizens with the capacity to think critically across disciplines and contribute to solving complex problems. Undergraduate students at Virginia Tech deserve a vibrant, flexible, and meaningful general education program, one that helps them to integrate their learning for use throughout their lifetimes. Over the years, faculty members have studied general education, and students have voiced their concerns. As the culmination of so much input, a new plan has emerged—Pathways: General Education at Virginia Tech. Approved by University Council in April 2015, Pathways Curriculum Plan includes core and integrative learning outcomes to meet the learning needs of all students while also meeting requirements for university accreditation. The plan involves the development of a coherent program comprised of courses reflecting best practices in pedagogy and demonstrating evidence of efficacy.

Pathways Implementation document was approved by the University Council in April 2016 and the program will be adopted in Fall 2018. The Pathways curriculum has the potential to become a signature program at Virginia Tech, enhancing the student experience and making this institution a leader among peers in providing a coherent and meaningful general education for undergraduates. Several Pathways options exist, and colleges and departments have the option to engage in the curricula in different ways, including the development of Pathways Minors.

**InclusiveVT**

InclusiveVT is Virginia Tech’s institutional and individual commitment to *Ut Prosim* (That I May Serve) in the spirit of community, diversity, and excellence. A new phase in the process of building an inclusive and diverse campus, InclusiveVT has the goal of distinguishing Virginia Tech as an example of the modern land-grant research university, stressing university-wide leadership, responsibility, and accountability.

While the tools and resources for increasing diversity and supporting inclusive excellence are important, they exist to support our greater goal: a community in which inclusion and diversity is endemic, inextricably woven through the fabric of our university. Virginia Tech’s leadership is personally committed to advancing the principles of inclusion and diversity, expecting all to lead intentionally and make these principles part of every conversation. Inclusion and diversity is our pathway to excellence.
Appendix II

History of College of Architecture and Urban Studies

The Department of Architecture, in Engineering, was created under the leadership of Clinton Cowgill in 1928. Cowgill served as department head for 28 years.

In 1947, the Department of Architecture is first mentioned in the School of Engineering. The department offered three distinct degrees: building construction, architecture, and architectural engineering (dissolved in 1969). Architectural Engineering had a separate tract, while building construction and architecture shared the first four years. A fifth year was added for those pursuing a Master of Science in Architecture. To quote from the 1947 catalog, “This curriculum is for those who wish to prepare for the practice of architecture as a profession and for other planning activities. The art of building is given adequate attention, but more than ordinary emphasis is given to the science of building. An understanding of engineering principles and of building materials and methods, as well as demonstrated competence in design, is required of all recipients of the professional degree.” The degree in architecture first became accredited the following year, 1948. In 1953, the School of Engineering became the School of Engineering and Architecture.

In 1956, Leonard Currie was appointed to replace the retiring Clinton Cowgill as department head of architecture. Currie was a graduate of Harvard College and came from the office of The Architects Collaborative (TAC) founded by Walter Gropius. Gropius was head of the Bauhaus in
Weimar and Dessau from 1919 to 1928. Gropius and his Bauhaus protégé, Marcel Breuer, both moved to Cambridge, Massachusetts, to teach at the Harvard Graduate School of Design. Currie was a student of both and a subsequent colleague of Walter Gropius at TAC. As department head, Currie added urban design and planning to the curriculum, which became a degree program. Art courses were actively taught as support courses for the architecture degree and for the university community at large. Currie internationalized the content in the curriculum and recruited new faculty with significant national and international stature.

When plans were made to form the College of Architecture, Currie helped to recruit Charles Burchard, who had worked in the office of Marcel Breuer and had been a respected educator at both Harvard and the Massachusetts Institute of Technology (MIT). It is this educational lineage that bonded Currie, Burchard, and Gropius to the architecture program at Virginia Tech.

In 1964, President T. Marshall Hahn appointed Charles Burchard as the founding dean of the College of Architecture. Architecture, building construction, planning, and art were all being taught at the formation of the college and became the precursors to the four schools in the college today.

In 1965, Eduardo Catalano, Professor of Architecture at M.I.T. recommended that Burchard hire Olivio Ferrari, a graduate of the Hochschule für Gestaltung in Ulm, Germany. This Ulm School of Design was under the rectorship of Max Bill. In addition to his time at Ulm, Ferrari had collaborated closely for several years with Max Bill on a number of significant building projects in Bill's Zürich architectural office and had been an instructor at the Eidgenossische Technische Hochschule under Professor Bernhard Hoesli, one of the architecturally significant “Texas Rangers” who had taught at the University of Texas – Austin in the 1950s. Two years later, Dean Burchard appointed Ferrari’s colleague from the ETH, Herbert Kramel, who had been an instructor under Professor Heinz Ronner.

The formation of the new college curriculum in the early 1960s grew from the clear and direct influences of the Bauhaus, the Ulm School of Design, Studio of Max Bill, the ETH, Walter Gropius, Marcel Breuer, Harvard, and MIT.

In 1967, Burchard, at the recommendation of Ferrari, invited Herbert Kramel, a former colleague at the ETH and one of his former students at Auburn, Tom Regan, to be faculty. Also in 1967, bringing together the historical precedents of Gropius, and Bill with the teaching approach of Hoesli, Burchard and Ferrari drafted an educational position and curricula that was later referred to as the 'blue book.' This was intended as a workbook for faculty, an explanation of the philosophy, and it served as the basis of several curricula in other schools of architecture.

In 1968, Cowgill Hall opened as the new home for the college.

In 1968, the Ferraris and Kramel led the first study abroad program to Salzburg, Austria. This began the legacy of one of the most successful and consistent international travel/study programs in American architectural education.

From 1968 to 1972, Ferrari led a focused studio group called the 'inner college.' This unit, made up primarily of 4th and 5th year students, was an example of using the ideas from Ulm
and the Bauhaus to create an educational environment that allowed individuals to focus on the work they were best at doing.

In 1972, the M.A. in Environmental Systems and the Ph.D. in Environmental Studies were begun. In 1972 two faculty joined the college to provide resources not unlike the Bauhaus had provided in the '20s. Ellen Braaten provided a ceramics-based form and materials laboratory and Rengin Holt a printmaking and graphics laboratory. These expanded shops provided a fundamental and essential support component to the pedagogy.

In 1973, The University became VPI&SU and the college changed its name to the College of Architecture and Urban Studies. This name change better represented the growing urban and regional studies programs in the College.

In 1974, Buckminster Fuller, the former Black Mountain college student and famous architect/inventor came to Blacksburg for a very memorable lecture. He would talk for two hours, take a nap behind the stage, and come back for another two hours and talk. He then went out to dinner and continued to talk for another two hours. The M.Arch 2 and 3 programs began in 1974.

Also in 1974, the Landscape Architecture Department was formed.

Dean Charles Burchard retired in 1978 after 14 years and Julio San Jose was appointed dean.

In 1980, Charles Steger, an alumnus of the architecture program, was first made interim dean, then finally dean. For the next 12 years, the college would significantly grow in resources.

In 1980, the first efforts to establish the Washington-Alexandria Architecture Center began.

In 1991, after decades of European travel and residency programs throughout Switzerland, the VPI&SU Foundation purchased the Casa Maderni, a 200-year-old Lombardy style villa in Riva san Vitale, Switzerland. Concurrently, the fall semester travel program has been maintained to current day.

In 1992 the Research + Demonstration facility opened to support work related to faculty interests and funded research grants.

In 1993 Patricia Edwards (former faculty and associate dean for research) became dean, following Charles Steger who had assumed the role of vice president for development for Virginia Tech.

In 1994 Industrial Design was approved for a new degree-granting program and admitted its first freshman class.

The School of Public and International Affairs was approved by the Virginia Tech Board of Visitors in 1996 as a collaboration of five departments and programs in two colleges to develop interdisciplinary instruction, research and outreach initiatives related to public policy, planning, and administration and globalization and international development. This collaboration did not have direct line responsibility to any one college and was dependent on funding from
contributions from member departments and colleges. Founding departments included Urban Affairs and Planning (UAP) and the Center for Public Administration and Policy (CPAP) in the College of Architecture and Urban Studies (CAUS) and Political Science, Geography, and International Studies in the College of Arts and Sciences (CAS)

In 1997 Dean Edwards retired and Paul Knox, a former faculty member and Associate Dean for Academic Affairs, was named Dean.

In 1998, Burchard Hall was dedicated. Leading to expanded studio space for 230+ students and new shop facilities.

In July 2003, Interior Design was added to the newly formed School of Architecture + Design, within the College of architecture and Urban Studies.

SPIA formally became a school in CAUS effective August 2003. Founding departments Urban Affairs and Planning and the Center for Public Administration and Policy became programs within the school and a new third program, Government and International Affairs, was created as a result of the transfer of six FTE faculty positions from the former College of Arts and Sciences.

Also in 2003, the School of Visual Arts became part of the College of Architecture and Urban Studies when the Department of Art and Art History, which had previously been part of the College of Arts and Sciences was renamed as the School of Visual Arts to align with the other schools within the college. Truman Capone who was previously department head of the department became the director.

In 2005, two Virginia Tech alumni, A. Ross Myers and John R. Lawson, II, pledged a $10 million gift to establish the Myers-Lawson School of Construction. The school is jointly housed in the College of Architecture and Urban Studies and the College of Engineering to provide a unified identity within Virginia Tech to the academic community and to the construction industry.

The Myers-Lawson School of Construction moved into the newly built Bishop-Favrao Hall in fall 2007. The hall was largely the result of fundraising efforts by the Building Construction department and its advisory board. The building is named for Richard Bishop who made the $1 million lead gift for the facility and William Favrao, the Building Construction department head from its inception in 1947 until his death in 1977.

In 2007, Landscape Architecture joined the School of Architecture + Design.
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