Architecture Program Report

Institution Academy of Art University

Date 09.07.2021

NAB

National Architectural Accrediting Board, Inc.

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Architecture Program Report (APR)

2020 Conditions for Accreditation 2020 Procedures for Accreditation

Institution	Academy of Art University
Name of Academic Unit	School of Architecture
Degree(s) (check all that apply)	□ <u>Bachelor of Architecture</u>
Track(s) (Please include all tracks offered by	Track:
the program under the respective degree, including total number of credits. Examples:	⊠ <u>Master of Architecture</u>
	Track: I (63 Credits)
150 semester undergraduate credit nours	Track: II (87 Credits)
major + 60 graduate semester credit hours	□ Doctor of Architecture
Undergraduate degree with non-	Track:
architecture major + 90 graduate semester credit hours)	Track:
Application for Accreditation	Continuing Accreditation
Year of Previous Visit	2013
Current Term of Accreditation (refer to most recent decision letter)	Continuing Accreditation (Eight-Year Term)
Program Administrator	Graduate Director Mark Mueckenheim
Chief Administrator for the academic unit in	Executive Director Eric Lum
(e.g., dean or department chair)	
Chief Academic Officer of the Institution	Chief Academic Officer Sue Rowley
President of the Institution	President Elisa Stephens
Individual submitting the APR	EVP, Financial Aid & Compliance Joe Vollaro
Name and email address of individual to whom questions should be directed	Mark Mueckenheim mmueckenheim@academyart.edu

Submission Requirements:

- The APR must be submitted as one PDF document, with supporting materials
- The APR must not exceed 20 MB and 150 pages
- The APR template document should not be reformatted

INTRODUCTION

Dear Members of the Visiting Team,

We are excited to welcome you for the continued accreditation of our two-track M.Arch degree, which is the subject of this report. We appreciate the time and expertise you are devoting to your assessment of our program, and we welcome your feedback. Before you read this report, we would like to introduce you to the school and the organization as well as the terminology of our curriculum, so that you gain a better general understanding while you read about us in detail later on in the report. The School of Architecture at Academy of Art University offers the following degrees:

NAAB Accredited Degrees:

- Bachelor of Architecture B.Arch (NAAB 5 years / 162 credits / Next NAAB visit: 2026)
- Master of Architecture M.Arch Track 1 (NAAB 2 years / 63 credits / current NAAB visit)
- Master of Architecture M.Arch Track 2 (NAAB 3 years / 87 credits / current NAAB visit)

Non NAAB Accredited Degrees (WSCUC Accreditation through the University):

- Bachelor of Arts in Architectural Design BA-ARH-D Degree (4 years / 132 credits)
- Master of Arts in Advanced Architectural Design MA-ARH Track 1 (1 year / 36 credits)
- Master of Arts in Advanced Architectural Design MA-ARH Track 2 (2 year / 60 credits)

The School of Architecture currently serves 614 students (as of August 31st, 2021). 178 of these students are enrolled in our graduate programs, 29 of whom study onsite/hybrid and 149 online. There is a student migration between these modes of delivery in both directions. As the MA programs are only for a very small number of short-term exchange students, their population is currently fewer than three enrollees. The undergraduate population make up the remaining 436 students. The graduate department has declined in population from a little over 200 in 2016 to the current number of 178. From 2019 on, we have seen a slight change with a small 8% increase in enrollment. Another large trend since our last NAAB visit is that our online population decreased steadily from 132 in 2016 to 149 currently and the onsite/hybrid population decreased from 71 in 2016 to 29 currently. We now consider all our onsite students as onsite/hybrid, as we have had to offer some support classes solely online in the last few years, due to low onsite enrollment and student preference. It is our goal to continue to offer the studios and thesis classes in both modes of delivery.

The curriculum matrix provided below, displays the M.Arch curriculum. It is divided into six horizontal themes:

- Design Studio (blue)
- Media & Process (yellow)
- Systems & Technology (green)
- History, Theory Research (orange)
- Society & Profession (magenta)
- Electives (grey)

The report will often refer to these as "themes, subjects or arcs" as we treat them as umbrella terms for several classes with similar thematic content and there is a horizontal cohesion from semester to semester and course to course. We refer to all non-studio courses as "support classes" and to all classes that mainly have design content as "Design Studios" and "Thesis" (including a thesis preparation semester with ARH 690). Vertically, the matrix also shows a thematic cohesion as the support classes are written so that they support or prepare for the studio course in the same semester. Prerequisites and corequisites in the semester breakdown solidify this vertical relationship between the courses. There are instances where

the course content is so closely linked that we view the support course as a "companion course." This is currently the case between courses ARH 619 and ARH 605 which students take in the same semester as their content aligns from week to week. Other firm connections are horizontal courses, where the result of one course is the starting point of the next, such as ARH 620 and ARH 659. But it is generally our aim to maintain the horizontal connections of the matrix.

The vertical columns represent semesters. As we aim to offer each course every semester, the columns can mean Fall or Spring as indicated in the matrix. In the summer semester, we offer only a very limited number of courses. This means that the summer would move within the matrix depending on which semester a student starts their career with us. The thick vertical dashed-dotted lines in the matrix separate Track 2 (3 years) from Track 1 (2 years) and core classes from electives (on the last column to the right, which shows classes in a two-color coding to make them visible as electives within a curriculum arc). We do not consider any of our Track 2 classes for NAAB evidence but as preparatory classes towards the more advanced Track 1 courses. The course catalog code for the Architecture department is "ARH" and each architecture class is ARH plus a number and a one-part or two-part text specification. For example:

ARH - 653 - Foundational Design Studio II ARH - 619 - Advanced Design Studio III - Integrated Design Concepts

For your convenience while reading, you can also find the matrix and each course with a short description and course learning outcomes on our Blog <u>https://architecture.academyart.edu</u> when you click on "Graduate Courses" in the filter menu.

The school runs 15-week semesters (7.5 weeks in the summer where we run only few support classes at twice the pace). In the online program, each week is referred to as a "Module" and topics and assignments are either contained in a module or in rare cases (mostly in studios) might stretch over multiple modules. The desired parity between onsite and online courses led to a more generic approach for our online courses where the course content is understood as a textbook that runs alongside a course, directing content by leaving space for the individuality and expertise of the faculty member teaching the course.

Lastly, the report describes all classes that show either evidence or preparatory content towards a particular evidence.

Please refer to the NAAB PC/SC Matrix provided at the end of this report for which courses are defined as evidence and which are not.

Generally, there is no evidence in the first year of Track 2 all our evidence is in the Track 1 portion of the program, which is also the reason why we are attaching one Matrix only.

We hope that this introduction was helpful for you. Thank you very much for your time and dedication to review and assess the School of Architecture.

The School of Architecture at Academy of Art University.



Master of Architecture Program - M.Arch I - 63 Units [2 years] & M.Arch II - 87 Units [3 years]

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern cited in the most recent VTR.

The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.

Progress in Addressing Not-Met Conditions and Student Performance Criteria:

II.4.5 ARE Pass Rates

2013 Team Assessment: "These statistics are not yet available for program graduates."

Program Response:

We included pass rates in our 2015 interim report after they became initially available for our program in 2013, and the rates looked very good at the time. The following information on pass rates was provided on the NCARB.org website in 2020:

Construction and Evaluation - 2020 • 48% / 2019 • 48% / 2018 • 38% / 2017 • 60% (Compared to Average - 2020 • 66% / 2019 • 70% / 2018 • 70% / 2017 • 61%) Practice Management - 2020 • 39% / 2019 • 47% / 2018 • 33% / 2017 • 33% (Compared to Average - 2020 • 51% / 2019 • 49% / 2018 • 51% / 2017 • 50%) Programming & Analysis - 2020 • 35% / 2019 • 16% / 2018 • 38% / 2017 • 60% (Compared to Average - 2020 • 50% / 2019 • 52% / 2018 • 53% / 2017 • 53%)

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Project Development & Documentation – 2020 • 28% / 2019 • 32% / 2018 • 41% / 2017 • 29% (Compared to Average – 2020 • 57% / 2019 • 50% / 2018 • 53% / 2017 • 56%) Project Management – 2020 • 37% / 2019 • 45% / 2018 • 31% / 2017 • 71% /// (Compared to Average – 2020 • 63% / 2019 • 63% / 2018 • 62% / 2017 • 59%) Project Planning and Design – 2020 • 37% / 2019 • 45% / 2018 • 31% / 2017 • 71% (Compared to Average – 2020 • 45% / 2019 • 42% / 2018 • 46% / 2017 • 50%)

After initially high pass rates in 2013 and 2014 (with some at 100%), the recent ARE 5.0 pass rates show a decline and list numbers that are below the national average. This can be attributed to the higher numbers of alumni who are now taking the ARE exams than at the beginning, when only a few successful students led to seemingly better results. The current numbers paint a picture which we can now assess more realistically. However, due to the high number of international students in the Graduate School, a relatively small percentage of our students are taking the exam. The School of Architecture is still relatively young and the ARE pass rates were not necessarily our main focus so far. However, we feel that we need to address the issue by adopting more of the ARE exam content into our curriculum to better prepare our students for these tests. In order to address this issue, we have instituted changes to **ARH 606 Construction Documents and Building Codes** and **ARH 614 Professional Practice** among other measures in the studio sequence. We are planning to address this issue in the future by further adopting some of the ARE content in studios and other support classes.

A.4 Technical Documentation

2013 Visiting Team Assessment: "No evidence of outline specifications or physical models illustrating assemblies was found in either onsite or online courses. The onsite student work of ARH 604 and ARH 606 demonstrates attention to detailing of buildings (wall sections) and the drawings are technically clear; the online coursework equivalent is weak."

Program Response:

Since the last NAAB visit in 2013 we made the following changes to address these comments: For ARH 604 Materials and Methods of Construction, model making was added to assignments, first as a 1" = 1'-0" wall section model (8" x 8" x 36" tall). We also improved standards/requirements for drawings as well as for outline specifications; these are now organized more clearly based on professional standards. ARH 604 OL was rewritten by Andrew Harmon, an expert in façade assembly, to align the onsite and the online class and incorporate the above changes into the online program. In ARH 604 online, the model is required as a detailed virtual model. The student work has greatly improved since the rewrite. In ARH 606, students are now executing construction documents based on the work of a previous design studio. This change made room for improvements to the course, as the students do not need to design anything from scratch to produce a construction document set, but rather apply construction documents and building codes on an already existing design project that they are developing further. The design of their projects is then developed into a larger scale, integrating diverse technical aspects into the evolvement of the design. Generally, many changes made after the last NAAB visit have resulted in a much greater overall comprehension of technical documentation standards.

A.9 Historical Traditions & Global Culture

2013 Team Assessment: "The student work presented (online and onsite) does not show evidence of the study of vernacular and non-western / global cultures. ARH 621 does cover global culture; however, it is not a required course for all students (only required for Track II students)."

Program Response:

We have completely revised the entire **History & Theory** curriculum arc since the last NAAB visit. We added a new course to the curriculum **ARH 642 Architectural Theory and Contemporary Practice** that now covers this content. The course ran in Spring 2016 for the first time. In addition, an updated syllabus for **ARH 641 Architectural History - Modernism and its Global Impact**, now includes Historical Traditions and Global Culture in the context of modernism. Both classes recognize global architectural traditions and include vernacular and non-western topics through lectures and assignments. Both courses are required courses for Track I and Track II students. In Track II we merged classes ARH 621 and ARH 631 into a new class **ARH 640 Architectural History - From Ancient Egypt to the Renaissance and Art Nouveau**, which is only required for Track II students. This new course gives a historical introduction to Historical Traditions & Global Culture as a preparation for Track I. Nonwestern and more global precedents and examples were not only integrated in the **History & Theory** arc but throughout the **Studio Section** and other new or rewritten support courses of the entire program.

B.6 Comprehensive Design

2013 Team Assessment: "ARH 619 (onsite and online) does not show evidence meeting the standards of comprehensive design. ARH 801 (onsite) does show such evidence. Since ARH 801 has not been taught online this condition is not met. 6 Site design characteristics are minimally addressed. Accessibility is covered in restrooms or ramps, however presenting auditoria and opera houses that have no space for listeners in wheelchairs show that accessibility is not fully ethically embraced. Also, a blue arrow at each end of a building section does not make a sustainability concept, and showing two stairs (low-pass work) is not sufficient as an egress concept."

Program Response:

Since the last NAAB visit, we now have online graduates who successfully completed **ARH** 810 Master of Architecture Thesis (formerly ARH 801 Directed Studies I&II). Also, we have transitioned to a more integrated understanding of comprehensive design throughout many other courses of the program. In 2013 we made the following changes to address the comments: ARH 801 Master of Architecture Thesis has changed to ARH 810 (in Spring 2018). Instead of two thesis semesters, we now have a streamlined thesis preparation course ARH 690 Thesis Preparation followed by a more intensive thesis semester 810 Master of Architecture Thesis. The thesis is also an integrated design project (in addition to the ARH 619 Integrated Design Concepts studio. An extensive and frequently updated Thesis Deliverables List that functions as a review tool, as well as guidelines for our thesis students, ensures the rigor and equality of the thesis projects by establishing a set standard of deliverables. The list is reviewed every semester by the Thesis Review Panel (a group of faculty members and directors) and substantially updated twenty-three times in the last eight years. The online students are held to the same standards and their projects display the same integrated understanding as the onsite projects. Both ARH 619 online and onsite had a change in instructors.

Executive Director Eric Lum now teaches ARH 619 online and we have assigned co-teachers ("Technical Advisors") who support the class on a frequent basis regarding Structures, MEP, and Sustainability. Former full-time faculty member David Gill teaches ARH 619 onsite, which also profits from the extensive Technical Advisor program. ARH 619 was completely rebuilt online, and the online material and syllabus now aligns with the onsite section of the course. The outcome of our student work in these classes reflects the positive effect of these changes. As for the specific course content, we added lectures to cover building and planning codes (including accessibility) and systems integration (with an emphasis on structure). Life Safety is now addressed in the course. Sustainable concepts need to be shown diagrammatically, in the building section, and in the wall section. Life Safety, Accessibility, Sustainability, Site Design, Environmental Systems, Structural Systems (former items B5 - B9

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(2013 Conditions) then B.2 – B.7, B.9 and C.3 (2014 Conditions)) are recurring topics in desk critiques and reviews, and are requirements outlined in the syllabus (please see a more detailed description under SC.3 in the report addressing the 2020 Conditions). ARH 605 was recently retooled to become a companion course for ARH 619 further deepening the understanding of integrated design in this final graduate studio. The change in ARH 606 that is described earlier (please see above under A.4.) is also geared to address the comments in enabling the student to gain a more holistic architectural understanding by integrating technical aspects into a previously executed design studio project. The many changes that we made to our program since the last visit and the inception of the Technical Advisor program resulted in a much greater understanding of comprehensive and integrated technical aspects throughout the entire student body.

B.7 Financial Considerations

2013 Team Assessment: "Evidence found in onsite ARH 801 student work, but not for online because this course has not yet been taught."

Program Response:

Since the last NAAB visit, we now have many online graduates who successfully completed ARH 801 (**ARH 810 Master of Architecture Thesis** since Spring 2018). We decided to take the financial considerations out of the thesis requirements and the SPC was then incorporated into the Advanced Studio **ARH 619 - Integrated Design Concepts** in which an entire module (Module 14) is dedicated to the topic within this Design Studio. Also, **ARH 606 Construction Documents** has a more detailed assignment which asks students to provide a cost estimate for one of their prior design-studio projects. Finally, **ARH 614 Professional Practice** has more professional practice-oriented content dedicated to the topic within its syllabus.

C.6 Leadership

2013 Team Assessment: "Evidence was not found which addressed all of the issues of this criterion."

Program Response:

According to the 2014 NAAB Conditions for Accreditation this content was not explicitly listed in the new SPCs. In order to respond to the 2013 team comments, we modified **ARH 614 Professional Practice** by initiating a complete rewrite and it now includes multiple dedicated sections on Leadership so that students achieve a strong understanding of the topic. A required lecture and a short paper assignment solidify this understanding. Leadership topics are further strengthened through class discussions that are now embedded in the ARH 614 syllabus. Concepts of leadership and ethics are now also included in the update of **ARH 606 Construction Documents & Building Codes** especially in regards to the collaborative aspects of the profession in building design and construction processes. Please also see our section on Leadership in the Program Criteria section of this report.

Plans for/Progress in Addressing Causes of Concern

• Online Program Development 2013 Visiting Team Comments: "The online program has not yet reached the same level of output as the onsite program. It is vitally important that faculty and coordinators continue to improve the delivery, content and output of the online program."

Program Response:

The online program has continued to develop its online delivery system by moving towards a more visually-based learning management system and incorporating more live interaction between instructors and students. While the program is advertised as asynchronous, we ask

all faculty to offer live meetings with their students and we strongly encourage students to engage with their teaching faculty in these live meetings. Most students make good use of this opportunity despite challenges with different time zones and schedules. The University requires live office hours on six days of the week for all online faculty, resulting in more interaction and student success. We are creating additional flexible course formats that are more responsive to changing course needs, and we have continually updated online course content to improve our online courses. Course Learning Outcomes (CLOs) and most syllabi in the online courses now align with their onsite counterparts.

We put great effort into aligning onsite and online course material and syllabi so that now most online courses are similar or the same as the equivalent onsite course. Grading rubrics ensure that online and onsite course work is being graded on an equal basis. Throughout the years since our last NAAB visit, onsite and online classes have informed each other, and the extensive online content is helping us to also reach consistency for onsite classes in cases where faculty members change over time so new faculty can adopt content and quality standards quickly. Similar to the onsite work, the online program is reviewed frequently as described later in the report and this rigorous self-assessment process has helped to implement many improvements over the years. The adoption of white-board apps as an online studio environment and the University-wide shift from AdobeConnect to Zoom has resulted in improved workflow and similar student experiences between onsite and online. Student work shows that the online program has come a long way since its inception and that it produces high pass work that is equal in quality to our onsite student work.

• Online Vertical Learning 2013 Visiting Team Comments: "Students of the online campus have much less opportunity for vertical learning than is present for the onsite campus students."

Program Response:

There are several challenges related to vertical learning for online students, and we have been looking into addressing each of these. One is the need to view student work examples, so a lot of our efforts were directed to make online course outcomes more visible to show studio and thesis work. Another issue is the larger question of studio culture, and in response, the School has been regularly broadcasting onsite lectures, events, and thesis reviews, with good attendance by online students. We have also experimented with different studio formats that build collaborative opportunities between onsite and online students. This accelerated during the pandemic when onsite classes moved to virtual delivery, enabling a healthy number of online students to attend onsite virtual classes and benefit from the more interactive mode of delivery. For a while, we tried to use Social Media sites as a pedagogical tool, but the breakthrough came with the introduction of ConceptBoard, a whiteboard application that we now utilize in all studios.

Another area is in person interaction, and we encourage our online students to visit the campus as circumstances permit. One opportunity is our annual Charrette, and we invite online students to come and work with onsite students and faculty. Another opportunity occurs with the Summer Expo, where online students come onsite for a week and participate in summer onsite classes and other activities. A third is the Study Abroad program, which is open to online as well as onsite students, and several online students attended the Contemporary Study Abroad trips in 2016 and 2017. Unfortunately, some of these offerings were postponed during the pandemic, but we hope to offer them again in the future

Vertical learning has also been greatly enhanced through the pandemic as many online students chose fully synchronous onsite ZOOM/Conceptboard classes. In observance with NASAD rules, and common practices for master's degree programs, the University allowed us to redesign a selection of graduate/undergraduate courses that could support both

graduate and undergraduate students and to support and expand skills through vertical course offerings. From 2015 to 2017, the **ARH 903 Contemporary Study Abroad** trip was vertical between graduate and undergraduate. Since 2020, 4 graduate and undergraduate courses were combined to develop 2 graduate/undergraduate courses. **ARH 605 Environmental Controls & Building Systems**, with ARH 440 and **ARH 699 Special Topics: Fisherman's Wharf Project** with ARH 499 (Please see more on this topic later in the report). For **ARH 613 Sustainable Design**, we ran a test of vertical integration between graduate and undergraduate onsite, however, online, there were too many students to offer this option at the time.

Student Reference Material 2013 Visiting Team Comments: "Further attention to the reference needs of online students is required. The AAU library must find ways to provide online students with access to the same reference materials that are available to the onsite students."

Program Response:

AAU is investing in a growing online library collection in order to meet the requirements of online and onsite learning. The AAU Digital Library provides a wide range of books specific to architecture, technical code and building references, and an extensive digital image library in architecture and the visual arts. As a result of the last NAAB visit, the library budget for the purchase of architecture books was increased. Since then, we have purchased numerous architecture-related titles in e-book format. Most were required texts or books requested by Architecture faculty and students. The Library's online catalog is integrated into the Library website for a seamless user experience. The Library tracks the number of hits that the website and online databases receive each month; while the numbers vary by resource, the overall statistics show increasing use, indicating that these resources are a well-used part of the collection. Since the 2013 NAAB visit, the Directors have continuously worked on improving the online resources of the library for the School of Architecture.

Faculty Offices

2013 Visiting Team Comments: "Most faculty do not have either individual or shared offices and must rely on lockers to store their possessions while on campus. This situation deprives faculty of spaces in which to prepare their coursework and-or conduct confidential advising with students."

Program Response:

All full-time faculty members now have offices. All part-time faculty members that have coordinator duties also have offices. There is a faculty office that can be used by part-time faculty that do not have coordinator responsibilities. The part-time faculty utilize three conference rooms in our room matrix for confidential meetings with students; some of them also prepare their course work in these rooms. Since the beginning of the pandemic, all onsite activities have paused, part-time and full-time faculty are working remotely, software has been provided to staff and faculty and computers have been provided to full-time faculty and staff as needed.

Onsite Reference

2013 Visiting Team Comments: At 601 Brannan there is a lack of a broad selection of onsite reference materials relevant to current studio and content courses. Although M.Arch students have access to a considerable amount of online resources, an onsite library at 601 Brannan is missing. Students are required to travel by AAU shuttle or other transportation modes to reach the New Montgomery St. AAU resource library. This lack of convenient access to printed media considerably limits student access to traditional forms of knowledge. In discussions with students, it became apparent to the visiting team that library investigations and architecture books are perceived by the students as having relatively little value to their

studies. Currently, some reference books are available in the administrative offices and faculty members are loaning resources from their own collections to the students.

Program Response:

Significant actions have been taken to address the concerns regarding a lack of onsite reference materials, difficulties for students having access to the Library, and instructors having to loan out their own books and reference materials. A new branch of the Library has been set up at the main Architecture building at 601 Brannan. This branch of the Library now houses all of the textbooks and course reserve books related to all of the Architecture classes. The Directors and faculty are now able to request books to be added to this reference library, and the number of books available to the students, faculty, and staff continues to increase each semester. While the periodicals and the more expensive "reference only" books remain at the main Library at 180 New Montgomery, the faculty and students are able to request general circulation library books from the main Library online, and the books are delivered to the Brannan Branch for pick up. There is also a book return box at Brannan, allowing students and faculty to check out and return library books without ever having to visit the main Library. The school has also invested in Millennium software and scanner, and training for the staff at Brannan to be able to check books in and out using the same system that is connected to the main Library. The Brannan branch is usually open Monday through Friday from 9am - 4pm. In summary, the concerns regarding onsite reference material as noted by the NAAB visiting team in Spring 2013 have been resolved by the creation and addition of the Architecture Brannan branch of the AAU Library.

Student Performance Criteria Coverage

2013 Visiting Team Comments: Currently 9 SPCs are noted as being covered in only one course. The concern is that, where a number of other SPCs are also covered in that one course (eg ARH 608 having 7; ARH 606 having 5; ARH 614 having 9 and ARH 800 having 6), it is extremely difficult to ensure that a student having a low pass in that course will have achieved the prescribed level of performance in that single-coverage criterion. This is of particular concern in ARH 614, Architectural Professional Practices, where five of the nine SPCs covered have single coverage.

Program Response:

Since the last visit, we reorganized the Student Performance Criteria Coverage multiple times and updated this to the new Conditions for Accreditation (2014 and now 2020). As for ARH 614 – 'Professional Practice', the class now contains the five SPCs of the D realm (2014 conditions) which we felt was appropriate. D2 (2014) has also been integrated into ARH 606 – 'Construction Documents', which reduced the single coverage to only 4 SPCs. Professional Practice is still a class that reflects the 2020 conditions that are not found in any other class, as they are unique to the Professional Practice realm of the curriculum.

• Storage/Archiving 2013 Visiting Team Comments: The archiving for instructional and accreditation purposes of student work such as project and process models is hampered by the lack of a dedicated storage space.

Program Response:

Several actions have been taken since the 2013 NAAB visit to address the concerns of storage and archiving of student work for instructional and accreditation purposes, such as storage of project and process models, being hampered by the lack of a dedicated storage space. These actions include:

1) The addition of a large storage facility at the Cannery Location: 1195 sq. ft. storage area for models and plans (UV protection)

2) Limiting the selection of physical work needing to be stored: Another action taken was to work with the Directors and faculty regarding identifying which student work needed to be saved for future NAAB visits, Spring Shows and other events, and for the studio galleries. Previously, a lot of work that would never be used or shown was being kept and stored. Now, at the end of each semester, the Directors and faculty review all of the student work and identify what needs to be saved and stored. This includes physical models, original drawings, as well as process and massing models. All work that has been stored and is no longer needed is returned to the students, making room within the existing storage spaces for new model storage.

3) Moving to Digital Archiving: A full-time archivist was hired and one of the job functions has been to move to digital archiving as much as is possible. Previously, the storage of these folders and DVDs from each semester took up a lot of storage space. We have moved to digital archiving, where the students upload the files of their work for each class into our LMS system where it is stored and can be retrieved for future exhibits and shows. Also, in implementing this new digital storage system, work from previous semesters has been downloaded from the DVD's to an archive server, so that the storage of those folders and prints will be no longer be needed.

The current storage rooms consist of:

Room 113A at 601 Brannan: This room is about 150 sq. ft. The department may still need the room for photography equipment or other equipment storage, but it will not be needed for archive storage. Room 122B at 601 Brannan: This room is about 270 sq. ft. and currently is the primary onsite storage for Graduate and Undergraduate Thesis work, as well as current B.Arch. folders and DVDs. As the B.Arch. program moved to digital storage in 2015, digitizing this work to the Archive server has been completed. This created more storage space for thesis work and other archived projects. Cannery Storage: The Cannery Storage area consists of about 1195 sq. ft. and is the primary storage location for physical models being kept for documentation. We will continue to utilize this storage area.

In addition to these three main storage rooms, we also have:

Gallery Storage at 601 Brannan: We have 33 portable racks of gallery storage (equals about 660 sq.ft.). This is used for studio-specific galleries, mostly models, which the faculty use for instructional purposes. There are also dedicated racks and tables for the display of exceptional work and ongoing exhibits of student work.

Gallery Storage at 466 Townsend: We have eight portable racks of gallery storage (equals about 160 sq. ft.). This is used for studio-specific galleries that the faculty use for instructional purposes.

In summary, the combination of work selection, rotating gallery models, and moving to digital archiving has minimized the amount of space needed for physical models, and the addition of the large Cannery storage location has resolved any storage concerns expressed by the NAAB team at the last visit. Furthermore, the upcoming 2022 NAAB visit is a virtual one and a new archive template that is tied to each single course module (week) and assignment enables the documentation of models by the students.

Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

This section is limited to 5 pages, total.

Program Response:

National Architectural Accrediting Board Architecture Program Report

We adapted twice to changing NAAB conditions in the last eight years since the last NAAB visit, first, to changes from the 2009 conditions that were in effect during our last NAAB visit in 2013 and then to the 2014 conditions that came in effect during our 2015 M.Arch Interim Program Report. We were already in the midst of our preparations for the 2021 NAAB visit under the 2014 conditions when the new 2020 conditions were announced in Fall of 2019. We welcomed the changes and the overall vision that came with the new 2020 Conditions. The following is a holistic description of all changes we made to the program in the last eight years and in adjusting to the changing conditions:

Through our own self-assessment and the comments received by the NAAB team after the 2013 visit, the leadership of the school felt that there was a need to address multiple aspects of the program in order to raise quality and competitiveness in areas of and also beyond accreditation requirements. Subsequently, changes were made to particular aspects of the curriculum and personnel changes were also made, involving both part and full-time faculty members.

Personnel Changes:

After the last NAAB visit, the school conducted an international faculty search for a new Graduate Director to replace the interim director who was in place at the time of the NAAB visit. The school hired German architect Mark Mueckenheim who was chair at the department for principles of architectural design at the architecture faculty of the Technical University Munich (TUM) in Germany before joining AAU.

Assistant Graduate Director and history theory coordinator Anne-Catrin Schultz, left the school in 2013, and her History Theory Coordinator position was filled as a part-time position again in Spring 2018 with faculty member Dora Epstein Jones who left us in Summer 2019. Due to reorganizations during the pandemic in 2020, Undergraduate History Theory Coordinator Braden Engle PhD also assumed that role for the graduate department. The Assistant Graduate Director position was filled in the interim by Full-Time faculty member and Midpoint Coordinator Nicole Lambrou in the Summer of 2015 when Lim Yim Jew became the Assistant Graduate Director. Due to necessary restructuring in the 2020 pandemic, the role of the Assistant Graduate Director as well as the Midpoint Coordinator had to be terminated in January 2021, the duties of the roles are currently covered by the Graduate Director.

Graduate Thesis Coordinator Richard Smith retired in Summer 2015. His duties were temporarily covered by the Graduate Director Mark Mueckenheim. Starting in Spring 2016, part-time Thesis Coordinator Maria Paz de Moura Castro filled the role for multiple years until Fall of 2018. The Graduate Director currently covers this responsibility.

Graduate Studio Coordinator Monica Tiulescu left the Academy in 2014. This position was retired as the duties of this position were integrated into the job of the Graduate Director Mark Mueckenheim and shared with the Assistant Graduate Director Nicole Lambrou and later Lim Yim Jew. Since January 2021, the responsibility is now solely with the Graduate Director due to necessary restructuring during the 2020 pandemic.

Graduate Emerging Technologies Coordinator Ben Rice left the position in 2014. Architect Peter Suen was hired to fill this position and left the position voluntarily in 2019. The role was unfilled for a few semesters and during the necessary restructuring during the 2020 pandemic it was assumed by Undergraduate Emerging Technologies Coordinator Doron Serban who is now responsible for both Graduate and Undergraduate Emerging Technologies.

The part-time Graduate Systems and Technology Coordinator role was filled by Benjamin Corotis who replaced Francisco Castillio in 2014. In 2018, the duties of the role were integrated into the role of the full-time Architecture Program Advisor David Gill, when Ben

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Corotis left his position voluntarily. The full-time Architecture Program Advisor was terminated through necessary restructuring during the 2020 pandemic. Former Online Director Eric Lum was promoted to Executive Director in the Fall of 2020 and has assumed some of David Gill's responsibilities. Chair Emeritus Alberto Bertoli serves as the NCARB Licensing Advisor.

There were numerous new part-time faculty hires within the first few years after the last NAAB visit, which has led to an increase in the quality of the program. Many of these faculty members are now the core faculty of the Graduate School and are helping to establish continuity and a consistency in overall quality. Subsequent hiring of part-time faculty has slowed down due to regular fluctuations in faculty personnel since this initial shift. Many fluctuations were also buffered by a smaller student population due to declining enrollment.

The School of Architecture Administrator and the Administrative Assistant roles were filled by multiple people over the last eight years since the last NAAB visit. In 2018, the Administrator role was upgraded to Department Manager with a pay increase. During the pandemic and with the retirement of onsite operations, the duties and scope of our administrative team changed considerably. The role of Department Manager was terminated. Administrative assistant Iryna Moskalenko has been fulfilling our administrative needs during the pandemic. When she departed AAU in August, the University reinstated the role of the Department Manager and we are currently searching for a candidate, while we have temporary administrative support provided by the University.

Changes in educational approach or philosophy:

The mission of Academy of Art University, to prepare students of creative fields for careers in the profession, is also engrained in the DNA of the architecture program at the Academy. While this can be seen as a more practical approach, we understand it in a holistic manner that prepares students, not only with regard to architectural design, but also in providing them with the technical comprehension needed to make more informed design decisions and to execute their design projects. We believe this delivers the professional preparation that our students need.

The program learning outcomes of the School were very closely aligned with the previous NAAB accreditation requirements, in particular the SPCs. The course designation remained roughly the same but was reinterpreted towards a more fundamental understanding of architectural quality. All courses were updated to reflect the change.

The curriculum matrix and order of classes was altered to better address deficiencies and increase the quality of student work. A few classes were retired or consolidated to make room for new classes that were added over the last eight years to enhance and focus student outcomes. While the overall number of units remained the same, the changes resulted in a more aligned curriculum, in which the course learning outcomes build upon each other in a more cohesive way in order to achieve a more integrated curriculum arc. The matrix changes included the addition of new courses addressing both the NAAB concerns, as well as areas where we felt that the students were lacking core skills.

Since the last NAAB visit, the School has focused on exceptional architectural design quality and student comprehension of all aspects that influence architecture. The School of Architecture adopted the approach of the University with a clear shift away from formal experimentation to qualitative and informed decision making. Another focus that developed over the last few years is the advocacy of issues pertaining to equity, environmental, and societal issues. In the M.Arch program, this is most evident in our thesis projects for which students approach these issues and use architecture as an agent for change. Together with the efforts of the undergraduate program, we are trying to reflect this in the School's marketing slogan "Build a Better World" which we adopted in the Summer of 2020.

New and Retired Classes

New Classes in Track 2 are:

• ARH 640 Architectural History covering "Ancient Egypt to Art Nouveau" replaced ARH 621 and ARH 631 and merged the course content into one course. This change made room for ARH 652 Architectural Tectonics in Track 2, and another new class in Track 1 (ARH 642 Architectural Theory) now complements the history theory section of the curriculum.

• ARH 652 Architectural Tectonics, is designed to increase tectonic and technical understanding in order to better prepare Track II students for their progression into the short track (Track I). This class is available as an elective to Track I students.

• Many existing Track 2 classes were updated to incorporate some of the more essential content of retired classes.

Retired Track 2 classes are:

• ARH 621 and ARH 631 (see reasoning above).

• ARH 656 This Track II Studio was retired, and the new matrix makes room for electives. To address the gap created by ARH 656's retirement, the two remaining required studios of Track II ARH 650 and ARH 653 were revised and their course learning outcomes were newly aligned to better prepare students for Track I. This process concluded with the online rebuild of ARH 650 and ARH 653 in 2015.

Retired Track 1 and 2 classes (electives) are:

• ARH 657 a drawing elective was retired because most of its content was outdated, and we rebuild ARH 651 in 2014 which is now covering some of the more important content of this class.

• ARH 635, Contemporary Urban Theory an outdated theory elective was retired as a new core class ARH 642 is now providing a deeper and more holistic view into theory impacting architecture and urban planning.

New Classes in Track I are:

• ARH 642 Architectural Theory. This class introduces components into the curriculum that were missing architectural theory, contemporary practice and current architectural discourse. The class also covers vernacular and non-western / global cultures.

• ARH 659 Digitally Generated Fabrication. This class introduces a component into the curriculum that was missing methods of advanced architectural fabrication in relation to architectural design and construction processes.

• ARH 690 Thesis Preparation. This class links the first semester of thesis with the midpoint workshop, and formalizes the preparation for thesis, which was previously conducted through independent study. The reorganized course ensures students are better prepared and able to manage the requirements for thesis, which is a demanding, and integrated architectural design project.

• ARH 903 Study Abroad. The course focuses on contemporary built works of architecture. This is a seven-week Summer Semester course consisting of five weeks of intensive research and two weeks of travel. The class ran in the summers of 2015 to 2017, and the department hopes to offer it again in the future. For Summer 2022, we added a Study Abroad Class that will bring together several University departments in Florence, Italy for seven weeks.

• ARH 613 Sustainable Design. This class was added to address the challenges posed by global climate change and the necessary shift towards a carbon neutral construction industry which was addressed throughout the curriculum but not in a dedicated and focused course.

• Remaining units that became available through our reevaluation process were used to make room for elective courses. We view these electives as "major by advisement" to address individual deficiencies or allow for a certain specialization or special interest a student might have.

Major course updates have slowed down since 2018 due to the planned migration to a new Learning Management Platform, Brightspace by D2L. However, the upcoming NAAB visit and its changed criteria allowed the department to make a case for necessary updates to the curriculum.

In 2020, due to institution-wide low enrollment, consolidations of graduate and undergraduate courses were activated. After consulting with the NASAD handbook and investigating common industry practices for master's degree programs, it was determined that it was both advisable and advantageous to redesign a selection of graduate courses that could support both graduate and undergraduate students to mutually benefit the students and to leverage and broaden skillsets in an otherwise focused graduate experience. Since 2020, four graduate and undergraduate courses were combined to result in 2 graduate/undergraduate courses.

In 2020, ARH 605 Design Technology: Environmental Controls was combined with Undergraduate Course ARH 440 Design Technology Environmental Controls. The success of ARH 440 and the high technical rigor that was achieved in the undergraduate program led us to institute this change to achieve a similar depth in the graduate program.

In 2021, a new course was activated: **ARH 699 Special Topics: Fisherman's Wharf Project.** Students work collaboratively to research and propose a new vision for the Fisherman's Wharf neighborhood. Students work with a team that includes the not-for-profit corporation that represents the district, the retail community, and other stakeholders, to redevelop a fresh urban vision for this area. In addition, **ARH 699 Special Topics: Fisherman's Wharf Project** was combined with ARH 499 Topic ID #2 Fisherman's Wharf Project.

With the introduction of the 2020 NAAB conditions, we updated the new NAAB Matrix and revised all Course Learning Outcomes (CLOs) of all graduate courses in frequent faculty meetings and faculty DAT workgroups over the course of 2020. The new CLOs reflect the new NAAB Matrix and the new NAAB PCs and SCs. This is still an ongoing project and process that will continue for a number of semesters and after the 2022 NAAB visit.

With the introduction of the 2020 NAAB conditions, we adjusted and expanded our selfassessment process. We instituted a new Student Rubric form that assesses student learning outcomes, per student per course, and this rubric is filled out by teaching faculty at the end of fall semester every two years. We also added a fine-grained course rubric which assesses the course learning outcomes of each course, to be filled out by teaching faculty at the end of the spring semester every year. Both rubrics follow the Course Learning Outcomes and associated NAAB PCs and SCs. This is still an ongoing project and process that will continue for a number of semesters and beyond the 2022 NAAB visit.

We also started an evaluation process of our Program Learning Outcomes, which we intend to update after the 2022 NAAB visit upon receiving input from the visiting team.

The pandemic brought changes to the School of Architecture many of which contributed to improvements to the online delivery of the curriculum. We are sure that we will be facing a changed reality when we eventually return to onsite operations and that we will implement some of the lessons we have learned during this extraordinary time.

NARRATIVE TEMPLATE

1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.

Program must specify their delivery format (virtual/on-campus).

Program Response:

Academy of Art University (the Academy, AAU) is an <u>art and design institution</u> located in San Francisco, California, offering associate, bachelor's and master's degrees in 22 different areas of study. AAU serves approximately 9,600 students (fall 2020), who have the choice of studying onsite, online or moving between the two as they pursue their degrees.

The Academy has been accredited by WSCUC since May 2007. The Academy is also accredited by the National Association of Schools of Art and Design (NASAD) since 1985, (through 2023), with programmatic accreditations through NAAB for the Bachelor of Architecture and Master of Architecture degrees, and through the Council on Interior Design Accreditation (CIDA) for the BFA and MFA degrees in Interior Architecture and Design. The Academy operates as a for-profit, proprietary institution dedicated to academic excellence in the fields of design, communication, and the arts.

History

In 1929, fine art painter Richard S. Stephens and his wife, Clara, founded the school as the Academy of Advertising Art in San Francisco. The founders' philosophy was that aspiring commercial artists, with hard work, dedication, and rigorous instruction, could learn the skills needed to become successful professionals. To make this vision a reality, the Stephens' hired established professionals to teach future professionals. Today, the Academy continues its ties with the Stephens family through President Elisa Stephens. Although the university's student body, degree programs and methods of educational delivery have evolved considerably since its inception, the core beliefs of the founders continue to be actualized. It is the Vision of the Academy to be the first choice for students seeking a world-class education in the arts and the first choice for those seeking to employ artists globally.

Mission

Academy of Art University prepares aspiring professionals in the fields of design, communications and the arts by delivering excellent undergraduate and graduate degree, certificate and portfolio development programs. To achieve its mission, Academy of Art University: maintains an inclusive admissions policy for all persons who meet basic requirements for admission and instruction; teaches a disciplined approach to the study of art and design that encourages students to develop their own styles; enlists a dedicated and capable full-time and part-time faculty of career artists, designers and scholars; operates in an urban context so that academic programs can draw upon and contribute to the cultural wealth of those communities served; provides a creative environment underpinned by personalized teaching and support services.

Institutional Learning Outcomes

University learning outcomes state the skills that all students should be able to demonstrate upon graduation, regardless of their major. These institutional-level outcomes are developed with input from Academy of Art University's academic directors, faculty, and Board of Directors.

History, Mission, Founding Principles of the Program

The Academy's Architecture Program was launched in Fall 2001 as an emphasis within the Interior Architecture and Design program. In Spring 2002, the Academy's graduate Architecture program was launched as a two-year program open to students with a four-year undergraduate degree in architecture, interior architecture, or a related field. The department subsequently designed a 63-unit M.Arch degree and was granted Candidate Status in January 2005 and achieved Initial Accreditation in July 2006. In 2007, the program expanded to include an additional 87-unit M.Arch degree track. The School of Architecture began offering its courses in an online format beginning in the Spring of 2008, with all graduate courses offered online by Spring 2012. In 2013, the Academy was granted an 8-year term of re-accreditation by NAAB for the Master of Architecture program. The next NAAB visit for the M.Arch program is scheduled for 2022.

The 5-year B. Arch degree is a 162-unit program, launched in Fall 2011 as a five-year BFA degree in Architecture. NAAB reviewed the program in Fall 2012 and subsequently granted Candidacy as of January 1, 2012. Following the 2014 NAAB Continuing Candidacy Visit, the Initial Accreditation Visit was in Fall 2015 and the program was granted Initial Accreditation on January 1, 2015. In 2018, the Academy was granted an 8-year term of re-accreditation by NAAB for the Bachelor of Architecture program. The next NAAB visit for the B. Arch program will be scheduled for 2026.

In 2015, two new MA programs, a one-year, 36 Unit, and a two-year, 60 Unit, Master of Arts in Advanced Architectural Design program were launched. The MA programs are geared towards students who want to hone their skills without necessarily acquiring a degree leading to licensure.

The program's role in and relationship to its academic context and university community, including how the program benefits—and benefits from—its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

Program Response:

Location

The Academy has been a part of the fabric of San Francisco for over 90 years. Students, faculty and staff contribute in many ways to the good of the community and the city at large. San Francisco is noted for its vibrant art culture, innovative technology growth, and sustainably-aware community. Our courses and studios can integrate both the larger questions of densification, as well as construction site visits, into the curriculum with the support of development companies, local architecture firms and construction teams. This urban laboratory offers one of the unique environments in which to study architecture and prepare for the 21st century needs of the profession.

Benefit to the Institution

The program benefits Academy of Art University in a number of ways, including general education (known at the Academy as Liberal Arts) courses. These courses and all architectural history courses are open to students across the Academy. The School of Architecture program cultivates collaborations with other departments. The program enriches community relationships through studio projects focusing on local Bay Area environments and issues. Finally, the program attracts a new cadre of visiting critics and speakers that benefit the student body, particularly our fellow environmental designers.

Benefits to the Program

The M. Arch program benefits from the University in terms of intellectual resources (existing academic departments, computer labs, existing administrative departments (admissions, financial aid, advising, career services and so on) and structural/procedural resources. In addition, the Academy offers galleries, wood shops, sculpture studios, a foundry, painting studios, lecture venues, and the transportation system (Academy buses and shuttles) across the city of San Francisco. The M. Arch program benefits from and will be assisted by institutional personnel from the Library, Academy Resource Center (educational support for students including an excellent ESL support team), Online Education, Campus Life, Business Operations, Information Technology, and the President's Office.

Online Mode of Delivery

The Academy's Online Education department provides an extensive infrastructure backend for online services, including online course builds, student and instructor course support, synchronous live video and conferencing, livestreaming, and database archiving and backup. Online students may take "onsite" classes which are taught 100% live and synchronous in ZOOM and ConceptBoard. The department intends to implement these online-onsite hybrid classes after our projected return to onsite learning in the Spring or Summer 2022.

The Academy's Library provides a wide range of online architectural resources, including books, technical code and building references, and an extensive digital image library in architecture and the visual arts. Guest lectures, demonstration videos, and onsite studio and thesis reviews are live-streamed and/or recorded and posted on the Academy's videos website, as well as to YouTube and the iTunes University site. Facebook, Twitter, and other social media networks are employed to connect onsite and online students.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

Program Response:

Architecture students participate in leadership opportunities in clubs and associations and as student representatives. Architecture faculty participate on institutional faculty committees. AIA San Francisco is located in downtown San Francisco at 130 Sutter Street, within close walking distance of Academy of Art University's hub at 79 New Montgomery. Architecture students benefit from ongoing lectures, tours and programs offered for free or at discounted rates for students, competitions and awards programs, career services including the AIA San Francisco job board, and from the Architecture and the City Festival.

Study Abroad Programs

Academy of Art University offers several opportunities for students to study abroad during the summer months, including an annual art history seminar in Europe; a Summer in Florence residency program; a summer architecture foreign travel program that ran from 2015-2017.

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Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

The Graduate School of Architecture defines itself as a program that combines contemporary design thinking with technical knowledge. Our program integrates an understanding of social and ecological issues to make our students aware of how meaningful works of architecture can be conceived and created. We are convinced that the deliberate incorporation of tectonics, structure, building materials and custom details, building technology, building systems and construction, provide the necessary foundation for truly good design.

In addition, we believe that the conception of architecture is a cultural act, and that good design not only reflects our contemporary culture and society, but it can also be an active agent in their development. We firmly believe that it is necessary to instill in students a sense for how the work we conceive as architects can interact with and have a positive influence on our society and the environment.

We believe that the next generation of architects will need to be generalists with holistic views of complex and multifaceted systems. They will need to be able to rapidly specialize, focus, and innovate, in order to solve difficult problems. We believe that well-designed architecture will be able to instill positive changes in the human condition and we encourage our students to use their conscience and sensitivity to do so. Thus, we work collaboratively with our students to "Build a Better World" with the professional ideals we are committed to instilling in them.

2-Shared Values of the Discipline and Profession

The program must report on how it responds to the following values, all of which affect the education and development of architects. The response to each value must also identify how the program will continue to address these values as part of its long-range planning. These values are foundational, not exhaustive.

Design: Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

Program Response:

The shared values of the profession are embedded in the M.Arch Strategic Plan document, which was developed from the existing plan that was consistently updated over the last few years with faculty input and then again more substantially with the release of the 2020 conditions to better reflect these criteria. The pillars of the plan, each one of the shared values, describe our interpretation of what they mean for our school's profile. Each of these pillars includes a list of foundational strategies for long-range planning.

Design

Architects add value through the work they do. The first and foremost goal for any architect is to create space for inhabitation. Good spatial design can engage the people who inhabit the spaces we conceive. Understanding this core value of architecture is at the root of every project and propels our practice, work, and profession beyond trends and styles. The way we understand design is based on very tangible parameters and practical circumstances depending on the context (societal, environmental, spatial etc.) in which an architectural work is situated. The design of any work of architecture is derived out of these clear criteria and facts. These undeniable certainties can be studied and quantified in order to guide informed and deliberate design decisions within an iterative process. Design is also a collaborative endeavor, the exchange of ideas; interpretations of the context and different points of view enriches the design. Design thinking is the core skill of architects and through it, our students, alumni and faculty are problem solvers with skills that can be applied to multiple fields and subjects. In doing so, we incorporate the latest methods, technologies, and skills to reach innovative but timeless solutions which have attributes of quality that make them relevant to our field.

Student Opportunities and Requirements:

- Active participation in the design centric curriculum.
- Participation in School required and non-required activities and events.

Curricular and Non-Curricular Activities that Address this Value:

- The studio section of the curriculum, which teaches diverse design approaches.
- Support classes that are tied vertically to studio classes and teach studio relevant skills.
- Support classes that reference design as a major architectural quality.
- The learning and teaching culture and collaborative nature of our course structure.
- The lecture series, the Design Charrette, Panel Discussions, and other events in the school.
- Our faculty of working architects and designers and their ties into the profession.

Strategies for Long-Range Planning:

• Enable our students to conduct thorough investigations and critical research to assess all possible agents and factors in the solution of a design problem.

• Introduce our students to different techniques to process information and gain tangible results as development steps in a design process.

• Develop the capacity of students to use a variety of representation and simulation techniques in order to make informed design decisions and enhance this ability throughout the curriculum.

• Promote collaboration by encouraging team-work and charrettes for certain design tasks.

• Expose students to different design methods which follow a practical process of informed design iterations from the first studios on, to build and enhance their design skills throughout the curriculum.

• Expose students to methods for integrating multiple and diverse factors, in different

environments and climates, different typologies, and from the human to the urban scale.

• Promote evaluative criteria and design thinking across the curriculum.

• Develop a student body that is informed, critical, and capable of an intelligent architectural discourse and to develop a clear stance incorporating contemporary, societal, humanistic, and environmental values into their design projects.

• Identify design quality as a core characteristic of our program.

• Hire faculty with high skills in architectural design proven through a portfolio of built and unbuilt work.

• Revive the contemporary architecture study abroad program.

• Revive the lecture series after the pandemic.

Outcome:

• Student work that is critical, contemporary and based on research employing a morphological design method.

• Students who display a respectful attitude towards a design problem by engaging in an objective design process with no pre-determent outcome.

• School activities that celebrate architectural quality.

Assessment:

- Studio, Midpoint, and Thesis reviews.
- Course evaluation through faculty and leadership.
- Student evaluations of design courses.
- Planned Board of Advisors review

Environmental Stewardship and Professional Responsibility: Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

Program Response:

According to the United Nations Environment Program, 36 percent of global energy use and 39 percent of energy-related carbon dioxide emissions annually are caused by buildings and building construction. Climate change is the biggest issue and greatest challenge of our time. Architecture and the way we educate future generations of architects are playing a key role in creating a world where every human activity is environmentally friendly. We want to instill the belief that building is also an act of destruction of the circumstances that are found at any given building site, and some of this impact scales up to a global extent. Architects have an ethical obligation to design buildings which reverse this destructive act and restore an environment that is equal or better than the original site. Climate change is already accelerating and there is no way we can continue to build in the way past generations did. It is our aim to educate individuals who are aware of the impact of their work on the natural environment but also on public health, safety, and welfare on a local and global scale. With this awareness our students and faculty explore innovative ways to mitigate climate change in the work they do.

Student Opportunities and Requirements:

- Active participation in the curriculum that is covering this value.
- Participation in School required and non-required activities and events.

Curricular and Non-Curricular Activities that Address this Value:

- Environmental stewardship is embedded in all studio courses and selected support classes.
- There is a designated sustainability core class (ARH 613) required for new students starting in 2020, it is also open as an elective for legacy students.
- Professional responsibility is fostered in almost all classes of the curriculum.
- Professional responsibility is deeply covered in our professional practice class.
- A designated panel discussion, the Ethics and Leadership Panel.
- Our faculty of working architects and designers and the representation of their values.

Strategies for Long-Range Planning:

• Promote the understanding that the act of building is also an act of destruction (of resources, land, natural environment, through building material fabrication, construction process, building operation).

• Instill an understanding of how climate change is a direct result of the use of resources and emission of CO2 in the construction process and through building operation.

• Teach best practices, strategies, and latest scientific discoveries to mitigate emissions and energy consumption in the construction and operation of buildings.

• Explore how resilient, and sustainable built environments can be achieved through low-tech (passive) and high-tech (active) strategies.

• Introduce or strengthen sustainability strategies in every course of the curriculum.

• Enable our students to explore the latest strategies to mitigate climate change and employ them effectively to innovate their designs.

• Plan school events that highlight the importance of mitigating climate change.

- Make carbon neutrality (net zero) a major goal for all studio projects by 2024.
- · Insert Technical Advisors for sustainability into all studios.
- Increase the budget and reach of the Ethics and Leadership series.
- Create an awareness about professional conduct through our alumni events.

Outcome:

• Students who display environmental stewardship and awareness through their work.

• Students who display a professional, behavior, responsibility, and action.

Assessment:

- Studio, Midpoint, and Thesis reviews.
- Policy evaluation through faculty and leadership.
- Course evaluation of ARH 613 and ARH 614 through faculty and leadership.
- Student evaluations of ARH 613 and ARH 614.
- Technical Advisor feedback.
- Planned Board of Advisors review.

Equity, Diversity, and Inclusion: Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

Program Response:

Being engaged in cultural practice and in the genesis of contemporary architecture also means being engaged in momentous and immediate societal developments. When understanding our work as architects as a critical cultural practice, it is imperative to process

ethical standards, and meet and surpass professional expectations in a proactive way to achieve meaningful and inclusive buildings for diverse users. Throughout the curriculum our students are engaged in problems where questions regarding professional integrity play a key role. In a world where facts and fiction seem to merge more and more, it is imperative to follow an evidence-based scientific approach that leads to tangible results for the communities that are impacted by our architectural interventions. We believe in the power of architecture and its ability to mediate social, political, and cultural issues. We understand the role of architects as informed and vocal citizens who play an active part in shaping our society. The architect-citizen is engaged, respectful, collaborative, empathetic, and in touch with societal issues that surround the problems we encounter in our professional work. This approach is also self-reflective towards our profession in that we recognize and identify systemic issues and the way they might shape circumstances that can be perceived as unjust. We want to promote and cultivate an environment which fosters equity and inclusion, diversity, social justice, and professional and humanistic integrity. We understand and support diversity as a core program value for our students to develop new perspectives and recognize architecture within a globalized and diversified cultural realm. Student and faculty diversity is imperative to creating an educational environment that promotes these values.

Student Opportunities and Requirements:

- Active participation in the part of the curriculum addressing professional ethics.
- Adherence to and benefit of the Learning and Teaching Culture policy.
- Participation in the Ethic and Leadership event.
- Participation in the AAU School of Architecture NOMAS group.

Curricular and Non-Curricular Activities that Address this Value:

- Non-Western examples and precedents in all courses of the curriculum.
- Professional ethics and engagement is covered in our professional practice class.
- A designated panel discussion, the Ethics and Leadership Panel.
- · Learning and Teaching Culture policy.
- The School of Architecture Social Equity and Inclusion Strategic Plan.
- Chances for encounter, collaboration and understanding.
- Thesis projects addressing this value are highly encouraged.

Strategies for Long-Range Planning:

Support and actively promote the diversity of students, the diversity of faculty, and the diversity of staff, by particularly engaging the school and community to support diversity.
Provide our students with intercultural skills and experiences that have the potential to radiate into their professional careers.

• Promote values of social responsibility from early on in all classes in the curriculum.

• Instill students with a profound sense of personal, social, and professional responsibility.

• Inspire an understanding in students that we live in a globalized, connected, and

multicultural world and that non-western cultures, ideas, and concepts have shaped and will shape architecture.

• Foster an environment in which open debate and exchange of ideas can happen in a respectful and supportive environment.

• Create an understanding that our architecture and our urban planning influences the people inhabiting the spaces and places we design.

• Identify areas of the curriculum where issues of equity and inclusion could be introduced and promoted.

• Implement the School of Architecture's Social Equity and Inclusion Strategic Plan.

Outcome:

• A respectful and inclusive environment.

• Students and faculty who display awareness of and sensitivity towards issues diversity through their conduct and actions.

• Thesis and studio projects which incorporate issues of equity, diversity, and inclusion

Assessment:

- Midpoint, and Thesis reviews.
- Policy evaluation through faculty and leadership.
- Learning and Teaching Culture evaluation through students, faculty, and leadership.
- Review of implementation progress of the Social Equity and Inclusion Strategic Plan.
- Course evaluation of ARH 614 through faculty and leadership.
- Student evaluations of ARH 614.
- Planned Board of Advisors review.

Knowledge and Innovation: Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

Program Response:

Exceptional architectural designs demonstrate quality through the materialization and construction of space. This requires an integrated approach and technical understanding that incorporates sophisticated and often bespoke solutions in the execution of build work. Design problems and technically possible solutions inform each other. The haptic, tactile, environmental, conditional, and tectonic gualities of each building have a strong poetic and practical potential for a high phenomenological quality of spatial and material experiences. This approach includes the health and wellbeing of inhabitants in conditioned space. Innovation is only possible when we understand every aspect of the problem we are trying to solve. We want to base our actions on empirical as well as academic research and drive real innovation that is not based on form but rather based on performance. In tackling real word problems, we thrive to balance a robust knowledge base with creative skills in order to produce unified and progressive design solutions with insight, sensitivity, and conviction. We believe that innovation far exceeds the technical realm. We want to instill responsibility through innovation that celebrates the cultural diversity of our students onsite and online while promoting the freedom to pursue academic interests that mobilize students to respond to current and future economic and environmental crises.

Student Opportunities and Requirements:

- Active participation in the part of the curriculum that is addressing this value.
- Participation in non-curricular events such as the Charrette or Lecture Series.

Curricular and Non-Curricular Activities that Address this Value:

- Collaborative horizontal studio ARH 620 + ARH 659
- Design studio section stressing design innovation.
- Lecture Series and Faculty Lecture Series.
- Design Charrette.

Strategies for Long-Range Planning:

• Instill our students with deep understanding of what it takes to design, and build works of architecture.

- Promote an integrated collaboration approach through the insertion of a broad team of diverse technical advisors in all studios and thesis.
- Build a technical comprehension and sense of feasibly from the first studio on by integrating a variety of technical questions into design problems throughout the curriculum.



• Reinforce the understanding of deliberate building tectonics in the generation and experience of high-quality space.

• Create a sense for the integration of technical and legislative parameters as a potential generative force, positive influence, and creative opportunity in the architectural design process.

• Identify the purposeful integration of holistic technical aspects into high quality design projects as a core characteristic for our program.

• Increase the integration between support and specialty courses throughout the program (horizontally) and especially in regard to the design studios (vertically).

• Increase innovative potential by introducing students to the latest technical possibilities and allow them to utilize these methods to influence their designs.

Outcome:

- Students with innovative research-based design thinking skills.
- Students and faculty who are engaged in bringing the profession forward.
- Thesis and studio projects which incorporate innovative aspects.

Assessment:

- Midpoint, and Thesis reviews.
- Course evaluation through faculty and leadership.
- Student evaluations of relevant courses regarding this value.
- Planned Board of Advisors review.

Leadership, Collaboration, and Community Engagement: Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

Program Response:

Architects have a particular professional angle in solving complex problems over multiple systems and diverse stages. Through close collaboration with other disciplines, architects are mediators between complex and diverse circumstances surrounding the realization of structures and the composition of the built and urban environment. In this process, architects are integrators and problem solvers who apply their design thinking skills to determine and conceive built cultural works. This generalist approach has always been the hallmark of architects. We believe that this quality is not only still valid, but even more relevant to the future we face. We want our students to be aware of the work they do and where this work positions itself in current and contemporary discourse. In impacting social, political, environmental, and cultural issues, the stance we take as professionals has a profound influence on society engaging with the built environment we create. We want to instill an understanding among our students about developing a stance that will help them to position themselves into a discourse through their work and through their thinking. We want to educate students who are not following trends and styles, but who can critically assess the circumstances they are in and theoretically abstract a solution to these circumstances. It is imperative that we not only innovate architecture on a technical level but also with cognitive understanding and empathy. In this sense, we want to educate students who are participating in developing our society further to "build a better world".

Student Opportunities and Requirements:

- Active participation in the part of the curriculum that is addressing this value.
- Participation in the Design-Build elective.
- Engagement in the AIAS and/or NOMAS groups.
- Participation in the professional preparedness workshop.
- Leadership is covered in our professional practice class.

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- A designated panel discussion, the Ethics and Leadership Panel.
- Learning and Teaching Culture policy.
- Participation in Town-Hall Meetings.

Curricular and Non-Curricular Activities that Address this Value:

- Ethics and Leadership panel discussion.
- Lecture Series and Faculty Lecture Series.
- Design Charrette.

Strategies for Long-Range Planning:

• Expose students to different design processes so they learn multiple ways of approaching a design problem.

- Encourage students to enroll and participate in professional societies and organizations.
- Enable students to collaborate with different disciplines throughout the curriculum.
- Introduce students to different schools of thought and to different cultures.
- Educate students about the historical origins of architecture.
- Enable students to innovate their thinking on the foundations we have taught them.
- · Cultivate student leadership and collaboration outside of the studio

Outcome:

- Students and faculty who display professional leadership qualities.
- Thesis and studio projects which incorporate issues of societal relevance.

Assessment:

- Midpoint, and Thesis reviews.
- Policy evaluation through faculty and leadership.
- Learning and Teaching Culture evaluation through students, faculty, and leadership.
- Review of implementation progress of the Social Equity and Inclusion Strategic Plan.
- Course evaluation of ARH 614 and other relevant courses through faculty and leadership.
- Student evaluations of ARH 614 and other relevant courses.
- Planned Board of Advisors review.

Lifelong Learning: Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

Program Response:

In a globalized world where innovation and cultural development are accelerated and ever changing, fixed and simple answers become uncertain. In order to equip students with the tools to navigate future developments, we believe that a procedural and method-based approach is important. We aim to cultivate a trans-disciplinary curriculum that encourages students to navigate their own processes of inquiry. We are developing our student's skills in critical thinking, curious experimentation, and innovative practices born of manual crafts and digital techniques. Our method-based Design Studios encourage this form of investigation that celebrates open-ended and surprising outcomes over preconceived styles or notions. The school has an undogmatic but pragmatic approach. While the school is grounded in a practical, no-nonsense, and real-world attitude, we believe in clear scientific methods to come to these evidence-based conclusions. The student's journey through our curriculum is not seen as a process with an end, but rather the beginning of a lifelong journey. We aim to equip our students with tools to tackle and answer a multitude of problems throughout their professional careers, which might span decades, and problems we cannot yet foresee. Lifelong learning means also critical self-reflection of one's abilities and methods. The school

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fosters a very open, safe, and supportive environment where this kind of uncertainty is nurtured.

Student Opportunities and Requirements:

- Active participation in our curriculum that fosters these values throughout.
- Participation in the Design-Build elective.
- Engagement in the AIAS and/or NOMAS groups.
- Participation in the professional preparedness workshop.
- A designated panel discussion, the Ethics and Leadership Panel.
- · Lecture Series and Faculty Lecture Series.
- Learning and Teaching Culture policy.
- Participation in Town-Hall Meetings.

Curricular and Non-Curricular Activities that Address this Value:

- All studio course of the curriculum and selected support classes.
- Research and evidence-based courses.
- Ethics and Leadership panel discussion.
- Lecture Series and Faculty Lecture Series.
- Design Charrette.
- Alumni events.

Strategies for Long-Range Planning:

• Develop a curriculum that teaches a variety of different methods rather than solutions to find individualized answers to different sets of problems.

• Empower students to evaluate complex circumstances and derive critical outcomes based

- on their understanding of these circumstances and the critical reflection of their evaluation.
- Emphasize the power of articulating one's continuity of thinking from abstract and theoretical thought to articulating innovative, but tangible design ideas.

• Develop students' ability to synthesize critical thought and come to conclusions that are founded on evidence and research and that are based on their own criteria.

• Develop students' ability to self-critique based on evaluative criteria learned in History + Theory and Society + Profession curricula.

• Use appropriate methodologies from related arts and sciences that encourage curiosity and

a questioning mentality while challenging the norm in both studio and non-studio projects.

Outcome:

• Students and faculty who display an openness for ideas and a flexibility in thinking.

- Thesis and studio projects which incorporate emerging social issues.
- Thesis projects which find emerging fields to explore throigh targeted research.

Assessment:

- Midpoint, and Thesis reviews.
- Policy evaluation through faculty and leadership.
- Learning and Teaching Culture evaluation through students, faculty, and leadership.
- Review of implementation progress of the Social Equity and Inclusion Strategic Plan.
- Course evaluation of ARH 614 and other relevant courses through faculty and leadership.
- Student evaluations of ARH 614 and other relevant courses.
- Planned Board of Advisors review.

3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

PC.1 Career Paths—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

Program Response:

Our program goals and pedagogical priority place an emphasis on preparing our students for the professional realm. The same priority influences faculty hiring, curriculum, and evaluative criteria for student success. Though our program is young, we are proud of our alumni who are thriving in notable national and international architecture firms such as BIG, Henning Larsen, Huang Iboshi Architecture, Pentagram, Smithgroup JJR, Mithun, Foster + Partners, Gensler, OMA, and SOM among many others. We are appreciative of the positive feedback received from firms that have hired our alumni.

We continue to be guided by the belief that career decisions must be founded on a selfawareness of each student's own values and priorities for a meaningful and rewarding career as an architect. Our diverse student body benefits from the multi-pronged approach to broaden available career opportunities, as well as from the relatively small size of the department. The small number of cohorts in each graduating class allows for individualized attention and guidance of our students, by identifying firms and mentors with values aligned with their own. Our students have a wide range of learning styles, aptitudes, and motivations. To best support the transition of our diverse student body successfully to the professional realm, our strategies are guided by a priority for inclusivity. The Ethics and Leadership Symposium and Professional Preparedness Workshops are two extra-curricular examples of our inclusive approaches.

Information Material

Our marketing materials, the school's prospectus, as well as our website, contain short texts about potential careers for prospective students who are considering a career as an architect.

https://www.academyart.edu/academics/architecture/careers/

https://www.dropbox.com/s/w5u6hv1efrflflv/AAU%20School%20of%20Architecture%20Prosp ectus.pdf?dl=0 (see Page 72)

Introduction to the School and Profession

The Meet your Department Director event for new and incoming students at the beginning of each semester includes a thorough presentation of the school's resources and services and allows students to directly interact with the leadership team of the school. During personal introductions at the beginning, the directors speak about their humble beginnings and students are asked to express their career aspirations and what brought them to architecture. In the Q&A, during the second half of the two-hour event, students often ask questions about potential career paths and licensure. The questions are often answered right away or

instigate private follow-up meetings in cases when the answers are more personal and require more time.

Advising

Advising is provided by the department and by Student Services. (Please see more about this at 5.4.4 in this report). Architecture students also have access to a tailored professional practices course, a professional preparedness workshop, career and industry support and professional and internship advice from the Licensing Advisors and AIAS Liaisons, Alberto Bertoli (Grad.) and Sameena Sitabkhan (Undergrad).

Professional Preparedness Workshop This is offered every spring semester and is open to all graduate students who are ready to apply for summer internships or for full-time employment. The workshops are comprised of lectures, in-class activities, and sharing of peer experiences among students, culminating in mock interviews in the offices of faculty practitioners. Student performance at the mock interviews is documented and shared with the students afterwards so that their professional identity and presentation is consistent with their values, beliefs, and aspirations. The workshops support students in identifying and crafting their unique professional identities based on their personal values.

The most recent workshop included an Alumni Presentation Event. Alumni were invited as guests to share their experiences and insights gained during their transitions to the professional realm with students. Topics included the job search and salary negotiation processes, best practices for conducting job interviews, and adjusting to the professional environment. Student feedback indicated how beneficial this event was to help them prepare for the transition.

• ARH 614 Professional Practice gives an in-depth overview and understanding of the profession and the specific duties of architects that prepares out students with a deep understanding of all aspects of the profession. The course also elaborates on professional licensure and the specific process in the US and how to develop a career as an architect as well as alternative careers for architects. The course also covers AIA membership, as well as writing an effective cover letter, resume, and portfolio.

Spring Show

The university hosts a selective university-wide event each year to provide students with the opportunity to present their work to professionals in their respective disciplines. The event is referred to as the Spring Show and exhibits the best student work from all departments. The architecture department invites students to participate in the opening day event to present their work to invited architects who are based in San Francisco and beyond. Among the local firms and the many nationwide professional contacts, past invitees were architects from offices like David Adjaye Associates, SOM, David Chipperfield, Bjarke Ingels Group, and Gensler. The students are provided support to prepare their resume and portfolio for the daylong event through the Professional Preparedness Workshops. They are also coached on expectations for professional conduct when interacting with and presenting their work to the invited guests.

During the pandemic, this event was replaced by an elaborate website which included student as well as thesis project profiles. We felt that this format was very different, but equally successful in getting our students the first job.

Professional Network of the Architecture School's Faculty and Alumni

Being such a small school, the entry into a career as architects is often endorsed or actively supported through the professional network of our faculty members. These job opportunities are arising out of connections our students have built with full-time and part-time faculty who

are mostly active practitioners with their own professional network. Over the last few years, with a rising number of graduates, a =network of our alumni has developed, some local and others located nationally and internationally. This group maintains close ties to the School, so that we often get request from offices to send along more graduates. As a young program, we are very proud of this testament to the quality our programsweb.

School of Architecture Blog and Email Blasts

In 2017, the School of Architecture launched a new School of Architecture Blog, which was envisioned and planned as an interactive resource for our community of faculty, students, and beyond. The Blog features a filter function that allows for visitors to filter the broad content for "Professional Preparedness Workshops"; "Careers/Jobs/Internships"; "Competitions"; "Scholarships" as well as general "Resources" the Blog has become a fantastic instrument for the School to reach students and Faculty as well as to collect and organize information. The Department Manager sends out an email which highlights major blog posts. Email blasts are also sent out for career opportunities on a regular basis.

NCARB AXP Licensing Advisor

Within the architecture department, Chair Emeritus Alberto Bertoli AIA, functions as our AIAS Liaison, IPAL coordinator who is our NCARB AXP Licensing Advisor. In this capacity he also serves as the faculty advisor to the Academy chapter of AIAS. He works with the Architecture department directors and the Undergraduate IPAL and Community Outreach Coordinator Sameena Sitabkhan to organize presentations by NCARB and CAB (California Architects Board) representatives as well as support AIAS students to host Portfolio Review sessions and firm tours. Sameena Sitabkhan attended the Licensing Advisors Conference in July 2017 and August 2019, the conference was cancelled in 2020 and budget constrains did not allow us to participate in 2021 but both our advisors are budgeted to attend the 2022 conference.

• In April of 2020 the School of Architecture hosted an online information event for navigating the AXP during the coronavirus outbreak

• At least once each year the Licensing Advisors prepare a presentation on becoming a licensed architect.

Student Engagement

• The 2015 AIAS Forum took place in San Francisco and Academy AIAS students were instrumental in the planning for the event. The Academy AIAS co-president Samantha Buckely was one of the site coordinators and other students played host to many of the conference events.

• In Spring 2017 several Academy students from the AIAS chapter attended the West Quad conference in Portland, Oregon during Spring break.

• In July 2017, two members attended the Grassroots Conference in Washington DC.

• The AIAS hosts a two-part Portfolio Development series. Part 1 is a presentation by Mary Scott, Executive Director Emeritus of Graphic Design, on graphic design and general rules of thumb to apply when creating a portfolio, followed by Q&A and passing samples. Part 2 consists of a panel discussion with ten professional graphic designers, followed by one-on-one portfolio feedback. This event was run in coordination with an alumni evening where alumni discussed their experiences in the job search.

• Each year (since 2016) the School of Architecture hosts the Alumni Panel as part of the Professional Preparedness Workshops. Recent graduate and undergraduate alumni (graduated in the past 2 years) prepare a short presentation introducing their firm, their day-to-day, and their transition from academia to the profession. From their stories, students get a sense of what it is like to work at an architecture firm.

• The AIAS coordinates with BAYA (Bay Area Young Architects) to attend their monthly tours, has attended public events such as Gensler's Gallery night multiple times, and planned their own private firm tours.

• In Summer 2020, two graduate alumni and students organized a panel of six leaders in the Bay Area architecture community and will be sharing their advice with students transitioning into the profession.

• In August 2020, graduate alumni, Yiyue Chen from GouldEvans assembled an OPT / H1B Visa – International Student Workshop. This featured recent AAU graduates and young professionals who have transitioned as international students.

• In January 2021, our NOMAS student group NOMAS-AAU organized a 2-day lecture with SCB Solomon Cordwell Buenz, an architecture firm located in San Francisco, Chicago, and Seattle. The first day of the lecture was an overview of SCB projects and a keynote from Peter Noone, Principal Architect. The second day was a closer look at SCB's pro-bono efforts about the professional experience of minority architects.

University-Level Efforts

Alumni data are used to measure student success in the context of achieving professional, educational, and personal goals. Data points that are typically used to measure achievement of these goals include employment rates, satisfaction, and willingness to recommend AAU. Outreach to all graduates to gather post-graduate employment information at cap and gown distribution before commencement, where staff gather cards filled out by graduates with current employment information. For about 12 months after graduation, AAU collects as much employment information on graduates as possible. Sources include online research, emails, phone calls and surveys.

For years, AAU has tracked qualitative information. Data are recorded for each academic department and a list of top companies who hired graduates from a specific major in a given year is posted online. These lists entitled <u>"Where Are They Now?"</u> are provided at the bottom of the page "See Who's Hiring Recent Academy Graduates" with links to lists for the past nine years. These "Where Are They Now?" lists are powerful qualitative tools. They effectively illustrate where graduates have been able to achieve employment after earning a degree at the Academy. These lists are also helpful for current students who may be looking for an internship and need ideas for companies that hire in their field. They are also helpful for prospective students who might be deciding between several different programs. Seeing companies that hire AAU students is very inspiring.

Between 2007 and 2016, AAU was not required to provide placement reporting by WSCUC, state approval agency or the DOE until being approved by the Bureau for Private Postsecondary Education (BPPE) in 2016. At that time, AAU changed student enrollment agreements in compliance with new BPPE regulations. All new enrollment agreements are signed by students when enrolling in a new program and indicate an expected completion term. BPPE regulations require all graduates to be reported on for placement and wage reporting in the year of their expected completion term. The first year this applied to AAU was for 2018 reporting year which was due in December 2019. Each year, AAU will submit an annual report to the BPPE and post all placement and wage reporting data on the AAU website. Each new student signs a school performance fact sheet that includes this data for their program of study. This data will be updated annually. Due to the length of the majority of AAU programs, data to report employment rates for most programs is not available at this time. This will change as more students complete their programs in the next couple of years. AAU's goal is to utilize this data internally by sharing it with academic and administrative leadership to improve programs and services to students and recent graduates. While the BPPE placement rate process is new, AAU will comply with all regulations and plans to use the data as a benchmark for continued improvement and growth.

The focus of the Academy's alumni association is to connect, empower and promote alumni success and community. It provides Academy graduates with access to free job resources and career services, including interview practice sessions, resume and portfolio reviews, and

opportunities to connect with industry partners in the fields of design, communication, and the arts. The alumni association also provides access to <u>speaker seminars</u>, <u>online</u> <u>workshops</u> and connection to the alumni network which goes back decades. The alumni association maintains the Academy alumni community online through various social media platforms, including <u>LinkedIn</u>, <u>Facebook</u>, <u>Twitter</u>, <u>YouTube</u> and <u>AAUHOO</u>, and celebrates alumni accomplishments on <u>the alumni webpage</u>. Alumni can access the <u>career services</u> <u>online chat series</u>, and after graduation they can submit their portfolios to be featured on the alumni webpage.

Assessment of Career Path Information

• The University's department of Alumni Affairs tracks alumni, their activities, and how they integrate into the profession after leaving our institution. Directors are prompted frequently to personally follow up with alumni who the department was not able to track. Lists of alumni and their current employers are shared with the leadership of the school. Through this process, we have a good idea about our alumni success rate and job placement. Since the last NAAB visit, we observed that more of our students found employment in a relatively short timeframe.

All directors and several faculty members maintain an active AIA membership. Most members of the faculty are also practicing architects with a high percentage having their own firms, thus being exposed to the latest standards and developments of the profession.
The professional preparedness workshop is run by Assistant Undergraduate Director Karen Seong and complemented by changing faculty members of the graduate department; the

planning of each workshop involves a thorough examination of its relevance once per year.
The attendance of the Licensing Advisors Conference by our NCARB AXP Licensing Advisor is a fixed budget item for the school of architecture.

• We monitor the statistics about ARE exams published by NCARB. As we are not satisfied with the current results, we have started to discuss potential measures to tie the technical content in our classes closer to the actual exam content.

• It is our plan to invite an Advisory Board of distinguished professionals once per academic year and present a selection of student work as well as institutional data to the board of advisors. The board is deliberately composed of academics and working architects to make sure that we have a strong relation to the demands of the profession. We are currently forming this board (please see further below in this report).

• All information that we share is frequently reviewed once per academic year (usually in August) and updated.

PC.2 Design—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

Program Response:

Through our location in the Bay Area, one of the main cultural hubs on the West Coast, we were able to attract a diverse group of distinguished practicing architects and academics to our local faculty roster. The online program also allows us to recruit faculty worldwide. This has given our program a unique position that we are able to capitalize on. This is especially true for our studio faculty.

Our curriculum is design studio centric, which is also expressed in the curriculum matrix that places the design studio sequence deliberately at the top, as the main classes in the curriculum. The fact that all advanced design studios in Track 1 are 6-unit classes (instead of the regular 3 units for other classes) also underlines this importance. The class schedule and time requirement are another evidence of this focus. Onsite, all of the design studio classes meet twice a week (Tue/Thu) for six hours (12-6:30pm) further strengthening the importance of the studio compared to our three hour per week support classes. This minimum time

commitment is frequently communicated to online students, and they are encouraged to schedule weekly or bi-weekly in-person meetings with their design-studio faculty.

The curriculum arcs within Design Studio, Media & Process, Systems & Technology, History and Theory, Society and Profession, and Electives are coordinated to instill in our students the idea that architects have the agency to add value by identifying problems and proposing solutions. (Please see our curriculum matrix as a visual guide).

The ability to make sound decisions, articulate decision-making processes, and defend decisions supported by research, design investigations, and methods, transcend trends in software or design styles. This approach will empower the student and build confidence that when encountering a new problem, the student, while not able to foresee a solution, will have the confidence to develop a process, through which possibilities are explored and a proposal for a solution is arrived upon. While all support classes focus on specific topics or skills, they always include smaller design problems and exercises or link to a design problem thematically. History and theory classes elaborate on meaning, cultural relevance, and concept in reference to a broader context of architectural design through historic examples and theory.

Design Studio Curriculum

The design studio curriculum in the first two semesters of Track II exposes students to a suite of diverse critical thinking tools and introduces them to architectural design. Both first-year Track II studios focus on more isolated issues over a broad spectrum. The design education is thus compartmentalized, so that the students are exposed to single design problems within a larger complex. In total, students encounter 7-8 different main design assignments throughout their first year. These assignments are further structured into deliberate steps and sub-assignments to guide the student through this initial design curriculum.

The first semester in Track II the Foundational Design Studio 1 - ARH 650 - covers basic design moves and smaller projects that are relatable to the students' backgrounds and the human scale. In the second semester of Track II, the Foundational Design Studio 2 - ARH 653 - moves from the human scale and experience to a more urban scale and to more complex design questions. Both studios allow for a certain amount of experimentation, but they also deliver a set of robust tools for students to develop tangible skills and navigate the rigor of the architectural design process.

The three advanced studios in Track I introduce students to different contemporary design processes and methods with increasing difficulty and focus. The core topics range from morphology, and phenomenological aspects, to structure, program, concept, context, construction, and detail among other things.

In the first semester of Track I (third semester of Track II), the Advanced Design Studio, ARH 609 Design Process and Morphology; follows a three-step contemporary design process that is focused on deliberate Morphological steps, which explore a design problem from a phenomenological standpoint. These steps aim to integrate the realm of idea and space, movement, and circulation, into a functional strategy leading to an architectural concept including the integration of structure, sustainability, egress, and access.

In the second semester of Track I (fourth semester of Track II), the Advanced Design Studio, ARH 608 Concept, Context and Typology; introduces students to the idea of typology as a theoretical departure point and prerequisite for their design investigations. The contemporary design methodology that is applied in the studio focusses on contextually-guided design steps relating to program, function, circulation, and site. While mostly design-driven, the

integration of an egress system, accessibility-, environmental-, and structural-strategies is required for this studio.

The three advanced studios before thesis conclude with the integrated Design Studio ARH 619 (third semester of Track I and fifth semester of Track II), which has a companion course, *ARH 605 Design Technology - Environmental Controls and Building Systems,* covering the single aspects of all systems that are integrated into the design process of the studio.

Both entry studios ARH 650 (Track II) and ARH 609 (Track I) are structured relatively openly, allowing students with diverse backgrounds to catch up with the overall rigor of the curriculum.

Design in Thesis

In the final-year of their independent thesis (Thesis-Prep ARH 690 and Thesis ARH 810), students are encouraged to create their own method from the approaches that were the most productive to them in their previous studios and to adapt the given tools into their own. While the thesis deliverables require the documentation of a design process, there is an intentional absence of specific design methodology in the thesis topic at hand. They are given independence while offered the resources of the diverse faculty whose expertise or design thinking help them develop an ability to independently identify problems and find appropriate architectural responses.

Before the pandemic, all studios in both tracks made extensive use of physical model building and sketching as design tools. Virtual 3D models were only allowed towards the end of the semester or when they were used as a generative, or analytical tool within the design process. This seemingly "old-fashioned" approach was instituted to turn the focus away from the actual tool back to the designer. As a result, the studio experience remained grounded in undeniable facts, which guided practical and common-sense design decisions. The extensive model collection and the sheer number of working models in the studio spaces of our building were a hallmark of our program and many outside visitors were positively surprised by the extensive model output. Online, we are facilitating the model building component by requiring the purchase of certain affordable model building tools and by offering clear step by step instructions as well as tutorial videos to navigate model quality expectations and nurture good model building skills. More complex models require a certain amount of widely available fabrication tool services. While the University made enormous efforts to offer onsite shop and fabrication facilities during the pandemic, we waived the model building component for onsite students because they mostly did not have to opportunity to build up their home-based model building capabilities. We are certain to bring the model component back once we will return onsite.

In ARH 690 thesis-prep, students are encouraged to find a theme for a proposal that renders architecture relevant to contemporary issues. These real-world problems bring a sense of urgency and a contemporary relevance to the student project proposals. Students are guided to strive for independence in identifying challenging cultural, political, social, and societal issues to tackle in their thesis projects through research, defining the problem, identifying scope, and testing their architectural responses against initial observations. The final thesis semester ARH 810 itself, is spent on working out an integrated architectural project that addresses the issues identified in thesis-prep in a practical, no-nonsense, and commonsense manner. The goal is to pair a tangible value and relevance with a high-quality architectural design that makes sense in its theoretical as well as physical context. The concluding thesis is the culmination of the studio sequence and also an integral part of it that rounds out the curriculum. The students prove through their thesis that they are capable of

investigative production, scientific work methods that address relevant contemporary topics, and integrated architectural design.

Technical Advisor Program

Part of the studio and thesis experience is an extensive Technical Advisor program that we instituted in 2014. This means that technical experts, such as structural engineers (all studios), sustainability consultants (ARH 619 and ARH 810), MEP consultants (ARH 619 and ARH 810) come into the studio and thesis classes to advise the students on their designs. This early studio-wide integration enables the students to develop a deep understanding of how architectural design is based on these tangible criteria and why it is important to integrate them from an early stage in the design. In the fall semester 2021, we expanded the technical advisor program to include sustainability consultants in all advanced studios.

Design-Centric Electives

Other curricular areas that directly cover design are the study abroad programs ARH 903, which allow for a reflection on built architectural works and ARH 601 Spatial Composition, a stand-alone elective that investigates spatial and formal phenomena through a series of engaging hands-on model and drawing exercises.

Design in Other Areas of the Curriculum

Classes in the Media & Process section of the curriculum (ARH 651, ARH 654, ARH 620, ARH 659) encompass representational aspects of design as well as design processes, and morphologies.

In the Systems & Technology curriculum arc, ARH 652 Architectural Tectonics, ARH 602 Structures, and ARH 604 Materials and Methods of Construction, focus on design problems in a more integrated matter and through smaller design exercises that are tied to a particular technical solution or respectively, a semester-long façade-design project in ARH 604.

In the Society & Profession arc, ARH 613 Sustainable Design explores sustainability and environmental principles and how they relate to or influence architectural design. ARH 606 Construction Documents and Building Codes is using a design studio project to develop a construction document set furthering the link between design intent, technical integration, and physical manifestation.

Design in Non-Curricular Events

Design values are also central in several of our non-curricular events, such as the public lecture series, faculty lecture series, exhibitions, and charrettes, which are all focused on architectural design or agency for change through design.

The international public lecture series invites outstanding designers and offices to the school to speak, and brings a diverse mix of distinguished guests and interesting young architecture practices to our school to engage with faculty and students and to talk about their work. Recent speakers include: Frank Barkow (Barkow Leibinger - Berlin) /Michael Bell (Bell Seong Architecture - New York) / Peter Busby (Perkins and Will - San Francisco) / Sir Peter Cook (Crab Studio - London) / Neil Denari (NMDA) / Sascha Glasl (spaceandmatter - Amsterdam) Andrés Jacques (Andrés Jacques Architects - Madrid) / Wes Jones (Jones Partners) / Stephanie Davisdon and Georg Rafailidis (Davidson Rafailidis) / Keller Easterling / Jennifer Bonner (MALL) / Simon Frommenwiler (HHF – Basel, Switzerland) / Johanna Hurme & Sasa Radulovic (5468796 - Winnipeg) / Sofía von Ellrichshausen & Mauricio Pezo (Pezo von Ellrichshausen - Chile) among many others. The series paused in 2019 due to budgetary constraints during the pandemic, but we hope to bring it back in 2022. Design as an agent of change plays a key role in who we invite to speak at or curate such events. (Please also see the Ethics and Leadership series under PC.8 of this report).
The faculty lecture series began in Spring 2020 and covered design-relevant topics such as: "San Francisco Modernism" / "By-Product – Materiality Making and Meaning" / "Sensing the Site" / "Travels in Hyperreality" / "Temporal Body – A Phenomenological and Neuroscientific Approach to Architecture" among others.

Assessment of Design

• We assess this criterion mostly through student work as described further below in this report under Student Criteria.

• It is our plan to invite an Advisory Board of distinguished professionals once per academic year and present a selection or student work as well as institutional data to the board of advisors. The board is deliberately composed of academics and working architects with a strong design background. We are currently forming this board (Please see further below in this report).

• The lecture series was designed by the graduate director, and included faculty and student feedback.

PC.3 Ecological Knowledge and Responsibility—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

Program Response:

San Francisco is where many of the leading advocates and design experts reside, and leading policies oriented to stemming the degradation of our resources are in place. With an increased awareness of the effects of global warming and the opportunity to study architecture in the Bay Area, our students have a unique educational perspective. The School of Architecture offers curriculum that cultivates visceral experiences, promotes sustainable design-thinking, and informs design with the use of analytical tools and practices. Faculty mentor students in many ways emphasizing our personal stake in the future of the planet.

In general, all our design studios embrace a holistic and practical approach that also encompasses ecological knowledge and responsibility. Throughout the curriculum, class discussions, lectures, and also assignments delve into and require responsible attitude towards the environment. ARH 605 Design Technology - Environmental Controls and Building Systems covers environmental and sustainable topics.

As the topic of climate change gained more and more traction, we felt that we needed an actual sustainability class in the curriculum to deepen the knowledge of our students and centralize the curriculum content besides what we have been doing throughout all classes. A new class ARH 613 Sustainable Design was built and introduced into the curriculum in the Fall of 2020.

Systems and Technology Classes:

ARH 602 Design Technology – Structures is a Track 1 and Track 2 core class. Concepts around LEED and the technical Issues that are involved are covered in Module 14 of the course. General concepts such as connections, thermal bridge and thermal breaks are explained and how economy and ecology principles can inform guided design decisions early in the design process to have a decisive outcome towards the environmental impact of a final project. The module includes the pollution, damage, and disruption from construction activities, and water efficiency and energy in the construction process. It elaborates on the importance of building material choices in sustainable design. A short quiz completes this module.

• ARH 604 ARH 604 Material and Methods of Construction: Building Detailing is a Track 1 and Track 2 core class. In module 1 students are introduced to the concepts of sustainability. In an assignment in module 12, students are asked to produce an isometric drawing of a sustainable system, such as a green roof (intensive or extensive), green wall, photovoltaic panel array, sun-shades, etcetera.

• ARH 605 Environmental Controls & Building Systems is a Track 1 and Track 2 core class and a companion course for the integrated design studio ARH 619. The class investigates the relationship between energy and the built environment, climate, and design, and teaches environmental fundamentals. A wide range of topics around sustainability, energy efficiency, conservation, and their relationship to architectural design are introduced. Students learn how fundamental environmental factors relate to architectural design strategies. The course explores climatic characteristics of different regions, and the relationship between climate and architectural design in the light of climate change. By understanding the central importance of climate and region, students begin to develop more environmentally sensitive and energy efficient buildings, integrating environment and design in their proposals. The course content is practiced through focused assignments and it influences the designs in the integrated studio ARH 619 (See further below).

History & Theory Classes:

• **ARH 652 Architectural Theory** is a Track 1 and Track 2 core class which covers sustainable design thinking in a dedicated module. The class reviews the historical origins of sustainability and sustainable design and discusses the assumptions that it brings. It investigates our understanding of the relationship between people and nature, and how the built environment resides within this connection. Students are made aware of the theoretical implications of sustainability and resilience as an increasingly critical factor in design practices, in response to changing climate conditions, which will have profound consequences on building design and construction in the 21st century.

Society & Profession Classes:

• **ARH 613 Sustainable Design** covers all aspects from ecological design and architecture, the environmental impact of buildings, green building, climate science, natural resources, vernacular approaches, energy, to healthy buildings, material resources, environmental quality, and resilience. The class covers a broad holistic spectrum while simultaneously going in-depth into each area as well as presenting possible solutions. The class is a required course in the curriculum, and we have been promoting the new class as an elective to all our students for whom ARH 613 was not a required course. As a result, the class has attracted very high enrollment since it was launched.

• **ARH 614 Professional Practice** requires students to fulfill a written assignment for which they have to analyze a project that incorporates sustainable design concepts. By collecting substantive information about the sustainable approach and by identifying the sustainable design concepts that were incorporated in the project, students assess these measures, including a paragraph about potential liability issues related to the sustainability concepts.

• ARH 606 Construction Documents and Building Codes asks students to incorporate the sustainable strategies which were conceptually defined in a prior design studio into a construction document set for the same project. A dedicated module covers environmental code regulations and sustainability strategies and how they impact architectural design and construction.

Studios and Thesis:

• **ARH 609 Advanced Design Studio I - Design Process and Morphology** has a dedicated module that requires students to define passive and active thermal control strategies.

Students are asked to consider how their proposed building interacts with its surroundings from a performative perspective and to add an environmental dimension to their projects. The final assignments in this class list a sustainability strategy as part as a required diagram deliverable for the final presentation.

• ARH 608 Advanced Design Studio II – Concept, Context, and Typology covers responsible and environmental conscious design in two lectures - a Sustainability lecture and as part of the Structure and Tectonics lecture, which focuses on economic structures. The Sustainability-focused module content complements these lectures. ARH 608 also requires students to develop a diagram illustrating active and passive measures of sustainability aspects of their design proposal.

• ARH 619 Advanced Design Studio III – Integrated Design Concepts covers environmental aspects in a dedicated module (Module 2) to incorporate sustainable design strategies with the architectural design in the beginning of a design phase. Students learn that each aspect of a building's components, from site, to massing, structure, materials, environmental systems, etc., all relate and have an effect on each other. The module explains environmental concepts, investigates precedents, elaborates on net zero design, and introduces possible design strategies as well as analytical software tools to embed this knowledge into the design studio and the students' design process. Module 8 covers site design and specifically indigenous planting. Module 9 elaborates on green roofs. Students have access to a Technical Advisor for Sustainability who comes to the class for multiple meetings during the semester.

• **ARH 690 Thesis Preparation and Development** asks students to identify a thesis topic for their final design project in ARH 810. Throughout the last years, many of these chosen topics covered environmental issues. Students are encouraged to get involved with contemporary issues, the course lists environmental considerations multiple times and has one complete module as well as an assignment dedicated to the issue of sustainability.

• ARH 810 Master of Architecture Thesis asks students to develop an integrated design project relating to their thesis topic. Some of these topics handle environmental issues, questions of resiliency, or climate change. In addition to this all thesis projects are required to have a Sustainability Strategy as a narrative and diagrammatic representation of how sustainability aspects are applied specific to each student's thesis project. Students have access to a Technical Advisor for Sustainability; students schedule multiple meetings with the advisor during different phases of their design in order to integrate and finalize sustainability strategies in their proposal.

Assessment of Ecological Knowledge and Responsibility

• We assess this criterion mostly through student work, which we assess as described further below in this report under Student Criteria.

• It is our plan to invite an Advisory Board of distinguished professionals once per academic year and present a selection or student work as well as institutional data to the board of advisors to gain outside feedback. We are currently forming this board (Please see further below in this report).

· Course content is evaluated by teaching faculty and feedback is given in faculty meetings.

PC.4 History and Theory—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

Program Response:

Understanding contemporary architecture as a cultural practice and contribution to our society also encapsulates how we place ourselves within the history of culture. Every activity in our school refers to this larger context. While we look out into the future, there is a humility based on the distinct awareness that we are standing on the shoulders of giants. From the direct curriculum standpoint, the graduate architecture program ensures student understanding of PC.4 mostly through history and theory course curricula, supplemented by lecture series and case study and typology research in design studios and thesis. The three courses directly focused on histories and theories of architecture and urbanism are ARH 640, ARH 641, and ARH 642: the first class (in Track 2 only) provides a condensed overview of architecture's pasts in order to bring students without previous architecture knowledge up to speed, the second class places students firmly within the context of modernity while provoking reflection on the epistemic and aesthetic currents of the epoch under which we operate, and the third presents recent and contemporary influences in architecture theory while developing and reinforcing skills in critical analysis.

Student understanding is exhibited most clearly in the form of final papers. The final assignment in ARH 641, for example, requires a thematic comparison of themes found in two architects from the modern era. This may be contrasted to the analogous course in the undergraduate program, which requires research on one building from the twentieth century; the graduate papers demonstrate a higher level of research and critical thinking, organizing often nuanced and nebulous information across historical comparisons. A recent paper comparing the green urban aspirations of Le Corbusier and Ebenezer Howard, for instance, exhibited strong understanding of histories and theories of architecture and urbanism within the contexts of social, economic, and political motivations.

The final paper in ARH 642 is a critical analysis of an influential book from architecture theory in roughly the last half a century. Choosing from a list of dozens of books (or proposing another), students are quickly given a point of orientation from which to analyze diverse and overlapping influences and attitudes in recent architecture theory. A final paper on Rem Koolhaas's Delirious New York, for example, not only exposes the graduate student to an essential read but also opens the analysis to Koolhaas's critical motivations, the political conditions of the late 1970s, cultural crises in the swell of globalization, and consequently a variety of perspectives able to disclose rewarding insights into the work of O.M.A. over the last several decades.

Parallel to the history and theory curricula are the many case studies and precedent analyses which are central to the innovative work in design studios. Lectures by globally and culturally diverse designers help to strengthen awareness of key issues and debates in contemporary architecture while also modelling the ways in which innovation builds on architecture's past. Histories and theories of architecture and urbanism are thus woven through and across history, theory, and design courses in the graduate program.

• ARH 640 Architectural History from Ancient Egypt to the Renaissance and Art

Nouveau is the first history class in the second semester of Track 2. Students gain a broad overview of western and non-western architectural development, from early to pre-modern periods approximately 3000 B.C. to 1890 A.D. The course builds an essential frame of reference for the understanding of the cultural evolution of architecture. The course fosters an understanding of the environmental, technological, cultural, political, and stylistic characteristics of historic architecture and its diverse values, norms, and different cultural meanings. Students engage in relevant research and paraphrase, quote and footnote from multiple academic sources applying expository writing techniques to communicate architecture. Students use images and diagrams to communicate architectural ideas, recognize buildings as a product of their historical context, and discuss ways in which

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historians have understood them. The course investigates methods and materials used during each period and the social environment in which they developed.

• ARH 641 Architectural History Modernism and its Global Impact is the first history class in the second semester of Track 1 and the second history class in the fourth semester of Track 2. Students learn about the development of architecture and urbanism since the Industrial Revolution. The course examines cultural and technological implications on contemporary design and trace the global impact of the modern movement. The course imparts the roots of contemporary architecture and its constant evolution including the radical acceleration of architectural innovation occurring at an international scale. Different architecture, urban planning and landscape architecture in the 19th and 20th Century are explored; including the divergent traditions of architecture and the impact of cultural, climatic, ecological, socio-economic factors.

• **ARH 642 Architectural Theory** is the last core class in the History & Theory section of the curriculum in the fourth semester of Track 1 and in the sixth semester of Track 2. The course investigates contemporary architectural theory and the relationship of architectural theories to social, political, technological, and scientific events. Students learn about different schools of thought in architecture, current architectural discourse, and global practice. The course aims to instill a critical approach towards the writings of architects and differing theoretical viewpoints. Students gain a deep understanding the conceptual ideas of a building design and the relationship between theory and design concepts.

• **ARH 631 Architectural History - Ascendancy of the Renaissance** is a graduate elective course, which investigates the history of the emergence of the European Renaissance and its different regional expressions. Students explore formal and technological developments alongside contemporaneous artistic and literary innovations of this important epoch.

Assessment of History and Theory

• The History Theory Coordinator monitors this area of the curriculum and shares his insight and recommendations with faculty and leadership of the school.

• Course content is evaluated by teaching faculty and feedback is given in faculty meetings with the History Theory Coordinator who communicates eventual issues and developments and updates with the directors.

• This criterion also assessed through student work as described further below in this report under Student Criteria.

• It is our plan to invite an Advisory Board of distinguished professionals once per academic year and present a selection or student work as well as institutional data to the board of advisors. We are currently forming this board (please see further below in this report).

PC.5 Research and Innovation—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

Program Response:

The School of Architecture believes that innovative design work is at its best when supported by strong research. As an art academy, the University's focus is different than that of a traditional research university. The general emphasis is on artistic excellence, skill, and portfolio-building to give students the best possible qualification to start their careers. As a professional program within a vibrant art academy context, we understand research often as applied research-by-design, driven through informed experimentation and critical evaluation. Our curriculum is research-driven and includes a variety of investigative methods. Our students apply research skills as part of their tasks when developing architectural solutions in all classes, which include design problems of architectural or technical nature. While we

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would not describe the program as experimental, we do aim to question traditional norms and work on new solutions within our realm of research-by-design to hopefully reach innovative outcomes.

Our program incorporates available technological advances into the curriculum and applies them to the design process. We provide facilities to support the highest quality architectural research, design-thinking, innovative translation of thinking into making, and clear documentation and communication.

Generally, the construction industry has always been considered a slow field when it comes to technological innovation and new approaches. In recent decades, however, we have seen a major increase in interest and the potential for innovation when it comes to buildings. 3D modeling, BIM technology, LEED, active and passive building technology, and new materials have become major factors that influence the built environment. Architecture offices partner with software companies or fabricators in the development of new tools, applications, and materials to innovate construction methods, develop better materials, and increase building performance. Larger offices employ advanced research and innovation within their design process, and BIM has become a collaboration tool bridging multiple fields during building construction. We believe that this approach will expand, and that building construction will be further automatized leading to a paradigm shift in our field. In our curriculum, the **Media & Process** as well as to some degree the **Systems & Technology** and **Society & Profession** arcs prepare our students to navigate and understand these developments.

Media & Process

Due to their limited scope, modes of inquiry in non-studio courses can go much deeper than might be possible in a studio environment, thus promoting a culture of research and innovation. The Media & Process sequence treats research as a process rather than a product, with a pedagogy teaching how to learn, how to evaluate current limitations (technical, aesthetic, communicative), and how to analyze progress beyond the specific course. By separating this mode of communication from a (building as) product, it fosters an experimental mindset, one that is more interested in "what if." The part to whole pedagogy encourages students to break down complexity into manageable chunks, to look at a specific condition and to explore it via multiple lenses. The curriculum in the Media & Process courses often rely on historical groundings while projecting towards the future. These are critical skills in both academia and to licensed professionals. This is best exemplified in the relationship between analog, digital, and hybrid modes of visual representation and digital production. Students are taught current physical and digital processes for new technologies such as 3D printing, robotic drawing, engraving and palletting, and laser-cutting simultaneous to the traditional analogues of these modes of production. This integration of research via design reinforces a pedagogy of research by design.

• ARH 651 Design Process and 2D Media is a first semester Media and Process course in Track 2 that presents a baseline for basic modes of representation. At the end of the course, students are expected to have achieved base-level channels of communication using drawing and standard graphic devices. The class is designed to give students a didactic understanding of 2D architectural representation, in which three dimensional objects are abstracted into orthographic projections. At the outset, Rhino and AutoCAD are taught as a translation of analog techniques into digital drafting. An as-built project allows students to understand the correlation between building and drawing, as well as accurate architectural documentation as a basis for research. In addition to the simple mechanics of 2D CAD, image manipulation, and graphic design tools, a sophisticated professional standard is introduced.

 ARH 654 Design Process and 3D Media is a second semester Media and Process course in Track 2 that introduces students to digital three-dimensional modeling and representation. Students are taught the basics of three-dimensional modeling in Rhino3D, but the emphasis is on producing representations of these models. The course goal is to give students the ability to discern different methods of generating three dimensional models based on desired outcomes. From these, students are introduced to thinking-via-making in both two- and threedimensional representations. The course introduces students to the basics of rendering-modeling, lighting, texturing, and composition as a holistic approach to image making. Students explore photoreal and non-photoreal (NPR) rendering techniques towards communicating a design intent. The work is historically situated through an analysis of architectural photography, architectural visualization, and composition in the visual arts. The image-making pipeline is taken through post-processing. Images and drawings are introduced as differentiated ways to reveal design intent. By the end of the course, students are expected to be able to apply a design logic towards generating a three-dimensional digital model, and to understand how to represent it emotionally through experiential images and analytically through orthographic drawings.

• ARH 620 Digitally Generated Morphology is a first semester Media & Process course in Track 1 and a third semester course in Track 2. The course builds off the preparatory fundamentals learned in both ARH 651 and ARH 654 as well as the prior experience of new students entering the program with an undergraduate degree in architecture or a closely related field. This course investigates more complex two- and three-dimensional modelling and representation. While setting up a framework that moves from modeling to generating objects and eventually towards digital fabrication of these designs in ARH 659 Digitally Generated Fabrication. The course builds the ability to think through the translation of digital representation techniques towards fabrication of physical constructs.

The course is structured around three projects. The first project uses a case study to generate drawings, models, renderings and to identify an organization principal within the case study for further study. The second project introduces algorithmic design and form-finding as digital design methods. These are primarily explored through the Grasshopper plug-in in Rhino3D. Students will learn the basics of how to (visually) code in Grasshopper, and how to integrate these coding exercises into their digital design workflow. Using Grasshopper, students develop a protocol to generate iterations of the case-study system. These models are aimed at exploring the delicate balance between generative design principles and the tectonic and aesthetic requirements of making in an architectural studio environment. Students are required to develop optimized making, rendering and layout techniques. The final project collects the entire case study process into a single comprehensive whole.

At the end of the course, students have a fluency to move through different software packages using a feedback-loop, to develop best practices in rapid prototyping, and to understand the importance of narrative within this method of making.

• ARH 659 Digitally Generated Fabrication, a second semester Media & Process course in Track 1 and a fourth semester course in Track 2, focuses on the interface between design and materialization through computation and digital fabrication techniques. This class explores issues of interface, craft, tectonics, and computation in both individual and group projects. The research methods teach experimentation through an interplay of computation and fabrication. Students explore these issues by developing strategies for fabrication-specific digital drawings and designs. Students are expected to navigate limitations of various digital-fabrication tools that the class will employ for both additive and subtractive fabrication methods. The course explores how digital fabrication techniques inform a process, rather than a product, thereby involving our students as both designers and makers.

Using the work generated previously in ARH 620 as a baseline, students must consider the fabrication process selected for that semester through the fabrication of a medium-scale project. Students build on computational design approaches using Rhino3D and Grasshopper3D to iterate and visualize their design intent while taking advantage of said fabrication strategies. This pedagogy reinforces a fitness test, critical in design studios, by asking each student to identify markers used to critique multiple design proposals in hopes of finding an optimized solution.

Within the framework of this course, there lies potential for responsive systems, animations, and augmented reality design, suggesting a feedback loop between making and experiencing.

 ARH 658 Building Information Modeling: CAD and Revit is an elective course in the Media & Process section that introduces students to emerging design tools including optimization of complex building designs, daylighting, and energy analysis, and building information modeling simulations. The class uses Revit Architecture, forcing students to consider the tectonic and programmatic constraints of building systems in the design process. The class focuses on both the ability to represent and analyze an architectural project through BIM, and to optimize its location and design features to take advantage of environmental factors. Much of the course focuses on developing a building and building components with their constructed relationships. Students are introduced to families, BIM blocks, and parametric modeling with Dynamo, Revit's counterpart to Grasshopper3D in Rhino3D. Interplay between Rhino and Revit gives students a toolset to leverage design opportunities intrinsic to each package. Twinmotion is introduced as a real-time rendering solution, allowing students to test design decisions and visualize both static and dynamic walkthroughs. By the end of the course, students will be able to develop an integrated building model in Revit, export it for layouts in drawing sets and presentation boards, and bring it into Rhino to develop further diagrams and renderings.

Systems & Technology

• ARH 652 Architectural Tectonics is the first-semester systems and technology class in Track 2, and explains that the emphasis in architecture shifted from actual and immediate making to the distant and more indirect designing with the advent of the architect as a design professional, beginning around the 15th century. The idea of architecture and engineering as a science evolving out of culture is prevalent in this preparatory course. The course aims to instill a comprehension of the main principles in the construction of architecture.

• **ARH 602 Design Technology – Structures,** the systems and technology core class in the first semester of Track 1 and third semester of Track 2, introduces our students to the basic concepts of structural engineering and how it overlaps with architecture. In addition to the principal overview, the course covers innovative structural solutions in Module 7 including modeling, 3D structural software, and BIM and how these tools are used to handle innovative approaches in structure and building design. The course examines why the introduction of 3D modeling tools has been such a revolution in the building industry. Module 13 includes new materials, such as ultra-performing materials, multi-dimensional materials, recombinant materials, transformational materials, and unconventional structural systems.

• ARH 605 Environmental Controls & Building Systems, the systems and technology core class in the third semester of Track 1 and fourth semester of Track 2, examines how the architectural environment is shaped, influenced, and controlled through form and materials, as well as by its use of technologies. The class is a companion course to the Advanced Design Studio III ARH 619 - Integrated Design Concepts and is intended to complement the integrated design goals of the studio project. Students will gain an understanding of how

building systems are used in architecture by incorporating established, advanced, as well as innovative design and technical strategies as an integral part of their building designs. The Course introduces Energy Efficiency- and Certification-Standards and Codes. The course lists innovation as a major LEED, BREEAM, and WELL category. A wide range of topics around sustainability, energy efficiency, conservation, human health and well-being, and their relationship to architectural design are introduced. As environmental controls are investigated in this course, it stresses the importance of considering the environmental impact of architectural design, and how architects can contribute towards a sustainable future. The class also looks at multiple indigenous, vernacular, and non-western precedents to introduce idiosyncratic strategies for how to achieve a high-tech result with a low-tech approach. The course takes thorough research, measurements, simulations, and understanding of environmental factors as a prerequisite for building design and innovation.

History & Theory

Apart from media, technical, and design classes, the graduate program also fosters and develops research skills in the history and theory courses (ARH 640, 641, 642) by investigating the projects, people, ideas, motifs, and historical contexts which frame the contemporary design field. This focus on precedents sharpens the curiosity and critical thinking requisite for inventive studio work. Students' research, writing, and citation skills are deepened as well, thereby delivering research content with professionalism and academic standards. There is a strong belief that you cannot innovate without understanding the status quo to innovate from. The history theory arc aims to bolster the understanding and knowledge of architectural history from the beginning to the latest contemporary issues as an essential condition for informed, and therefore potentially innovative, design decisions in the studio sequence.

• ARH 642 Architectural Theory, the final course in the History & Theory section of the curriculum, in the fourth semester of Track 1 and the sixth semester of Track 2, examines how architectural theories influence and reflect design decisions. Students will also learn how historical and social contexts affected the development of theoretical ideas. The course is deliberately placed parallel to the final thesis semester ARH 810 to strengthen the understanding of the relation between architecture and theory while students work out their final project. The course explores a wide range of theories and critical practices relating to architecture. It stresses that architecture reflects the historical, political, social, and cultural changes in which it inhabits, both as built works and as unbuilt proposals and how the written and visual discourses around the interpretation of buildings have been shown to be equally critical for the discipline. The course exemplifies that writing, speaking, drawing, building, and making in all forms have shown to be all powerful instruments in how society and the profession thinks about the built environment, as well as how building and urban planning evolve, shape, and innovate the built environment.

Society & Profession

• **ARH 613 Sustainable Design**, the first class in the Society & Profession arc of the curriculum, in the first semester of Track 1 and third semester of Track 2, introduces students to climatic and energy issues and the key themes relevant to ecological design. The course lines out a paradigm shift in the way buildings are designed. The class includes an introduction to certifications and rating systems that drive innovations beyond or prior to building code and building code adaptions. Stressing the importance of the climate change issue and lining out incentives for clients and architects to pursue a higher level of sustainable building design and the innovations that come with it.

• **ARH 606 Construction Documents & Building Codes**, in the third semester of Track 1 and fifth semester of Track 2, requires students to develop their own detailed construction documents set, including building details, based on the design of a prior studio. The onset of

the class is already geared towards innovation by applying a design idea (the prior studio project) towards a problem-solving issue. The details developed in ARH 606 are not following conventions but rather a customization in regard to a building concept, and a technical solution in support of a design idea.

Studios

Within the design studio arc of the curriculum, research is understood as a necessary step in the design process. This approach suggests that research is product driven in that the end goal is to use the knowledge from the research as a catalyst for a more informed design proposal. The role of research is less of an open-ended question, but instead has an interchangeable nature in moving the students towards a better justification of their design intent. The research initiated, and especially brought in from the rest of the curriculum substantiates and legitimizes each student's building proposals.

By the end of the program there is an expectation that students can present a synthesis of research and design as equal players. Though they ultimately present a building design, they are given wide latitude to develop their own research, be it programmatic, tectonic, representational, and to speculate how the building design adapts to these methods.

• ARH 650 Foundational Design Studio I, the first semester studio of Track 2, engages students in an iterative design process where conceptual and spatial ideas through deliberate experimentation are developed. The course discusses innovative spatial conditions, the appropriation of the historical context in an innovative way, or the use of innovative materials, and uses innovative materials to create structural systems and generate space, through precedents by Toyo Ito, Olson Kundig, Steven Holl, Shigeru Ban and Eduardo Souto de Moura among others. The course further alludes to innovative representation methods in the proposal of Diller Scofidio's Slow House and their large-scale installation Para-Site as well as numerous examples by Superstudio, Archigram, CJ Lim, Bernard Tschumi and Preston Scott Cohen among others. The speculative nature of some of these examples and in addition the work of Douglas Darden, Perry Kulper, and Wes Jones among others is discussed.

The course stresses that without knowing the restrictions of an assignment, including those offered by user groups, cultures, site, building code, and so on, it is not possible to know how those rules can be augmented and, where possible, expanded to allow for innovative approaches. The course speaks to potential innovations through program elements which can be altered, augmented, overlapped, and otherwise manipulated to offer an innovative way of experiencing architecture. A case study - Kim Incheurl, the Khmeresque temple, a 430-square-meter structure that offers a place of contemplation for Won Buddhism investigates how materials, while local, are used in an innovative way, transcending their traditional use without breaking from the local culture. In another precedent, Renzo Piano's Jean-Marie Tjibaou Cultural Center, the tribute to the local material and construction methods, where traditional materials are coupled with contemporary technology to adapt to the specific climate conditions of the island without completely breaking from the context of the site and its culture are discussed. A case study of Ryue Nishizawa's Moriyama House alludes to the dense urban fabric that allows for innovation by design in how public and private living modes are integrated. Through these and other examples the student's understanding for innovative modes and methods of design is nurtured from the first semester on.

• **ARH 653 Foundational Design Studio I,** the second semester studio of Track 2, starts with a study assignment that examines the monumental stair as a critical innovation in the history of public architecture and urban design. One of the main aims of the course is to vastly broaden the student's own design repertoire by looking at fundamental elements (the stair, the corridor, ...) of architectural design and finding different ways of expression within

the given elemental typology. Historical and phenomenological aspects help to frame new arguments within the given architectural realm of each assignment. Innovation is not only understood as a formal or spatial modernization but also as a behavioral, cultural, tectonic, material, or assembly focused mode for change. The final project assignment explores the different nuances in the typology of a corner lot, and opportunity for innovation within the mundane situation. All efforts in design innovation are geared towards a tangible improvement of the conventional and not as innovation for innovation's sake.

 ARH 609 Advanced Design Studio I Design Process and Morphology is the first semester studio in Track 1 and the third semester studio in Track 2. The advanced studios are different from the foundational studios of Track 2 which consist of multiple smaller design exercised. The work in these advanced studio classes is geared towards the outcome of one final project. The studio's Research Stage has the goal of building the necessary knowledge to successfully tackle the challenge of designing an educational facility that is both innovative and grounded in reality. Through a series of incremental exercises, students develop their own approach and stance regarding contemporary educational trends, which will serve as the starting point to developing their own project. Using an iterative approach, the students work to improve their projects continuously, iteratively refining it until it meets the expectations of the studio. Throughout the course of the studio, students are exposed to different relevant topics in architecture, which provide multiple entry points to complement the educational facet of their projects. Students begin with the detailed analysis of several relevant case studies in the field of educational architecture. Through researching, analyzing, and ultimately presenting the case studies that they will be assigned, the students will get an overview of the vast array of architectural approaches to the spaces of education throughout the 20th century. At the end of the course, students present their design in a comprehensive package that reflects the evolution and development of abstract concepts into built form.

• ARH 608 Advanced Design Studio II Concept, Context and Typology is the second semester studio in Track 1 and the fourth semester studio in Track 2. The studio course investigates a specific building typology that is proposed at a distinctive site. The idea of typology as a basic understanding about the requirements of a certain building type is a driver for the studio's analytical approach. Both site and program present a complex set of challenges and parameters that must be intelligently addressed with informed common sense and logical design decisions throughout the semester. Through an analysis and understanding of site typology and program, along with a deep comprehension of a project's architectural requirements, students will explore the synthesis of a conceptual building design.

The studio employs an iterative and evolutionary process that enables students to understand and see alternative approaches in the eventual goal to find the best one. The contextual and evidence-based research process in the studio has the goal to enable understanding and learning about circumstances that will affect the final building design. Students are required to rapidly investigate design alternatives in a fast-paced model building process to find a conceptual approach that is then finalized through more detailed iterations and design steps. The studio addresses architecture on an abstract conceptual level while simultaneously, questioning and considering broader implications at the finer scale of architectural idea, tectonics, space, and detail. The constant jump in scale from urban to building detail, cultivates the student's ability for abstraction and concretization at the same time. The research by design methods practiced in this studio are replicating a contemporary design process that is common within critical architecture practices. The conjunction between space making and structural concepts are a large part of the second half of the studio often leading to different approaches. Innovation is also fostered by the randomness of the fastpaced process that often generates very surprising but tangible and common-sense results.

 ARH 619 Advanced Design Studio III Integrated Design is the third semester studio in Track 1 and the fifth semester studio in Track 2. The studio's premise for design integration shifts the focus from experimentation to knowledge gathering and innovative implementation. The class incorporates sustainable design strategies and technical requirements with architectural design in the beginning of the design phase, in order to arrive at an integrated design concept. The intellectual ability of connected thinking is practiced, where each aspect of a building's components, from site to massing, structure, materials, environmental systems, etc., all relate and influence each other. In this endeavor digital analysis tools are employed, net zero design and other sustainable design strategies are explored, by using sustainable design software analysis tools in one of the assignments that offer sophisticated whole building energy analysis and modeling, as well as daylighting analysis information on airflow, and suggestions for bioclimatic architecture and orientation. These tools are further explored in ARH 605 Environmental Controls & Building Systems, which is a companion course to the studio. Innovative structural systems based on a sophisticated understanding of the relationship between spaces and structure are introduced leading to innovative spatial environments. Also, how zoning constraints do not have to necessarily limit a designer's creative options but how a city's urban setback guidelines can result in innovative approaches. By integrating passive and active environmental design controls together, the studio aims to demonstrate that a sensitive and comprehensive approach to energy use can result in innovative design solutions.

ARH 810 Master of Architecture Thesis, and **ARH 690 Thesis Preparation** focus on research and innovation on a theoretical level as the innovation of ideas. Most thesis projects evolve around environmental, political, community and social responsibility topics which are aiming to change or improve an existing condition. These circumstances are thoroughly researched from multiple angles through precedents, demographic analysis, and other thematically relevant areas to focus on the possibility of a solution that explores the possibilities of architecture in a new way and has the potential to push the field of architecture in a new direction. Students are expected to produce a viable building proposal in their final thesis semester to design a building that pushes architecture beyond what they have already learned.

Public Lecture Series

The Public Fall Lecture Series exposes students to a number of leaders and innovators in the field of design, theory, research, and practice. It placed the school into a larger discussion with students and faculty from other institutions in the Bay Area and beyond through our online life-casts. The series had to unfortunately pause due to budget constraints and throughout the pandemic. We are hoping to bring back this important event in the future.

Learning and Teaching Culture

Culture of Innovation is also listed as an important aspect of our Learning and Teaching Culture (please see further below).

Assessment of Research and Innovation

• The Emerging Technologies Coordinator monitors this area of the curriculum and shares his insight and recommendations with faculty and leadership of the school.

• Course content is evaluated by teaching faculty and feedback is given in faculty meetings with the Emerging Technologies Coordinator who communicates eventual issues and developments and updates to the directors.

• This criterion also assessed through student work as described further below in this report under Student Criteria.

• It is our plan to invite an Advisory Board of distinguished professionals once per academic year and present a selection of student work as well as institutional data to the board of advisors. We are currently forming this board (Please see further below in this report).

PC.6 Leadership and Collaboration—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

Program Response:

The values of our program include our hope that our students will become responsible leaders in their field. The program instills critical thinking skills necessary for graduates to take on leadership positions in the profession and become agents for positive change. The learning and teaching culture statement is reflected in our strategic plan, reflecting the values of the profession predominantly in the cultivation of student leadership and collaboration outside of the studio. Visitors and guest critics have remarked on our overall friendly, supportive, and appreciative atmosphere during reviews and studio interactions. The environment of the school is a collaborative one with considerate, attentive, and compassionate interactions creating a culture for balanced leadership built on mutual respect.

As most of our graduate students have other obligations besides school, the participation in extracurricular activities poses a challenge to many. While we wish that more graduate students will take part, the fact that we have very active chapters of professional student organizations AIAS and NOMAS at our school is another opportunity to participate in activities that help to build leadership skills.

Ethics and Leadership Symposium. The symposium is organized around a theme identified each semester that places a focus on how ethical responsibility of architects have informed the career trajectories of the invited panelists. Past semester themes have included affordable housing, gender and race in architecture, social equity, and architecture within the realms of public and non-profit sectors. For example, the students were introduced to local architects who advocate for the formerly incarcerated population under the topic Social Justice. Last semester (Spring 2021) under the topic of Indigenous Design, students were able to meet two Native American architects. Panelists are selected on the basis of how their career has been guided by their values and ethics. The highly personal career paths exemplified in the story of each panelist allow students to envision value-based career decisions for themselves within the discipline of architecture. The symposium is mandatory for all students.

Townhall Meetings, are scheduled each Spring and Fall semester and give students the opportunity to give feedback and play an active role in the creation and development of the School's environment. Two appointed Student Representatives provide a feedback loop between the department and the student body.

Apart from these extracurricular activities, the program has multiple opportunities to engage in group work within all studio and selected support classes. It is instilled in our students that architecture is derived through a team effort by multiple constituents. While design studio projects are mostly individual efforts, group work and collaboration are embedded within all studio courses. This group work also bridges onsite and online student cohorts; further blending the onsite/online designation. The extensive Technical Advisor program gives students the chance to closely work with a professional consultant. This eye-opening experience illustrates to students how expert input and collaboration shapes their designs. Students learn to interact and communicate with experts. The level of this program increases over time, in the first 4 studios, the technical advising is limited to a buildings structure while in the integrated design studio and in thesis, MEP and Sustainability are additional fields covered by our Technical Advisors. We received feedback from alumni that they felt well

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prepared for their work as architects in offices also because of this collaborative program. Leadership is also embedded in our curriculum.

Systems & Technology

ARH 602 Design Technology – Structures, (Track 1 and Track 2 core class) Module 1 touches on coordination in the construction process. The course looks at the architect's and engineer's main job responsibilities in general, and how they coordinate with each other. It describes the role of the architect in relation to all involved parties in all phases of the design (schematic design, design development, construction document, bidding, construction administration) as well as design-build. Coordination and communication tools are investigated, such as architectural and structural drawings and layouts, fabrication layouts, requests for information (RFI), and coordination meetings.

ARH 604 Materials and Methods of Construction, (Track 1 and Track 2 core class) Module one describes different approaches to project delivery which define the relationship between the owner, the architect, consultants, the contractor, and potential sub-contractors. The course goes through standard contract documents and provides a basic outline of the different document series created by the AIA. All five building phases and their responsibilities are described. The course goes further into project specifications, outlines, and the project manual.

ARH 605 Environmental Controls & Building Systems, (Track 1 and Track 2 core class) covers the issue of climate, and how the topic of climate change is integral to understanding our central role as designers in addressing the problem.

ARH 606 Construction Documents and Building Codes, (Track 1 and Track 2 core class) speaks to the responsibility of the architect in preparing a construction document set. It touches on necessary insurance types for architecture offices and potential liability.

ARH 614 Professional Practice: In a dedicated module, the course expands on the definition of a good framework to build success when starting an architectural firm (Module 5). In this module students dissect business models for building a successful practice. Students examine the transitions of an architectural firm and the concept of ownership transition, leadership, and building a creative culture. The course delves into leadership skills and how leaders in firms must be innovative to identify trends, able to develop opportunity, and inspirational to others working toward a shared vision of success. The module covers what to do when starting an architectural firm and SWOT analysis. Students learn about the steps to developing a successful strategic plan for an architectural firm. Topics include mission and vision statement, management and operations, marketing plan, competition analysis, and finance. The legal forms of doing business such as sole proprietorship, partnership, various forms of a corporation, or a limited liability partnership are covered. The basic characteristics of every type of ownership, how the business is formed, and the advantages and disadvantages of each legal form are addressed.

A chapter in the module attempts a series of definitions for success and leadership in the profession. The course goes into how leadership of a firm is important in developing a culture of creativity but also in developing a clear chain of command and importance of business principals for success. Module 7 delves into the management of an architectural firm starting with leadership training for architects. It investigates how effective leadership is a direct reflection of awareness of oneself and other people, the understanding of the impact of everyone's behavior, the ability to motivate and influence the ideas and behavior of others, the ability to balance work, and the commitment to make hard decisions. Multiple videos present architects speaking about leadership as part of the course, including an in-depth

case study of Morphosis architects supported by interview videos of the firm's principal Thom Mayne. In Module 5 students engage in comparative research of two architectural firms of their choice to provide a platform for the student to research basic business information about an architecture firm. In Module 7 students are asked to write a comparison report on the leadership and management of both firms. In the report students elaborate on the backgrounds of the leaders, how the leadership developed as the firm grew, and concepts of management success, which includes a comparison of the two firms under investigation and a student analysis of which firm has more effective leadership. Finally, students are asked to write about the ideas that they take away if they were the founder of a new firm. In Module 9 the class focusses on human resources for architectural firms and how successful management in an architectural firm starts with good leadership. The course elaborates on the main traits of successful leaders and what it takes to draw in talented staff and clients.

ARH 659 Digitally Generated Fabrication focuses on a group project based on initial explorations in ARH 620 which functions as a "horizontal studio" for a selected design project. The group work emphasizes teamwork and leadership skills. Unfortunately, this practice happens mostly onsite. We initiated a rewrite for ARH 620 and ARH 659 to facilitate group work overcoming the obstacles in the online delivery method and to bring the online and onsite experiences closer together.

ARH 609 Advanced Design Studio I Design Process and Morphology fosters group work at the beginning of the studio during the site- and assignment-analysis stage. The course emphasizes leadership through asserting control of a design process centered around the human condition and phenomenological aspects of space making. The role of the architect as a conductor of a complex building process that eventually serves the goal of enhancing people's well-being in architectural spaces is emphasized in class discussions and lectures.

ARH 608 Advanced Design Studio II Concept, Context and Typology, the first four modules in this course are organized around group work that investigates all aspects of the semester design assignment. The class organizes like a larger team in an office, where subgroups are working out selected aspects of the main assignment. Each group is dependent on the ability of the other groups to get a successful broad picture to begin the individual design work later in the semester. The collaborative nature is emphasized in workgroups (onsite) and Zoom breakout rooms (online). Throughout the course leadership is addressed in course discussions and through lectures. This studio understands leadership as an active participation in the culture of architecture to build spaces and buildings for all people. The course explains the nature of the architecture profession and the great responsibility towards every member of the society that might encounter our buildings.

ARH 619 Advanced Design Studio III Integrated Design Concepts fosters group work for the beginning analytical phase of the studio. Leadership is included in class discussions and lectures. In this class the term is understood as a reliability towards professional conduct in creating spaces for human comfort and well-being. In Module 7 the course looks at the elements of a good presentation, and examines, how other architects present in a professional setting. The module reviews and incorporates presentation strategies and analyzes and assesses case studies of professional design presentations.

Technical Advisor Program

Part of the studio and thesis experience is the Technical Advisor program that we instituted and expanded since 2014. Through this, students navigate their designs with the input of technical experts, such as structural engineers, sustainability consultants, MEP consultants, in the studio and thesis classes. This professional eye-level discourse helps our students to internalize their place and voice in the architectural design and planning process and reinforce their confidence.

National Architectural Accrediting Board Architecture Program Report **ARH 810 Master of Architecture Thesis,** and **ARH 690 Thesis Preparation** ask students to develop their own thesis argument. The tendency for topics that evolve around environmental, political, community and social responsibility and the strong belief of our students in their ability to become change makers through the work they do speaks to the internalization of leadership treats.

Alumni and Alumni Event

We are very proud that several of our alumni have entered leadership roles in offices. The alumni event as part of our Professional Preparedness Workshop exposes students to the stories and biographies of our successful alumni firsthand. These role models help to build leadership skills and often also build connections.

Assessment of Leadership and Collaboration

• The values of our school are the subject in faculty meetings, faculty student interactions, and townhall meetings. Often, these frequent exchanges lead to a review of policies, traditions, or course content.

• Course content is evaluated by teaching faculty and feedback is given in faculty meetings. Course content is also frequently reviewed by the leadership of the school.

• Aggregated data in Tableau about student success leads to the assessment of courses.

• Scheduled rebuilds of our online classes lead to frequent evaluation of course content.

• Part of this criterion is also assessed through student work as described further below in this report under Student Criteria.

• It is our plan to invite an Advisory Board of distinguished professionals once per academic year and present a selection of student work as well as institutional data to the board of advisors. We are currently forming this board (Please see further below in this report).

PC.7 Learning and Teaching Culture—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Program Response:

The Learning and Teaching Culture Policy (derived from our previous Studio Culture Policy) provides guidance to faculty and students so that a positive academic climate is achieved at the AAU School of Architecture. It is the desire of the School that all students and all faculty experience an environment for education that is committed to achieving a harmonious and supportive community of scholars. The Policy endeavors to develop and sustain a studio environment and culture that is highly conducive to group and individual discovery and learning. Toward those aspirations, the Learning and Teaching Culture Policy document provides an overview of some of the expectations for students and faculty.

The School of Architecture Learning and Teaching Culture Policy

<u>https://architecture.academyart.edu/portfolio-item/studio-culture-policy/</u> is exhibited on our public website for all students, faculty, parents, staff and interested parties to review. The statement was generated by students and faculty and is discussed at least once every year with representatives of the student body and faculty. Those involved in this review are the student representatives from the AIAS, AIAS faculty liaison, NOMAS, online and onsite student representatives at large and the Directors. It is not a static policy but a living document. The Learning and Teaching Culture Policy is handed out at New Student Orientation and topics are discussed at Town Hall meetings each semester. The understanding of the Studio Culture Policy grows with the student. It is clear that when first presented to new students, the ideas are positive, yet abstract. As students progress through the program, find success and failure, achievement and recovery, they are better equipped to



articulate the value of the studio culture and how it serves them, inclusive of the sustainable lifestyle promoted by our building hours.

Six specific values are incorporated in this Policy to promote the ideas critical toward achieving a successful studio learning environment: **optimism, respect, sharing, engagement, innovation,** and the **worth of time**. These six values will provide the basis for the School to sustain a community that is enriching and highly beneficial to the students and to the faculty members. For this outcome to be realized, the inherent worth of all individuals must be recognized and valued.

We must develop:

- Design-thinking skills
- Design process as much as design product
- Leadership skills
- Collaboration over competition
- · Meaningful community engagement and service
- The importance of people, clients, users, communities, and society in design decisions
- · Interdisciplinary and cross-disciplinary learning
- Confidence without arrogance
- · Oral and written communication to complement visual and graphic communication
- · Healthy and constructive critiques
- Healthy and safe lifestyles for students
- Balance between studio and non-studio courses
- Emphasis on the value of time
- · Understanding of the ethical, social, political, and economic forces that impact design
- Clear expectations and objectives for learning
- An environment that respects and promotes diversity
- · Successful and clear methods of student assessment
- · Innovation in creating alternative teaching and learning methodologies

CULTURE OF OPTIMISM

To create and maintain an environment that is rich in energy, passion, and idealism; faculty and students must work cooperatively in sharing the values and perspectives that each individual brings to the education process.

• Students should lead balanced lives and the Academic environment should be one that fosters healthy patterns and practices, even within the rigorous and demanding learning environment.

• Students should have the ability to participate in extra-curricular activities and receive respect by faculty for their extra-curricular design pursuits and commitments.

• Faculty will endeavor to encourage students toward the achievement of both their progress in specific course assignments as well as professional career choices.

• Students have the right to expect an engaged and optimistic faculty that promotes the individual voices and views of students.

• Faculty have the right to expect that students will also promote a sense of optimism, with each valuing the efforts and contributions of other classmates.

CULTURE OF RESPECT

To create and maintain an environment that is respectful, faculty and students alike must appreciate what each can offer. Diversity is key to our profession.

• Faculty members have the right to expect that each student will value, and thus benefit from, the diversity afforded by each individual classmate. These opportunities include differences in cultural history, formal education, ideas, religious beliefs, and experiences.

• Students have the right to expect that each faculty member will regard every student as a unique individual – one who is deserving of concern and attention.

• Critiques are learning experiences, not target practice. As such, there must be respect for students and faculty alike.

• Faculty and invited critics will endeavor to develop and express constructive comments regarding the work and effort and seek to note successes as well as shortcomings in this regard. While a faculty member or reviewer will judiciously <u>avoid criticism</u> of the individual student or his/her abilities in a public or classroom forum.

• Grades can impede productive assessment and should be considered separate. Grades are a form of control and shift responsibility for learning from students to the professor. Students must understand where their grade is coming from.

CULTURE OF SHARING

Collaboration is the art of design. To design for many, parts of all must be included. Architecture is a profession of collaboration and sharing, and school must be as well.

• Faculty have the right to expect that each student comes to the studio with the desire to learn from others, creating a robust shared experience where thoughts, concerns, and ideas are advanced by the community as a whole.

• Students have the right to expect that each faculty will share not only his/her knowledge, but also direct students to other faculty and professionals, literature, and examples that will help the students' understanding and enrichment.

• Students have the right to expect that faculty members will organize critiques and reviews in a manner that encourages the collective learning of the class not merely grading or "showmanship" and includes external design professionals selected to respond constructively to student work.

CULTURE OF ENGAGEMENT

Engagement of faculty and students are key to having a successful school environment. Students have the right to expect an engaged faculty, and faculty has the right to expect students that are engaged in studio.

• Faculty have the right to expect that, *during studio hours*, each student will be fully engaged in the task at hand or topic being discussed or presented.

• Students will be expected to be adequately prepared for scheduled pin-ups and formal reviews.

• Students have the right to expect of faculty clarity of purpose, clearly articulated evaluation & grading procedures, a definitive schedule, and specific learning objectives for the course and for each assignment.

• Students have the right to expect that during the studio hours the faculty member will devote his/her focus solely on the needs of the students and the studio.

• To ensure a responsive climate at final reviews, submission deadlines will be given well in advance of the time for the critique session. The critique and review sessions will be carefully structured to illicit the desired engagement of students.

• A student whose work is submitted late or is incomplete, or who is otherwise unprepared, will not assume the right to publicly present his/her work to external reviewers.

• To prepare students to serve as future leaders and active citizens, faculty will promote engagement of students with society beyond the studio. Faculty members are expected to foster a climate that both encourages and allows students to become involved and engaged with activities and organizations within the school, in the university, and in the community.

CULTURE OF INNOVATION

Innovation is key to the development of a successful architect. Both students and faculty alike must realize they are always in need of development and further learning.

National Architectural Accrediting Board Architecture Program Report

• An innovative studio culture embraces the assumption that learning can be achieved through a variety of processes, and that these will vary from student to student and with each assignment. Students and faculty will recognize that the primary rationale for the design studio experience are not the "end products" completed by the students, but rather the skills and knowledge that project and other assignments have provided.

• Faculty have the right to expect that a student will be willing to take and accept risks in the design process in seeking ideas that that are new and unique. In the studio context, faculty will provide opportunities and encouragement for exploration, inventiveness and creativity.

CULTURE OF THE WORTH OF TIME

One of the most important attributes of a successful student or professional is effective time management skill. Toward this end, faculty will endeavor, by deed and by example, to infuse the students with the importance and value of time.

• Faculty members have the right to expect that each student will endeavor to meet the course expectations and specific assignments in a timely manner and will use the scheduled studio class time efficiently.

• Students have the right to expect that each faculty member will value the time of students — by establishing and adhering to fair and reasonable schedules for class time activities and by assignments that are directed toward efficient learning as well as reasonable products.

• Studio faculty will also understand and be sensitive to the reality that most students have other academic obligations and, in many instances, demanding responsibilities apart from the university. The amount of time that is reasonably necessary for the successful completion of assignments and achieving the learning objectives is to be consistent with the credit hours for the studio course.

• While accepting that a level of competition is inherent in most human endeavors and often beneficial in the studio context, in order to safeguard the health and safety of the students, the faculty will wisely limit the scope or amount of work to be submitted. In this regard, care will be taken in grading to ensure that students do not assume that "quantity" of work is equated with "quality" of work or learning performance.

• Time is more than a constantly endangered resource, and design process is as important as product. By knowing the realities of building operation hours and the desire for student involvement in life outside of school, faculty with always strive to put forth realistic expectations.

• Students shall also respect the time of faculty and understand that faculty must focus on every student within the studio.

Evidence of Learning and Teaching Culture Policy Effects:

Evidence of the vitality and success of this statement is seen every day and every semester in the culture of the studio environment in the following ways:

• The open and accessible studio onsite environment where students have the opportunity to see the process of the diverse studios, faculty-student interactions and curriculum offerings beyond their own courses.

• The online studio learning environment, that is challenging us to redefine the boundaries of the studio, uses a broad range of tools to encourage sharing, feedback, faculty access and student-focused teaching.

• Commitment by faculty to present a thoughtful and well-planned curriculum which is communicated at the beginning of each semester with an outline of schedules, deadlines and milestones. The student learning outcomes, grading expectations and NAAB criteria are embedded in each syllabus.

• The commitment and comradery in the student body that supports each student's success. Student body leaders and representatives are selected by the AIAS and by the Directors of the School and mentored to lead by listening and fostering open communication.

• The use of the Town Hall as a tool to collect student feedback to discuss issues that are included in the Studio Policy, as well as the use of Curriculum surveys and evaluations to gather feedback on the improvement to the program, facilities and equipment.

• The access to Directors, Full-Time Faculty and Advisors for appointments to address specific student issues.

• Midpoint Review students, transfer students, intermediate level online students and upper level thesis students are particularly able to gain access to and personal attention from the department Directors and also provide feedback on their studio experience.

• The access that faculty have to Directors and Advisors to advocate for support of students at risk in need or with studio issues.

• The fostering of professional skills in students when pinning up and presenting projects and the respectful and honest feedback from faculty and reviewers.

• The building hours that encourage a healthy balance of work and rest. The building hours during the semester are typically 7:30am – 11:30pm Monday through Friday, and 9:30am-10:00pm on the weekend (pre-pandemic).

• The most measurable evidence of studio culture success is the consistently high evaluations that students give to the studio courses and faculty.

· Communications from online students who speak about their studio education experience.

IMPLEMENTATION AND ASSESSMENT

The policy document is not expected to remain static. At least once each academic year, the Studio Culture Policy Committee will conduct an informal roundtable session on this policy with interested students. This group will review the studio culture climate in the school, noting successes and shortcomings. Following this session, the Studio Culture Policy Roundtable Committee is encouraged to develop specific recommendations/suggestions for both the implementation of various aspects of this document, as well as possible revisions. The Studio Culture Policy Roundtable will comprise student representatives, leaders of AIAS, NOMAS, and students interested in the development of the Studio Culture narrative. Similarly, at least once each academic year the faculty devotes meeting time for a similar

Similarly, at least once each academic year the faculty devotes meeting time for a similar review, discussion, and recommendations for revisions to the School's Studio Culture Policy. Both the faculty and the administrative council will also address implementation strategies.

PC.8 Social Equity and Inclusion—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

Program Response:

The School of Architecture is proud of the progress made in creating opportunities for students to see themselves as present and future advocates. Engagement with the issues that confront the contemporary world is a requirement intertwined with the School of Architecture's programs, the M.Arch and B.Arch curriculum and for the graduate school most noticeable carried out in our M.Arch students thesis projects. The slogan "Build a Better World" that was adopted during the last year, is a testament to this ongoing commitment.

The Academy of Art University inclusive admissions policy results in a truly diverse profile of students in the undergraduate B.Arch and mainly Track 2 M.Arch students, because traditional barriers to architecture school have been removed. The online delivery system and access to additional student populations expand this opportunity.

This does not mean that the School of Architecture rests on these practices as the only way to measure, promote and support diversity. We are still examining our efforts to secure and support a higher number of female students, African American students and other under-represented minorities.

In Spring 2017, as part of the Ethics and Leadership Panel, the School of Architecture partnered with Perkins and Will Architects to sponsor a discussion about Race and Architecture hosting Amanda Williams from Chicago and Gabrielle Bullock FAIA, from Perkins and Will in Los Angeles and featuring an introduction to the San Francisco Chapter of NOMA (National Organization of Minority Architects). This frank discussion opened up awareness on the part of faculty and students, forged a growing relationship with NOMA and paved the way to assert new actions about this topic. A NOMAS (National Organization of Minority Architects - Students) - Student Chapter was finally formed in the Fall of 2020.

The School of Architecture faculty is gender diverse and culturally diverse – representing at least 15 countries from all hemispheres of the globe. The online delivery system allows us to draw from a broader range of faculty beyond the Bay Area and we have instructors teaching from many parts of the world. When compared to the San Francisco Bay diversity statistics, we have room for improvement. Actions taken to bring a more diverse set of mentors to our students include the invitation of NOMA representatives as lecturers and guest speakers, the integration of architects of color in the Ethics and Leadership Panel, and the participation of diverse professionals in studio reviews. The diversity of our students has been viewed as a unique and positive characteristic by visiting NAAB teams and professionals. Supporting our diversity of students and particularly diversity of faculty is listed within our Strategic Plan (please see above: 2—Shared Values of the Discipline and Profession - Equity, Diversity, and Inclusion).

Ethics and Leadership Panel

Launched in 2013 by the School of Architecture, this event takes place in Fall and Spring semesters and invites a range of strong activist-architects to discuss topics that range from race and gender imbalance in the profession, to social justice, homelessness, inclusive design, among others. These panels have brought a diversity of voices into the school that might not be able to engage as faculty. What they do have in common is an alignment of professional opportunities and personal values. Students consistently give feedback that these are the people they hope to emulate as their careers develop. The panel has brought new faculty into the school, inspired thesis projects and raised awareness for students of civic responsibilities and opportunities as emerging and established professionals.

Strategic Plan for Social Equity and Inclusion

In the midst of the global racial reckoning during the Black Lives Matter protests in the Summer of 2020, the department was proactive in publishing public statements about our stance towards the issues of racial justice and developing a separate School of Architecture Strategic Plan for diversity, equity, inclusion, and anti-racism. The plan is set in place to make sure to implement changes to the curriculum, mentor students and diversify representation in faculty and guest speakers so that we can build equitable representation across race and gender identities. A prominent filter function on our blog page made all initiatives accessible to students. Conversations on diversity and identity initiated by the undergraduate director ran for the last two semesters with broad participation from students and faculty. This work is ongoing and an effort to make inclusion a major project in governing the school of architecture at Academy of Art University.

Our strategic plan reads as follows:

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We are investigating the breadth of our history, theory, and professional courses to expose the history of racism that have prevented black communities and communities of color from thriving. In addition, we are specifically highlighting the contributions of black architects, black culture, and black labor in the built environment.

• Support faculty in assessing their respective courses for possible curriculum changes.

• Introduce vertical curriculum arcs across multiple courses to address the history of racist zoning and incarceration in the US.

• Incorporate diverse sources of readings, precedents, references.

• Shift architectural history and theory courses towards more inclusive sources and themes.

• Create opportunities for students to learn how demographic and historical mapping uncovers unjust policies in the US and beyond.

We are examining the practices that we take for granted in addressing how we utilize shared spaces together with our professional and non-profit partners who work in the realms of public space and place-making.

• Cultivate a network of guest speakers who can advance our ability to integrate these ideas into our curriculum. Leverage existing platforms such as the Ethics and Leadership Panel held each semester or create new platforms.

We are mentoring students and young architects on their professional paths so that they become advocates for underserved communities.

• Ensure diversity in panelists and mentors in the ongoing Professional Preparedness Workshops.

• Initiate a National Organization of Minority Architect Students (NOMAS) chapter and seek student feedback.

• Partner with the University to further high school and freshmen recruitment.

• We are recruiting faculty and guest speakers who will broaden our perspectives and increase our empathy for communities of color and students of color.

• Recruit new faculty qualified to teach new curriculum. Planned for Fall 2021.

· Create new outreach for faculty hires.

We are building safe and equitable spaces for Black communities in San Francisco. We will work towards a goal of empowering more residents and communities to be agents of Anti-Racism in the design of the built environment.

• Ensure that the Design Build program will continue after the pandemic.

Student Initiatives

Initiatives among our student body such as Thomas L. Reynolds who has been conducting one-minute interviews with Black Architects, and the forming of a NOMAS chapter at our school are signs that the students embraced these messages and felt empowered to make themselves and their issues visible.

Themed Exhibitions

Student Thesis and Studio Work Exhibits have been featured in the Fall 2016 and Fall 2017 AIA San Francisco's Architecture and the City Festival. Under the themes of "Resilient" and "Terrain Vague" student thesis work has nested within the focus of the September month-long festival. <u>https://www.archandcity.org</u>

The School of Architecture's contribution to the Academy's annual Spring Show features work throughout the whole curriculum arcs of the graduate and undergraduate departments. A specific emphasis has always been given to the thesis projects that feature themes of social justice, sustainability, equity, physical and mental health, and community. Both departments in the school of architecture make an extraordinary effort to showcase not only images but the full scope and content of these projects including a narrative summary that alluded to the thesis argument in a way that made it absorbable for a diverse audience in a highly frequented and busy exhibition environment. The new online Spring Show that the University set up during the pandemic provided an even better opportunity to feature the thesis narratives which reflect our ethical, social, and equitable goals

School of Architecture Blog and Email Blasts

In 2017, the School of Architecture launched a new School of Architecture Blog which was envisioned and planned as an interactive resource for our community of faculty, students, and beyond. The Blog reflects our commitment to equity and diversity by featuring a filter function that allows for visitors to filter the broad content for "Diversity Equity and Inclusion"; "Volunteer Work"; "Community Based Design"; "Scholarships" as well as general "Resources" The Blog has become a fantastic tool for the School to reach students and Faculty as well as to collect and organize information. The Department Manager sends out a regular email which highlights major blog posts bringing these topics and issues front and center to the students' attention.

B.Lab (Building Lab) Design Build

The building lab program, has been envisioned to serve students and the community in multiple ways, by creating opportunities to develop design strategies based upon an authentic commitment to participatory design, and offering a hands-on, one on one option for students in the B.Arch's final year who seek to position themselves in a socially-conscious and sustainably-oriented career path. The program is mainly populated by B.Arch students, and we have opened this option to the M.Arch program as an elective that graduate students can take over the summer when the design is built with support of the communities served.

Since 2017 these projects were completed:

• 2017 - Guerrilla Coffee Cart - serve coffee for the homeless, make conversation and collect narratives.

• 2018 - Point Perch, Hunters Point East - Community Seating Installation

• 2019 - Point Pantry, food pantry outdoor furniture for the Oakdale Avenue Food Bank in Hunters Point

• 2019 - UNITY Pavilion, for the NCH Community garden in the Hunters Point neighborhood of San Francisco

• 2020-2021 - Kid of Parts, Outdoor Play and Community Furniture at the Bayview Commons Apartments

Partners include local neighbors, SF Marin Food Bank, and the San Francisco Housing Development Corporation. Due to staffing constraints, there has been no new initiative for 2022, we hope to be able to continue the program in the future.

Curriculum

Values of Social Equity and Inclusion are found throughout the curriculum in the graduate and undergraduate departments. These include the graduate classes of the history and theory section of the program, as well as ARH 614 Professional Practices, ARH 690 Thesis Preparation and Development, and ARH 810 Master of Architecture Thesis.

Student Thesis Projects

A hallmark of the M.Arch thesis projects is the significant commitment to environmental, political, community and social responsibility as students have harnessed their projects to not only highlight their design skills but to also engage with issues of social justice, sustainability, equity, physical and mental health, and community. These topics are developed during the Thesis Preparation semester (ARH 690). Faculty support these proposals with academic rigor, professional experience, and specific expertise. The second thesis semester then translates these themes into a feasible architectural project which has the capability to either be a realistic proposal that improves its theoretical and practical context or a building design that generates a professional and/or academic discussion about the topic of the thesis. These engaged thesis projects are the culmination of the program that really add another angle to the graduate experience of our school. Over the years these led us to our profile as a school with a body of students and faculty engaged in change.

History & Theory

Diverse cultural and social contexts are introduced and investigated in the history and theory courses (**ARH 640, 641, 642**). The first course exposes students to cultural traditions as diverse as the Khmer in southeast Asia, the Hittites in Mesopotamia, the Sioux of the American plains, and the Mycenaeans in the Mediterranean. While this content helps to deepen understanding of those traditions, many of their buildings are manifestations of varying forms of inequity; thus, the crucial steps our students take come in the more critical studies deployed in the second history course and the theory course. For example, while ARH 641 is dedicated to modernity, its final module - "The Global Impact of Modernism" - investigates different variations of the modern in India, Japan, Algeria, Ghana, Mexico, Chile, and Australia. Moreover, ARH 642 (Architecture Theory) devotes entire modules to "Critical Regionalism", "Globalism", and "Ethics, Politics, and Social Change"; the latter covers topics such as "Feminist Architecture", "Race in Architecture", and "Privatizing the Public Realm". The sequence of history and theory courses, therefore, both introduces diverse cultural content and fosters the critique of social inequity and exclusion, leading to design translations in the studio supported by greater awareness and analysis.

Society and Profession

• ARH 610 Programming and Space Planning is an elective course in the Society & Profession arc, which encourages and requires students to observe and document the needs of users through academically established methodologies of research. In the final project, they are asked to use these methods to make proposals for the improvement of existing real public spaces based on the evidence collected. Oftentimes the course projects feature underserved neighborhoods with a high percentage of minority residents.

• ARH 614 Professional Practices delves into options for career paths for architects, including careers in socially responsible and public service areas. It elaborates on ethics and the rules of professional conduct for architects as well as ethical standards that guide architects and how architecture includes ethical obligations to not only the client, but also the health, safety, and welfare of the public. The course looks at the ethical rules for architects enumerated in the California Architects Practice Act, the NCARB Rules of Professional Conduct, and the AIA Ethics. The course also recognizes the value of professional development and volunteering in architecture.

The course media features a TEDx talk by Rosa Sheng, AIA, LEED AP BD+C. Sheng is the founder and Chairperson for Equity by Design at AIA San Francisco committee and has developed a worldwide research and discussion about the problem of working and retaining people in the challenging world of architecture. Equity by Design is a call to action for all genders to realize the goal of equitable practice to advance architecture and communicate the value of design to society. She spearheaded the study, "The Missing 32% Project," which

examined the reasons behind the dramatic drop-off rate between women in schooling for architecture and women who went on to become licensed practicing architects.

• **ARH 650** - **Foundational Design Studio I.** As a reaction to the Strategic Plan for Social Equity and Inclusion mentioned above, the onsite studio shifted the site of their final design assignment into the Fruitvale Neighborhood of Oakland where the negative effects of redlining are still evident today.

• ARH 653 - Foundational Design Studio II. The studio's syllabus describes social tensions in the tenements of New York City's Lower East Side in the middle 19th century through the evolution of row housing. The studio investigates urban, societal and thus social space, as a critical moment of design. One assignment for example asks students to speculate in describing social challenges they would anticipate when designing overlapping spaces for two families. In the last year the onsite studio often shifted its focus towards a site along Market Street in the Tenderloin and the particular social tensions that operate there.

• **ARH 609** - **Advanced Design Studio I Design Process and Morphology.** The studio employs a human centric, experiential, and phenomenological approach to the genesis of an architectural proposal of a school building. Past studios have often dealt with the human condition and cultural phenomena in regard to the studio topic.

• ARH 608 - Advanced Design Studio II Concept, Context and Typology. Reacting to political circumstances in recent years and later to the Strategic Plan for Social Equity and Inclusion mentioned above, the studio shifted its long-term topic that utilized an art-museum typology as a subject for the investigation for the studio's design process and method. The museum typology shifted to a National Museum in Spring and Fall 2019 exploring questions of national identity that were pressing at the time in the US. In Fall 2020 the studio explored a Museum for Tolerance and Human Rights in Berlin across the Holocaust Memorial, and in Spring 2021 the theme was a Museum for Democracy in Brazil reflecting on current political developments there. The class retooled an assignment that previously promoted graduate liberal arts education by analyzing and documenting art pieces to be included in the museum, these pieces were diverse and stimulating often relating to the cultural background of the students in the class at the time. For the more socially engaging topics of the last few years, this specific assignment engaged in the analysis of historical and contemporary themes and possible displays that pertained to the specific museum context that semester. The new assignment and the topics added a thematic depth to the studio that enriched the discussion among our culturally diverse student body.

• ARH 619 - Advanced Design Studio III Integrated Design Concepts introduces the term "equitable use" (Module 11 Page 4) as part of universal design principles when exploring the American Disabilities Act. As a reaction to the Strategic Plan for Social Equity and Inclusion mentioned above, the onsite studio shifted its site to Hunters Bay Point, an underserved lower income neighborhood. The studio topic shifted to a market to serve the community with no access to fresh produce.

Assessment of Social Equity and Inclusion

• The HR department of the University engages Faculty, Staff, and Directors in Racial and Diversity Trainings.

• The Directors of the School are acutely aware and sensitive to Social Equity and Inclusion issues, and these topics are often addressed in weekly meetings and policies as well as initiatives we take are frequently reviewed.

• Course content is evaluated by teaching faculty and the leadership of the school and feedback is given to the directors of the School in faculty meetings. This feedback often leads to changes in course content or course policies.



• University and Departmental policies are reviewed in a faculty kickoff meeting at the beginning of each Spring and Fall Semester.

• Faculty Evaluation and Coaching, a department at the University level, is engaged to oversee and observe eventual issues as they arise and give neutral feedback to faculty and directors.

• This criterion also partly assessed through student work as described further below in this report under Student Criteria.

• It is our plan to invite an Advisory Board of distinguished professionals once per academic year and present a selection of student work as well as institutional data to the board of advisors. We are currently forming this board (Please see further below in this report). We are taking great efforts that the board represents a culturally and racially diverse field of academic and professional peers.

• Course evaluations are conducted every semester and the directors investigate all courses with low evaluations to determine how to improve them, including the replacement of a faculty member if necessary.

3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

SC.1 Health, Safety and Welfare in the Built Environment—How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

Program Response:

As our program's focus is on the societal impact of architecture and space making, we believe that we follow a human-centric approach. We are trying to instill a professional sense of duty in our students to positively influence and protect the public's health, safety, and welfare of the greater society affected by buildings. In our program, welfare and health are viewed holistically. It starts with making well-designed spaces that have a positive influence on their inhabitants and elevate the human experience. We want our students to develop enriching spaces which encourage social interaction, are non-exclusive, and enable equitable access for everyone. These spaces include outdoor, urban, as well as indoor spaces, and all gradual realms in between. When it comes to these intrinsic architectural values, there is an irrefutable link between ecological building methods and materiality, which contemporary design and building activity must consider. There is a clear correlation between natural environment, climate, and human wellbeing in the built environment. We also believe that the knowledge of code principles and their application in building planning and design are essential for architects to protect the health, safety and welfare of the public. The active and passive technical methods of creating comfort and protection are in focus in our technical classes and are integrated to a varying degree into the designs in our studios and thesis. Classes incorporate an understanding and internalization towards a common sense for the necessity of safety regulations to protect occupants, and anyone who might be affected by the buildings we design from harm. It is our goal to instill a strong sense of responsibility in our students to safeguard human and environmental health. We feel that our students are acutely aware of how the built environment influences the health and wellness of its inhabitants. Many graduate thesis topics over the last few years gravitated around themes of health, mental health, and wellbeing.

Studio Classes:

• ARH 609 Advanced Design Studio I Design Process and Morphology, a track 1&2 core studio class, is focused on using phenomenology to explore methods for developing concepts, form ,and space-making. The making of good spaces by exploring the human

experience is a focus of the class. The human-centric approach leads to the consideration of public welfare in the built environment as a design problem. The studio also introduces egress and access principles in a lecture. An assignment Module 6 asks students to consider site access and an assignment in Module 7 asks students to develop circulation diagrams, which includes pedestrian access, vehicular access, egress, and accessible paths of travel. In Module 11 to Module 13 the Final Design, Part 1-3 Assignment lists a structural system, egress path system, and accessibility strategy in the form of a diagram as a required deliverable.

• ARH 608 - Advanced Design Studio II Concept, Context and Typology, a track 1 and 2 core studio class, explores the design of a complex public building, and how to project highquality spaces for the welfare of the people using the building, by answering a complex set of requirements. The need for high quality spaces and exceptional architecture serving the people that occupy and use buildings is a thematical thread running throughout the class and covered in lectures and course module syllabi. The studio covers safety regarding building security in a group assignment in Module 1. The assignment leads to a group presentation about this topic for the whole class. The course explains egress systems and egress code requirements in relation to architectural design of buildings in a dedicated lecture in Module 7. The consideration of an egress system is among the early steps of designing a floor plan in this studio (Module 6). The development of an egress system starts in Module 7 and continues to the end of the semester. An integrated space-defining structural concept is required starting in Module 9. An holistic environmental strategy that employs passive as well as active systems and indoor air quality and climate is required (starting in Module 10), with the integration of an envelope system (Module 11) supporting the environmental measures.

ARH 619 - Advanced Design Studio III Integrated Design Concepts, a track 1 and 2 core studio class, approaches human welfare in a more detailed sense compared to the prior studios. Together with its companion class ARH 605, the studio focuses on intricate aspects relating to wellbeing and life safety. The course introduces students in Module 2 to environmental concepts in architecture such as LEED or Net Zero Design. Module 4 elaborates on structure including seismic issues. The course explores life safety in Module 5, page 4-8, in regard to setbacks and fire code requirements. The module introduces egress and accessibility including ADA standards, in great detail, including: egress components, common path of travel, stairway and ramp dimensions, doors, plumbing fixtures, and how the American for Disabilities Act relates to site accessibility. Module 11 gives an in-depth overview of the American Disabilities Act and its universal design principles.

Systems & Technology Classes:

 ARH 605 Graduate Design Technology: Environmental Controls is the companion course for ARH 619 Advanced Design Studio III - Integrated Design. The course elaborates on all potential building systems to be investigated and integrated into an architectural building design. Students also learn about the relationship between energy and the built environment. The course aims to enable students to make educated design decisions based on the inter-connectedness of building shape, climate, occupant comfort, thermal envelope, conditioning and lighting systems, acoustics, and building energy consumption. It covers fundamental elements relating to human comfort, psychrometrics, and the environmental conditions that underlie it. Students learn how human beings are impacted by natural phenomena, and design considerations for architecture to create comfortable environments that protect from these (Module 2). The course investigates how these architectural environments can be maintained in a sustainable manner while promoting human health and wellbeing (Module 3). The course examines the building envelope as the separation between exterior and interior spaces, in terms of its ability to control heat, air, water, and vapor from entering buildings. Students develop a basic understanding of the physics underlying heat flow and the terms used in building product labels and certifications (Module 5). Module 6

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covers heating, ventilation, and air conditioning systems and the detailed components used to heat, cool, and ventilate buildings including a balance between passive and active control strategies. Electrical systems and their safety codes are covered. A whole module is dedicated to fire protection and security including fire resistance types, fire barriers, smoke control, areas of refuge, fire detection, wet and dry fire suppression, alarm systems, and fire management (Module 12). Students are familiarized with an understanding of fire and security systems and how they are integrated into the design of a building in order to create safer and more secure environments. The same module covers general building security issues and systems relating to building safety as an essential to the well-being of building occupants. Elevator control systems are covered towards the end of the course (Module 14).

• ARH 602 Design Technology – Structures (Track 1 and Track 2 core class): Concepts around LEED are covered in Module 14 of the course. General concepts effecting structural considerations and insulation such as thermal bridge and thermal breaks as well as waterproofing are explained. The module also touches on the importance of building material choices how they might relate to indoor environmental quality. Module 11 clarifies how the code protects the life safety of the occupants but does not ensure that the building is usable after an earthquake.

• ARH 604 Material and Methods of Construction explores the criteria used for designing a building enclosure and the codes and standards that apply, it mentions how building code protects the health and safety of the general public (Module1). The course delves into enclosure design exploring a wide range of components, materials, and techniques including their benefits and draw backs, and their potential environmental impact. Fire protection of structures and fire resistance rating as well as fire hazards are referenced throughout the modules regarding material specifics and their code requirements. Quizzes and assignments ensure that the course content is understood and internalized. An assignment in Module 9 requires students to develop details for how a typical floor is framed at the wall including fire blocking.

Society & Profession Classes:

• ARH 606 Construction Documents & Building Codes asks students to develop a construction document set based on a design of a prior studio. While the design of the student might only touch a specific area of the building code, the course elaborates on all potential codes which might apply in this planning stage. Life safety issues are introduced in a lecture (Module 3). Throughout the semester, code requirements are covered and incorporated into the plan set that the students are producing for this class.

• ARH 613 Sustainable Design covers sustainable principles and how they apply to architecture, design, and construction. Students learn how renewable energy, passive buildings, and cradle to cradle systems can improve green buildings and cities for a better future. Throughout the class students explore how sustainability conventions impact human health. Strategies contributing to healthy buildings relate to elements associated with good design practiced in the design studios. Building on this knowledge, the class introduces other physical and psychological benefits to these timeless architectural qualities. Throughout the class, environmental strategies are scrutinized for their ability to contribute to a healthy environment. Class content covers subjects such as healthy buildings, material toxicity, environmental considerations of common building materials, indoor environmental quality, health and comfort, and human health and productivity.

• **ARH 614 Professional Practices** elaborates on ethics and the rules of professional conduct for architects and how architecture includes ethical obligations to not only the client, but also the health, safety, and welfare of the public.

Access to Code Requirements:

Our library maintains an online subscription resource providing the following reference texts through MADCAD.com:

- ASHRAE Standard 90.1-2010 Energy Standard for Buildings
- ICC A117.1 Accessible and Usable Buildings and Facilities
- International Building Code
- International Energy Conservation Code
- International Existing Building Code
- International Fire Code
- NFPA 13: Standard for the Installation of Sprinkler System
- NFPA 70: National Electrical Code
- NFPA 101: Life Safety Code
- USGBC LEED Reference Guide for Green Building Design and Construction 2010

Self-Assessment:

Health, Safety and Welfare in the Built Environment in the student work as well as in course content are assessed and evaluated in the following ways:

Self-assessment through review of student work and grading:

• Each class has multiple assignments throughout the semester, which factor into the grading of each student's performance in the classes over time. For knowledge-based classes quizzes often complement the course content.

• Each course is following a grading matrix and a Grade Book; these matrixes have been established in DAT meetings with faculty and are frequently reviewed.

• The Gradebook maps topics/gradable events to weighted categories (e.g., Assignments 35%, Midterm Presentation 25%, etc.) in the grading breakdown submitted to Curriculum for each course. It provides a running calculation for both faculty and students and, at key points in the semester, presents a visualization of the relative weights of the categories and students' performance in each. Prior to submitting official grades, faculty have the ability to make manual adjustments to calculations to account for factors such as extra effort, improvement, etc.

• Online, faculty can see student progress through the module content by selecting a student name on the Outline. Green checks indicate which pages and videos the student has, or has not, viewed. The student's grades for items in that module are also displayed.

• Midterm reviews with the participation of other faculty members, directors, and outside guest comprising of local (as well as international - for online only) architects and academics, are a well-established culture for all our studio courses and thesis.

• Students are graded 4 times per semester 3 Progress Grades issued at fixed intervals and a final grade.

• Final studio reviews are held in an open forum, onsite, through a three-day exhibition two weeks before the end of each Spring and Fall semester, online, through a joint ConceptBoard in both cases all final presentation work is visible to the whole school. In the pandemic the onsite (synchronous) studios are also presenting on this joint Concept Board. It is our intention to incorporate ConceptBoard into our onsite courses after the return to onsite operations. Directors and faculty review these exhibitions informally and formally once per academic year as part of the DAT meeting after the Course Rubric evaluation.

• Faculty are required to review elaborate and detailed course archives at the time of the final grading of the course, to ensure that the whole student output over the semester is holistically assessed towards the Course Learning Outcomes.

• The office of Institutional Effectiveness publishes all grading outcomes in Tableau where it is frequently reviewed by the directors and coordinators. In case of large holistic issues, the outcome is shared with faculty during the semester preparation meeting before the start of

each semester. For more specific issues, personal DAT meetings are scheduled between the directors, course faculty, and/or course authors.

• Whenever there is a student failing or underperforming in a studio class, progress grades, grade comments, and the student archives are reviewed by directors who also initiate a meeting with the faculty member and/or student if necessary.

Self-assessment through Student Evaluations:

• Students give detailed feedback in course and faculty evaluations; the Faculty Evaluation and Coaching department aggregates the feedback and shares the outcome with Directors in the first quarter of each semester. Course content complaints and potential faculty deficiencies become quickly evident to the directors through these summaries.

• The overall culture of the school allows students and faculty to raise questions and issue complaints about content and instruction issues openly.

• When deficiencies in the course content or the instruction become evident, meetings with faculty and/or course authors are initiated to discuss how to amend the course to evolve it further.

• With faculty deficiencies, directors can involve the Faculty Evaluation and Coaching Department in helping faculty members to develop their teaching abilities.

Self-assessment through Student- and Course Rubrics:

• With the new 2020 NAAB conditions, we instituted that once per academic year, at the end of the spring semester's final grading deadline, faculty are required to fill out a course rubric for their course. The rubric allows faculty members to assess the course learning outcomes and NAAB criteria in conjunction with the outcome of their course and give feedback to the leadership team of the school in form of a matrix per criteria, as well as detailed comments. The outcome of these rubrics is aggregated by the school's Archivist Erin Berta, reviewed by the directors, and discussed in a faculty meeting afterwards.

• With the new 2020 NAAB conditions, we instituted that once every two years, at the end of the Fall semester's final grading deadline, faculty are required to fill out a student rubric for each student in their course. The rubric allows faculty members to assess the course learning outcomes and NAAB criteria in conjunction with the actual student work and give feedback to the leadership team of the school in form of a matrix per criteria, as well as detailed comments. The outcome of these rubrics is aggregated by the school's Archivist Erin Berta, reviewed by the directors, and discussed in a faculty meeting afterwards.

Self-assessment through faculty feedback:

• Besides the above, faculty has multiple ways of giving feedback through scheduled DAT meetings, at the beginning and end of each semester, during formal and informal reviews, and through a Faculty Survey instituted by the University.

• The Faculty Survey results are reviewed by Directors and Coordinators in Tableau.

• Pre-semester meetings curriculum content and deliverables are reviewed by Course and Studio Faculty, Coordinators, and Directors.

Self-assessment through Midpoint and Final Reviews:

• ARH 690 - Thesis Preparation Midpoint, and ARH 810 - Master of Architecture Thesis, are evaluated as described above. In addition, the final review of ARH 690 which is also the Midpoint Review of the program, and the final Thesis Review in ARH 810 both have a formalized review process in the LMS, where each student's archive and portfolio is evaluated towards the Program Learning Outcomes of the school. A committee of at least one Director, Coordinators, Thesis and Studio Faculty are present in these reviews. The outcome of the formal review process is recorded in the LMS. The data of Midpoint and Thesis Review outcomes is aggregated by the Office of Institutional Effectiveness, published in Tableau, and frequently reviewed by Directors and Coordinators.

Final Midpoint and Thesis reviews are held in an open forum, onsite, through public presentations in the last week of each Spring and Fall semester, online, through two joint ConceptBoards (one for each type of review). In both cases all final presentation work is visible to the whole school. In the pandemic, the onsite (synchronous) Thesis Preparation Midpoint and Thesis courses are also presenting on the joint Concept Boards. It is our intention to incorporate ConceptBoard into our onsite courses after the return to onsite operations. Directors and faculty review these exhibitions informally and formally once per academic year as part of the DAT meeting after the Course Rubric evaluation.
The faculty committees of Midpoint and Thesis Reviews are also a forum to discuss successes and deficiencies in student performance. This happens with a broad and holistic

successes and deficiencies in student performance. This happens with a broad and holistic view that allows us to make decisions for potential curriculum changes with great participation of design-relevant faculty. Each final Thesis Review has a 30-minute per student deliberation period giving ample time for the very fruitful discussions that become the basis for reflections and corrections throughout our curriculum.

SC.2 Professional Practice—How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

Program Response:

It is our hope that our students leave our institution equipped with all necessary tools to become progressive and successful professionals. As students become more aware of the roles embodied by our professional colleagues, they are expected to reach out for feedback and input on studio projects from the professional resources available to them. This is facilitated by pairing courses with studios and closely aligning curriculum so that students can transfer knowledge from one academic setting to the next and eventually into their design projects and thesis.

The philosophy and mission of the Academy that practicing artists teach, is embodied in the school of architecture as the majority of our faculty has their own practice. In that, every faculty member becomes a role model and the interactions in our school become a professional discourse among faulty members, technical advisors, staff and students. Our teaching and learning culture that is fostering professional skills in students in the studios and classrooms, and when presenting projects through the respectful and honest feedback from faculty and reviewers is a testament to this fact. Our program stresses design skills, and written and spoken communication skills at a professional level

Exposure to the profession is also embedded within the curriculum through faculty-led field trips to construction sites and firms. Examples include ARH 602 Structures, taught by Carl Wilford, who is a structural engineer practicing in San Francisco and ARH 604 Materials and Methods, taught by David Gill. Onsite, we are fortunate to be located within walking distance of several large-scale construction sites and can take advantage of this resource by leading students on hard hat tours each semester, guided by the structural engineer faculty member. Past visits included a tour of 181 Fremont which is an 802 ft tall steel tower under construction in San Francisco. The construction site visit included a presentation by Arup structural engineers on resilient structural engineering. Maintaining these visit is a challenge in the graduate department as fewer and fewer support classes show enough enrollment to be run onsite.

The Technical Advisor program is another aspect of professional practice as it simulates an office like environment in the studios through professional project conversations (meeting) with engineering-, sustainability- and MEP-consultants.

EVIDENCE:

ARH 614 Professional Practice:

The course was written by Elizabeth Tippin Esq LEED AP who is an allied AIA member and is serving on the AIA SF board. The course gives an in-depth overview and understanding of the profession and the specific duties of architects that prepares our students with a deep understanding of all aspects of the profession. It is structured for students to first understand the role of all stakeholders in the Design and Construction Process: The architect, prospective clients of an architectural firm, design consultants, government and community, agencies and reviewers, and general contractors and subcontractors. The course also elaborates on professional licensure and the specific process in the US and how to develop a career as an architect including ethics and the rules of professional conduct. This also includes AIA membership, writing an effective cover letter, resume, and portfolio, as well as alternative careers for architects. Legal issues facing architectural firms, litigations, intellectual property, patents, and copyright are covered as well as the comprehensive understanding of contracts, project delivery methods, compensation alternatives, project management and community/social responsibility.

Due to our lower enrollment in the last years, the class is mainly taught online, it is therefore enhanced through a number of videos which provide virtual visits to architecture offices (AECOM, Gensler, Foster+Partners). Discussion topics, quizzes and deliberate assignments make the course engaging, useful to students, and ensure that students are reflecting and internalizing the content. Examples of assignments include students writing a cover letter to an architectural firm of their choice or preparing comparative research of two architectural firms to understand their mode of business. Through real-life examples, students gain an understanding of practice management and leadership to preparation of a partnership agreement, strategic business plan, including human resources and finance, and marketing materials.

Assessment of Professional Practice

• Course evaluations are conducted every semester and the directors investigate all courses with low evaluations to determine how to improve them, including a rewrite or a partial rewrite of the course.

• Course content is evaluated by teaching faculty and feedback is given in faculty meetings. Course content is also frequently reviewed by the leadership of the school.

- Aggregated data in Tableau about student success leads to assessment of courses.
- Scheduled rebuilds of our online classes lead to frequent evaluation of course content.

• Part of this criterion also assessed through student work which is assessed as described further below in this report under Student Criteria.

• Unfortunately, Elizabeth Tippin is no longer available to teach the class, but she is an outside advisor who supports the school in evaluating necessary updates to this specific class.

• It is our plan to invite an Advisory Board of distinguished professionals once per academic year and present a selection of student work as well as institutional data to the board of advisors. We are currently forming this board (Please see further below in this report).

SC.3 Regulatory Context—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

Program Response:

Throughout the program, we strive to expose our students to realistic and real-life assignments. Building codes and regulations play a role in every studio to varying extend

over the course of the curriculum, with the most emphasis in the integrated design studio. Support classes cover this content to more detail.

• ARH 606 Construction Documents & Building Codes primarily covers life safety through a review of the California Building Standards Code (Title 24), which includes the California Building Code, Electrical Code, Mechanical Code, Plumbing Code, Energy Code, Fire Code, and Green Building Standards Code. Assignments are related to the conceptual and practical aspects of understand codes and how they relate to building and site design. The Americans with Disabilities Act (ADA) is covered through a review of the ADA Standards for Accessible Design. Land use regulations, including the California Environmental Quality Act (CEQA) along with its relationship to the California Coastal Act are reviewed and discussed. Planning and Zoning Codes are examined as part of the local process of understanding land use, zoning, entitlements and permitting. Because some counties such as San Francisco require public buildings to meet a LEED Gold rating at a minimum, the LEED rating system is also covered. Written and graphic assignments are designed to understand and work with local regulations and the entitlement process.

• **ARH 614 Professional Practice** covers project delivery methods and the architect-clientcontractor contractual relationships. Legal topics such as the Architect's Standard of Care, professional negligence, the AIA Code of Ethics, contracts, liens, conflict resolution, mediation, arbitration, and risk management, are examined and discussed.

• ARH 602 Design Technology – Structures (Track 1 and Track 2 core class) Module 4 touches on code tables for allowable deflections in beam design. Module 5 requires students to calculate a slab thickness using the ACT code. Module 6 Columns Design mentions how the code defines the slenderness ratio of wood columns including its minimum requirement and code stability requirements for buckling. The course includes code considerations in regard to wind loads in Module 10; students learn about exposure types in the IBC code as well as US codes and standards for wind-loads. In Module 11 issues and codes related to seismic forces and how they affect a building's structure are covered. Module 12 mentions code in regards to braced frames.

• **ARH 604** - **Materials and Methods of Construction** lists building codes as a major requirement for architectural work and basis for the health, safety, and protection of the general public.

• ARH 605 - Environmental Controls & Building Systems expands on the California green building standards code, including the California Energy Code - Title 24, and references a download link to an excerpt that is a required reading in the class. In and assignment in Module 3 of the class students are required to review the code requirements for their state in regard to the roofs and walls for their project and answer how their design meet these requirements. The course also covers the various other codes (electrical, plumbing, ...) that come into effect for building systems.

• ARH 650 - Foundational Design Studio I, and ARH 653 Foundational Design Studio II, the two first and second semester design studios in Track 2, cover broad regulatory aspects in their assignments to prepare students for the requirements in the advanced studios where regulatory aspects are integrated in the design process.

• ARH 609 Advanced Design Studio I Design Process and Morphology is a Track 1 core studio class, which introduces egress principles and code requirements in a lecture. In Module 6 the assignment asks students to consider site access. The assignment in Module 7 asks students to develop circulation diagrams, which includes pedestrian access, vehicular access, egress, and accessible paths of travel in accordance to current building code

requirements. Module 11 to Module 13 the Final Design, Part 1-3 Assignment lists an egress path system, and an accessibility strategy based on code requirements in form of a diagram as a required deliverable.

• ARH 608 Advanced Design Studio II Concept, Context and Typology is a Track 1 core studio class. The site analysis in the class requires a site diagram which assesses the maximum building envelope in regards to the local building code. The development of an egress system starts in Module 7 and continues to the end of the semester. The course explains egress systems and egress code requirements in relation to architectural design of buildings in a dedicated lecture.

ARH 619 Advanced Design Studio III Integrated Design Concepts is a Track 1 core studio class where the design project for this class typically deals with a site located in the San Francisco region, so it is designed to be subject to and conform with applicable California and local planning and building codes. Local planning regulations are examined before initiating design concepts, and progressive plan checks are conducted throughout the semester for compliance. Students verify planning and building codes for a given project type.

ARH 690 Thesis Preparation Midpoint requires that all students perform a building code analysis of their site. Students list all relevant code requirements that will pertain to their building type and respectively their chosen site.

Assessment of Regulatory Context

• Course evaluations are conducted every semester and the directors investigate all courses with low evaluations to determine how to improve them, including a rewrite or a partial rewrite of the course.

• Course content is evaluated by teaching faculty and feedback is given in faculty meetings. Course content is also frequently reviewed by the leadership of the school.

• Aggregated data in Tableau about student success leads to assessment of courses.

• Scheduled rebuilds of our online classes lead to frequent evaluation of course content. For courses with rapidly evolving content such as regulatory context the department directors review the course on a frequent basis. We also instituted course builds that do not require a similar rapid update. Code requirements are discussed in a more broad and holistic way, more detailed changes to the code are covered by external links which update automatically for example.

• Part of this criterion is also assessed through student work which is assessed as described further below in this report under Student Criteria.

• It is our plan to invite an Advisory Board of distinguished professionals once per academic year and present a selection of student work as well as institutional data to the board of advisors. We are currently forming this board (please see further below in this report).

SC.4 Technical Knowledge—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

Program Response:

Technical content is woven throughout our curriculum referencing Institutional Learning Outcomes and the Mission Statement of the greater University, which both emphasize technical proficiency. This content is most directly covered by the Systems & Technology arc, which relates to technology in regard to building construction. Technical knowledge as student proficiency with architectural tools, methods, and technical understanding through representation and fabrication, is covered in the Media & Process, and Society & Profession

sections of our curriculum. The design studios are the core classes where all these technical abilities are applied in conjunction. The studio courses raise the requirement for technical aptitude and complexity from semester to semester and conclude with the integrated design studio and the comprehensive thesis project.

Systems & Technology

Technical Knowledge in the Systems & Technology arc of the curriculum directly relates to building technology.

 ARH 652 Architectural Tectonics, in the first semester of Track 2, prepares students with a fundamental understanding of the theory and science of construction. The relationships between design, technology, structures, and space on a broad and holistic level are covered. It is not a technical course in architectural materials, construction, or structures but one that reflects on architectural design as a process of putting materials together. It prepares the student for a fundamental connection to the actual act of building and links the content of the design studios with the basic technical requirements of constructing architecture. The class is a required core class for Track 2 but often prescribed as an elective to students in Track 1 who need to catch up between the connection of design and building construction. Modules 2-6 elaborate on materials such as Stone and Masonry, Concrete, Wood, Steel, and Glass. Modules 7-10 cover architectural elements such as Columns, Walls, Floors, Facades, Doors and Windows, Roofs, Stairs, Ramps, and Railings, Modules 11-15 cover methods including Joining, Detailing, Digital Design and Fabrication, and Assembly. All these aspects are deepened through a small design exercise. Students learn about the different forces that come in to play in load bearing structures, they research, analyze, and interpret structural concepts with architectural significance. The understanding of these basic principles is the basis for our students beginning in Track 2.

• ARH 602 Design Technology – Structures, a core class in the first semester of Track 1 and third semester of Track 2 introduces students to the role of the structural engineer and other stakeholders in the design and building process. It describes the dialogue and expertise between architect and engineer about structural decision-making, the principles of vectorial analysis, and how engineers can operate with forces to find their result. The course covers geometrical and mechanical concepts, Materials, Structural Components, typical loads and forces, as well as the design of beams, slabs, diaphragms, and columns. The course elaborates how structural systems generate and inform the building and design process. The course reviews material properties, such as wood, concrete, and steel among others, and explains how beams, columns, trusses, and connections help resist and transfer loads to the foundation. A portion of the course covers how structures resist lateral forces such as wind and earthquakes, and how foundations are affected by different soil conditions. Students design a complete building structure from the roof to the floors, columns, foundations, and lateral system. Emphasis is given to the understanding of all load path issues and how the course topics that were introduced in the previous modules relate to each other.

• ARH 604 Materials and Methods of Construction, is where students gain a high level of competence in the technical and tactile aspects of architectural design by developing a sophisticated wall section. Students design key details, which provide a significant portion of a completed documentation for a building design. Throughout the course raw and build/3Dmodel (onsite/online) a model of a wall section showing: building structure, HVAC, roof drainage, and wall structure. Details of the enclosure systems, door and window systems, detailed wall components, shading, railing, and roofing details among other façade elements are thoroughly documented. The work in the course is at a high comprehensive level, describing the structural and waterproofing system of the wall section from the top of the wall to the foundation. Students are also tasked to find and evaluate research on integrating approaches of building materials and component, with an awareness of the whole

building system. They are required to apply a cyclical design approach to define building details within a framework of an overall building envelope.

• ARH 605 - Environmental Controls & Building Systems: Students investigate the critical relationship between energy and the built environment and make educated design decisions considering the inter-connectedness of climate, building shape, occupant comfort, thermal envelope, conditioning systems, lighting systems, acoustics, and building energy consumption. Students articulate the importance of related professional disciplines in the process of design. Appropriate mechanical, electrical, plumbing, and acoustical systems for a building are evaluated and selected to be incorporated into a building design. Students make informed design decisions based on their understanding of the inter-connectedness of climate, building shape, occupant comfort, thermal envelope, conditioning systems, lighting systems, acoustics, and whole building energy consumption.

Media & Process

Technical Knowledge in the Media & Process arc of the curriculum directly relates to student ability to apply media, tools, and process skills to generate technical results in the conception of building construction. The technical understanding of building parts and components through representational conventions is situated in this area of the curriculum. Also covered are emerging technologies in our profession such as programming and advanced fabrication methods.

• ARH 651 - Design Process and 2D Media is a first semester course in Track 2 covering preparatory content. In this class, students gain fundamental knowledge of two-dimensional media skills needed to begin an architectural design education. Orthographic conventions of plan, section, and elevation, architectural notation, and two-dimensional media are explored. Students learn how to relate a two-dimensional representation to three-dimensional space. The relationship between build architecture, design, and two-dimensional media are explained and explored through an as-built project, for the students to develop two-dimensional architectural drawings including plans, sections, and elevations. Basic and intermediate 2D drawing skills, graphic and compositional skills are developed. The students learn how to read and produce two dimensional architectural representations that relate to three-dimensional space such as axonometric projections. This course is a preparatory course.

• ARH 654 - Design Process and 3D Media is a second semester course in Track 2 covering preparatory content. Students gain fundamental knowledge of three-dimensional digital media, modeling, and rendering techniques to develop the representation and simulation skills needed for mastering the architectural design process. Students employ approaches and techniques to produce a range of 3D digital model types, recognize the importance of process and making as a form of testing ideas, and create three-dimensional spatial proposals. The class explores the relationship between the structure of ideas, three-dimensional media, and design process to facilitate the development and communication of architectural proposals.

• ARH 620 - Digitally Generated Morphology is a first semester course in Track 1 and a third semester course in Track 2. In this class, students learn the essential skills and software necessary to generate and design an architectural proposal using 3D modeling software. The computer applications in this course are utilized beyond representation as more generative design tools. Students incorporate advanced 3D modeling techniques as tools for design and advanced representation. They also perform a range of 3D modeling operations utilizing splines, primitives, polygons, modifiers, lofts, meshes and nurbs. The course includes animation and rendering, as well as basic scripting in 3D modeling software. This course and
the following course ARH 659 together form a "horizontal studio" where the programming and scripting work from ARH 620 gets carried over into ARH 659 to an actual fabrication project.

• ARH 659 - Digitally Generated Fabrication is a second semester course in Track 1 and a fourth semester course in Track 2. The course explores methods of advanced architectural fabrication in relation to architectural design and construction processes. Students engage in several techniques and technologies, as well as in the applications of these processes towards architectural production. The relationship between design and three-dimensional models is explored to develop three dimensional digitally fabricated models for fabrication and construction. Students master intermediate and expert level graphic and compositional as well as fabrication skills. This course and the preceding course ARH 620 together form a "horizontal studio" where the programming and scripting work from ARH 620 gets carried over into ARH 659 to an actual fabrication project.

• ARH 658 - Building Information Modeling CAD and Revit Is an elective course. In this course, students build on basic drafting skills using AutoCAD and then develop their modeling skills in Revit. The course focusses on fundamental technical skills to produce a sophisticated set of drawings and renderings as the basis for a BIM process. Students apply basic 2D drafting tools, to design, draw, change, save, and export objects and text using CAD. Working models that express the design intent of the project are developed through basic 3D modeling tools.

Society & Profession

Technical knowledge in the Society & Profession arc of the curriculum is covered in a broader sense, for example through the understanding of regulative aspects or building physics and how these issues impact building design and construction.

• ARH 613 - Sustainable Design is a third semester Track 2 and a first semester Track 1 core class, which covers sustainable principles and how they apply to architecture design and construction. The course is also a foundation for integrating environmental science into architectural design by introducing students to the fundamentals of climate metrics and analysis techniques. Students establish a scientific understanding of building performance. The course investigates all major renewable energy systems and their technical implications such as photovoltaic, wind, micro-hydro, biomass, geothermal, solar thermal, and ocean wave energy. Sustainable building concepts and standards such as green building, environmental building, ecological building, natural building, and LEED are covered. The course also delves into green building codes, rating systems, and certifications.

Course assignments require students to do a carbon footprint calculation, identify climatebased passive architectural strategies through an analysis of vernacular examples and eventually compare them to a contemporary structure. Students also have to draw an energy massing model using the FormIt modeling software, analyze a building with notable sustainable strategies, calculate the water budget of the LEED baseline and the proposed design for the building, and describe the material resources and sustainable relevant technology used in the construction of a precedent building. Students are also tasked to complete a climate analysis of their home city by using climate consultant software, the study includes temperature, radiation range, humidity, precipitation, shading, psychrometric charts, sun, and wind. The course strives to instill an understanding of the role of buildings in the larger context of sustainability, climate and the technological measures architects can take to integrate these issues into their building designs.

• **ARH 606** - **Construction Documents & Building Codes** builds on a prior advanced studio project (ARH 609 or ARH 608) and requires students to produce a construction document

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and detailing set for one of their own designs. The advanced studios have enough of an integrated nature that technical aspects are considered on a conceptual level. The course plays a role where the integration of these aspects is worked out further and to a much higher degree than a studio could normally deliver. In this sense the course is a little like another integrated studio as the detail and material manifestation is considered in more detail and further resolved. Students are introduced to all technical aspects in building construction and the building codes that underly these technical standards.

Studio

Technical Knowledge in the studio section is understood as a requirement. All studios ask our students for realistic building designs achieved through a commonsense design process based on clear empirical criteria. One of the strongest of these criteria are the technical requirements of building design. While support classes foster the particular understanding of each technical aspect by itself, the design studio is where these aspects are integrated into a larger holistic framework leading to a building design.

• **ARH 650** - **Foundational Design Studio I** is a preparatory studio in the first semester of Track 2. Students are exposed to and required to consider broad and fundamental technical aspects as a reaction to the specific environment, such as material considerations, structure and structural elements, prefabrication, mass customization, fabrication, and sustainable design.

• ARH 653 - Foundational Design Studio II is a preparatory studio in the second semester of Track 2. Students are required to understand fundamental technical requirements in the design of buildings. The studio introduces a tectonic trilogy as the main technical elements to consider in a building design - the structure, the facade, and the ground cover - as the spectrum of architecture's physical form. A module is dedicated to structure and another one to envelope systems.

• ARH 609 - Advanced Design Studio I Design Process and Morphology is the advanced studio in the first semester of Track 1 and the third semester of Track 2. The studio requires the development of a structural system, a façade system, and a sustainability strategy; all of which are covered in dedicated modules and as part of the final deliverables for the studio.

• ARH 608 - Advanced Design Studio II Concept, Context and Typology is the advanced studio in the second semester of Track 1 and the fourth semester of Track 2. The studio requires the development of a space-defining structural concept in Module 10, a holistic environmental strategy including passive as well as active systems, and the integration of an envelope system in Module 11. There is a dedicated lecture about structure in Module 10 that elaborates on structural efficiency achieved by deliberate integrated design decisions and another lecture about façade systems in Module 11. Technical aspects are discussed throughout the studio as a criterion for intelligible design decisions and incorporated into sections, plans, models, renderings, diagrams, and a wall-section/enlarged elevation drawing to differing detail and degree as final deliverables.

• ARH 619 - Advanced Design Studio III Integrated Design Concepts is the advanced studio in the third semester of Track 1 and the fifth semester of Track 2. The studio practices integrated building design from early concept to final detail. Students engage in an investigative process that employs multiple systems and variables to successfully complete a compelling and comprehensively thought-out architectural project. In this course, integrated sustainable design and environmental concepts play a large role in the assessment of technical means. The studio employs energy analysis software tools in Autodesk Revit, Sefaira, OpenStudio, and IESVE. The course investigates structure and structural concepts as a technical design problem and delves into construction types (Type I-V) and materiality,

such as masonry, concrete, steel frame, and hybrid constructions. Students explore the relationship between materials, structure, and form. Many technical aspects and solutions are discussed to a high detail, from the door handle (Module 5 - Entrance Doors and Parking Spaces) to site accessibility, for example. Students learn about egress and access components, ramps, stairway dimensions, daylight, lighting and shading, and plumbing fixtures as well as site and building code issues. Dedicated modules for building envelope systems include envelope elements of complex wall assemblies, along with air layer and insulation, vapor barriers and wall-structure. The modules also cover curtain walls, storefront windows, stick wall, fixed and suspended assemblies of structural glass walls, as well as roof assemblies. Environmental Controls are an important theme in a later part of the studio, where students learn about different types of HVAC systems, cooling towers, heat pumps, allair systems, dual duct systems, air-water hybrids, and their architectural considerations. Ducting, electrical systems, interior electrical distribution, water systems and passive versus active environmental controls are also covered in the studio. A more detailed wall section than in prior studios is a required deliverable for the studio which elaborates on wall and roof envelopes at a more detailed level, with integrated services in a comprehensive and coordinated manner. All wall layers, their connections, and their materials need to be specified. Eventually the studio focusses on detailing and how it relates to the technical requirements covered in prior modules as well as to the overall architectural design concept. The companion course ARH 605 intensifies and deepens all technical aspects of the design in the studio. Throughout the studio, students have access to the assigned Technical Advisors for Structure, Sustainability, and MEP.

• **ARH 810** - **Master of Architecture Thesis** requires the established technical deliverables in form of a wall section, enlarged elevation, and four building details of critical areas. A structural diagram, showing column placement, grids, frames, bearing vs. non-bearing walls, etc. and which illustrate the ability to withstand gravitational, lateral, and seismic forces, is also part of the final deliverables. Throughout their final thesis semester, students have access to the assigned Technical Advisors for Structure, Sustainability, and MEP.

Self-Assessment:

Technical Knowledge in the student work as well as in course contents are assessed and evaluated in the following ways.

Self-assessment through review of student work and grading:

• Each class has multiple assignments throughout the semester, which factor into the grading of each student's performance in the classes over time. For knowledge-based classes quizzes often complement the course content.

• Each course is following a grading matrix and a Grade Book; these matrixes have been established in DAT meetings with faculty and are frequently reviewed.

• The Gradebook maps topics/gradable events to weighted categories (e.g., Assignments 35%, Midterm Presentation 25%, etc.) in the grading breakdown are submitted to Curriculum for each course. It provides a running calculation for both faculty and students and, at key points in the semester, presents a visualization of the relative weights of the categories and students' performance in each. Prior to submitting official grades, faculty have the ability to make manual adjustments to calculations to account for factors such as extra effort, improvement, etc.

• Online, faculty can see student progress through the module content by selecting a student name on the Outline. Green checks indicate which pages and videos the student has, or has not, viewed. The student's grades for items in that module are also displayed.

• Midterm reviews with the participation of other faculty members, directors, and outside guest comprising of local (as well as international - for online only) architects and academics, are a well-established culture for all our studio courses and thesis.

• Students are graded 4 times per semester with 3 Progress Grades at fixed intervals and a final grade.

• Final studio reviews are held in an open forum, onsite, through a three-day exhibition two weeks before the end of each Spring and Fall semester, online, through a joint ConceptBoard. In both cases, all final presentation work is visible to the whole school. In the pandemic the onsite (synchronous) studios are also presenting on this joint Concept Board. It is our intention to incorporate ConceptBoard into our onsite courses after the return to onsite operations. Directors and faculty review these exhibitions informally and formally once per academic year as part of the DAT meeting after the Course Rubric evaluation.

• Faculty are required to review elaborate and detailed course archives at the time of the final grading of the course, to ensure that the whole student output over the semester is holistically assessed towards the Course Learning Outcomes.

• The office of Institutional Effectiveness publishes all grading outcomes in Tableau where it is frequently reviewed by the directors and coordinators. In case of large holistic issues, the outcome is shared with faculty in the semester preparation meeting before the start of each semester. For more specific issues, personal DAT meetings are scheduled between the directors, course faculty, and/or course authors.

• Whenever there is a student failing or underperforming in a studio class, progress grades, grade comments, and the student archives are reviewed by directors who also initiate a meeting with the faculty member and/or student if necessary.

Self-assessment through Student Evaluations:

• Students give detailed feedback in course and faculty evaluations; the Faculty Evaluation and Coaching department aggregates the feedback and shares the outcome with Directors in the first quarter of each semester. Course content complaints and potential faculty deficiencies become quickly evident to the directors through these summaries.

• The overall culture of the school allows students and faculty to raise questions and issue complaints about content and instruction issues openly.

• When deficiencies in the course content or the instruction become evident, meetings with faculty and/or course authors are initiated to discuss how to amend the course to improve it further.

• With faculty deficiencies, directors can involve the Faculty Evaluation and Coaching department to help faculty members develop their teaching abilities.

Self-assessment through Student and Course Rubrics:

• With the new 2020 NAAB conditions, we instituted that once per academic year, at the end of the spring semester's final grading deadline, faculty are required to fill out a course rubric for their course. The rubric allows faculty members to assess the course learning outcomes and NAAB criteria in conjunction with the outcome of their course and give feedback to the leadership team of the school in form of a matrix per criteria, as well as detailed comments. The outcome of these rubrics is aggregated by the school's Archivist Erin Berta, reviewed by the directors, and discussed in a faculty meeting afterwards.

• With the new 2020 NAAB conditions, we instituted that once every two years, at the end of the Fall semester's final grading deadline, faculty are required to fill out a student rubric for each student in their course. The rubric allows faculty members to assess the course learning outcomes and NAAB criteria in conjunction with the actual student work and give feedback to the leadership team of the school in form of a matrix per criteria, as well as detailed comments. The outcome of these rubrics is aggregated by the school's Archivist Erin Berta, reviewed by the directors, and discussed in a faculty meeting afterwards.

Self-assessment through faculty feedback:

• Besides the above, faculty has multiple ways of giving feedback through scheduled DAT meetings, at the beginning and end of each semester, during formal and informal reviews, and through a Faculty Survey administered by the University.

The Faculty Survey results are reviewed by Directors and Coordinators in Tableau.
Pre-semester meetings curriculum content and deliverables are reviewed by Course and Studio Faculty, Coordinators, and Directors.

Self-assessment through Midpoint and Final Thesis Reviews:

• ARH 690 - Thesis Preparation Midpoint, and ARH 810 - Master of Architecture Thesis, are evaluated as described above. In addition, the final review of ARH 690 which is also the Midpoint Review of the program, and the final Thesis Review in ARH 810 both have a formalized review process in the LMS, where each student archive and portfolio is evaluated towards the Program Learning Outcomes of the school. A committee of at least one Director, Coordinators, Thesis, and Studio faculty are present in these reviews. The outcome of the formal review process is recorded in the LMS. The data of Midpoint and Thesis Review outcomes is aggregated by the Office of Institutional Effectiveness, published in Tableau, and frequently reviewed by Directors and Coordinators.

• Final Midpoint and Thesis reviews are held in an open forum, onsite, through public presentations in the last week of each Spring and Fall semester, online, through two joint ConceptBoards (one for each type of review). In both cases all final presentation work is visible to the whole school. In the pandemic, the onsite (synchronous) Thesis Preparation Midpoint and Thesis courses are also presenting on the joint Concept Boards. It is our intention to incorporate ConceptBoard into our onsite courses after the return to onsite operations. Directors and faculty review these exhibitions informally and formally once per academic year as part of the DAT meeting after the Course Rubric evaluation.

• The faculty committees of Midpoint and Thesis Reviews are also a forum to discuss successes and deficiencies in student performance. This happens with a broad and holistic view that allows us to make decisions for potential curriculum changes with great participation of design-relevant faculty. Each final Thesis Review has a 30min per student deliberation period giving ample time for the very fruitful discussions that become the basis for reflections and corrections throughout our curriculum.

SC.5 Design Synthesis—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

Program Response:

The design studio sequence is the main realm for the development of this Student Criteria. As the graduate program is short, design skills are nurtured with an accelerated timeline. We believe that all our classes prepare and point to the studio arc and that this experience cumulates at the end of the program in the Integrated Design Studio and the Master of Architecture Thesis. It is therefore that we are presenting student work out of these two classes (ARH 619 and ARH 810) as evidence for this student criteria.

Studios of Track 2 – Preparatory Content

The two foundational studios (ARH 650 and ARH 653), in Track 2 of the program, move rapidly from very basic and focused design exercises to more complex and holistic questions.

• **ARH 650 Foundational Design Studio I**, the first studio of Track 2, exposes students to a range of drawing, diagraming, and model-making techniques. Through focused exercises, students learn the interrelationships of program, geometry, organization, composition, and narrative used in the architectural design process of simple and smaller structures that mostly circle around housing with all its implications on personal wellbeing.

• ARH 653 Foundational Design Studio II, the second studio of Track 2, enables students to further develop their spatial design skills by focusing on spatial questions that exceed the

immediate and personal questions of housing, into the urban and non-private realm of simple public structures and buildings. Students expand their visual/graphic thinking and vocabulary of spatial elements to increase meaning in their designs.

These two initial studios gradually prepare the students to enter the advanced studios in Track 1.

Studios of Track 1

In this short track, the students emerging out of Track 2 and the students entering the program from architecture related undergraduate degrees, engage in broader and more complex architectural questions and develop their projects to a higher degree. The advanced studios guide the students through different design processes with changing foci increasing in scope, complexity, and detail. These processes aim towards the generation of architectural space and comprehensive building design.

• ARH 609 Advanced Design Studio I - Design Process and Morphology, the first studio of Track 1 and third studio in Track 2, delves into a scientific and experiment-driven process that looks into phenomenological aspects of architectural space in all its manifestations. The studio is focused on using phenomenology to explore methods for developing concepts, form, and spacemaking. Exploring the human experiences and cultural phenomena as a programmatic basis, students are tasked with designing a sequence of experiences. The first half of the semester is devoted to site mapping analysis and the development of a concept form for the projected architecture. The students then implement their concepts into a distinct program that deals with specific architectural phenomena. Finally, students explore how to use circulation, structure, and materiality as tools to generate a series of spatial experiences. Module 1 starts with precedent studies and research; students will spend time familiarizing themselves with selected topics pertaining to the design problem of the studio. Module 2 intensifies and broadens the research phase and asks students for the development of a master diagram to start to record their architectural ideas.

Evidence: • **ARH 608 Advanced Design Studio II - Concept, Context and Typology,** the second studio in Track 1 and fourth studio in Track 2 employs a contemporary typology, and program-driven design method that involves a high level of abstraction and conceptual thinking as well as a view of an architectural problem at different scales and complexity. Students engage in an intensive design process, where they are investigating concept, context, and typology, such as physical site characteristics, environmental and programmatic factors, as well as cultural and societal developments that influence architectural design. Their design work is supported by a thorough analysis and understanding of type, program, and site. Students explore the synthesis of an architectural concept from early design schematics to its final physical manifestation. While doing so, they engage in a comprehensive process and learn how to address architecture on an abstract conceptual level, while simultaneously, questioning and considering holistic implications at the finer scale of architectural idea, tectonics, space, and detail.

Modules 1 to 4 are focused on gathering and investigating a broad variety of information and resources to start an informed design process. The research includes a comprehensive typology study that looks at a large variety of exemplary buildings to assess unequivocal aspects of their type, a set of typology specific areas at a smaller scale that needs to be investigated to understand spatial or technical aspects of the given type, and site characteristics that might influence the design. Another focus in these first four modules is the fabrication of an exacting site model that serves as a basis for the urban/landscape placement and testbed for the following model investigations. Module 5 Idea & Concept requires the students to explore and evaluate design ideas through a set of "idea models" based on the building's program. Modules 6 and 7 then utilize these abstract modeling

exercises to develop program diagrams for each floor that will lead to a set of floorplans based on the earlier ideas. Modules 8 to 11 are utilized to integrate structure, sustainability measures, material-, and façade-detail. The design process jumps from scale to scale and refinement to refinement to end with a design project for a complex public building.

All studios follow a morphological, common-sense design process, which is based on clear criteria that are extracted through analytical, research-driven procedures. All studios aim to generate tangible results in the form of realistic architectural building proposals, thus pointing to the final integrated design project in ARH 619 and the integrated Master of Architecture thesis project in ARH 810.

Evidence: • **ARH 619 Advanced Design Studio Integrated Design Concepts** engages in a comprehensive building design from early concept to final detail. Through an investigative process fostering multiple iterations, students engage in the conception of a holistic building design, making integrated decisions across multiple systems and variables in the completion of a complex architectural project. Students learn how a building design is influenced by and formed through its technical and tectonic consistency of idea, space, structure, and detail. The studio has a companion course ARH 605 Environmental Controls & Building Systems, which allows for a deeper concentration on some of the integrated aspects (see more under SC.6).

The course starts with an introduction of the meaning of comprehensive design, and the major components of site analysis, user analysis, and program analysis including the concept of net and gross area. The consideration of environmental factors also starts early in the beginning design phase leading to the understanding of their significant architectural implications so that they can become an integral part of the students' building designs. This method builds on the research-driven prior studios where students learned to base their decisions through provable facts and objective criteria. Based on the analytic work, students develop their ideas about what they imagine this project to be. Testing and evaluating these ideas through clear criteria and empirical methods to finally come to an architectural concept idea in the form of an abstract diagram or sketch, which is not a mere two-dimensional drawing but rather a three-dimensional object. Through constant analysis and repeating refinements, students are tasked to follow an iterative design process to create a concept with a clear set of characteristics that attempts to solve aspects of the architectural design problem of the course. Students are asked to develop and present at least 5 distinct conceptual options for their project in several different methods - drawings, sketches, collage, etc. as well as quick study and massing models in the context of a site model. The models are made from simple cardboard, foam, or some other easily material capable of being manipulated. A thorough written and photographic documentation of these design steps are required. All design concepts are discussed as a group evaluating the schemes based on the criteria which were worked out in the initial weeks of the semester. A final scheme is subsequently chosen based on these group discussions.

The development of these schemes in the light of diverse integrated design aspects happens throughout the rest of the semester (please see a further description of this content in SC.6).

The final presentation deliverables and the documentation of these requirements in module 15 of the course showcases the students design abilities. Due to the integrated design focus of ARH 619, the studio does not include representational exercises. Students are tasked to build on the skills they have developed in the preceding studios and support classes.

Thesis

In ARH 810 Master of Architecture Thesis, students demonstrate their ability to formulate an independent architectural concept proposition and develop it into an integrated building

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design. The final architecture project asks students for a relevant contribution to a current architectural discourse with the potential to advance the field. The thesis has two parts ARH 690 - Thesis Preparation Midpoint and the following ARH 810 - Master of Architecture Thesis. Both courses are documented together in one final thesis book. We see both classes as one entity.

The expectations that the graduate department has for the Master of Architecture Thesis are expressed in the Thesis Deliverables List, a living document that is frequently assessed and updated through the feedback from the pool of faculty members joining the Thesis Review Committee. The list ensures an overall standard and enforces a fairness between the widely differing thesis topics that the students choose. The elemental expectations of each deliverable are explained in detail within the document. Within these fundamental bounds, students have the liberty to develop their projects as they see fit, depending on their specific topic. The student output in the thesis prep semester is clearly guided by this document, so that it follows a general standard set by the department.

Evidence: • **ARH 690 Thesis Preparation Midpoint** asks students to begin their design process by conducting research and investigations to augment their thesis topic, theme, and interests. These steps are documented in specific deliverables. They build the base for their design investigations. Often, many of the deliverables in ARH 690 will be updated during the final thesis semester when work evolves and additions as well as changes become necessary. During this preparatory semester, students are required to formulate a concept statement, conduct a user group analysis, and provide a narrative. Further studies include the documentation of several applicable precedents, general research of the thesis topic including a summary of their findings, a thorough site and context analysis, as well as the development of a spatial and functional program table, and a spatial analysis. Due to the department's design philosophy, these deliverables are seen as an integral element of the design process.

In the final part of their thesis deliverables at the end of the thesis preparation semester (ARH 690), students are asked to engage in a preliminary design investigation, by building and documenting a minimum of 20 physical models at 1'=1/32" urban scale and an accompanying diagram for each design solution or stream of investigation. The models are supposed to show the exploration of multiple preliminary design solutions and architectural concepts. The documentation of the design process is through photos of these working models in each student's site model and a diagram of each concept option, where students are asked to list their diverse properties and qualities to assess and rate their proposals. This last deliverable is intended to help start the actual final thesis semester and bridge the time between the end of the first, and the beginning of the second thesis semester.

Evidence: • **ARH 810 Master of Architecture Thesis** starts right at the beginning of the final thesis semester by asking students to engage in a refined design process based on their investigations in ARH 690. There is further development of models, sketches, and in some cases additional research based on their topic and under the guidance of their chosen Thesis Advisors. The investigations are supposed to be improvements of their preliminary design solutions from the end of the last semester. While the investigations are based on the inherent interest of each individual student, Thesis Advisors are guiding and counseling students in their development. This intensive process proceeds for the first third of the Thesis semester, before students engage in the refinement of this early phase, so they can present a refined proposal through a set of plans and sections for the Thesis Midterm Review. The documentation of further massing models and sketches that the students have used in their design process, as well as study and process models at a potentially larger scale that show a clear indication of spatial explorations are a required documentation. While we aim to establish standards for this part of the thesis, the design process differs widely from student

to student. The pandemic and the subsequent waiving of model building requirements for onsite students has changed the outcome of this deliverable considerably. The digital work environment does not lead to a student work display with the same representation of creativity and exploration we perceived as a hallmark of our program before the pandemic. We would like to go back to the extensive model building practice and hand sketches as soon as we move back onsite.

The design work students conduct in the thesis semester tracks back to the issues they have identified in their Thesis Statements. They are expected to revise this statement throughout the course of their design investigation.

While the thesis is an independent and individual investigation of each student, it is also an integral part of our curriculum, where the professional values we are trying to instill during our program are fulfilled in one single project proposal. The thesis proves the ability of our students for critical, graduate level design work.

The design studio work is assessed in the following ways:

• The LMS allows each faculty member to monitor student activity during the semester via the "student pulse" function.

• Each studio has multiple assignments throughout the semester, which factor into the grading of each student's performance in the studios over time.

• Each course is also following a grading matrix and a Grade Book; these matrixes have been established in DAT meetings with faculty and are frequently reviewed.

• The Gradebook maps topics/gradable events to weighted categories (e.g., Assignments 35%, Midterm Presentation 25%, etc.) in the grading breakdown are submitted to Curriculum for each course. It provides a running calculation for both faculty and students and, at key points in the semester, presents a visualization of the relative weights of the categories and students' performance in each. Prior to submitting official grades, faculty have the ability to make manual adjustments to calculations to account for factors such as extra effort, improvement, etc.

• Online, faculty can see student progress through the module content by selecting a student name on the Outline. Green checks indicate which pages and videos the student has, or has not, viewed. The student's grades for items in that module are also displayed.

• Midterm reviews with the participation of other faculty members, directors, and outside guest comprising of local (as well as international - for online only) architects and academics, are a well-established culture for all our studio courses.

• Students are graded 4 times per semester with 3 Progress Grades at fixed intervals and a final grade.

• Final studio reviews are held in an open forum, onsite, through a three-day exhibition two weeks before the end of each Spring and Fall semester, online, through a joint ConceptBoard in both cases all final presentation work is visible to the entire school. During the pandemic the onsite (synchronous) studios also present on this joint Concept Board. It is our intention to incorporate ConceptBoard into our onsite courses after the return to onsite operations. Directors and faculty review these exhibitions informally and formally once per academic year as part of the DAT meeting after the Course Rubric evaluation.

• Faculty are required to review elaborate and detailed course archives at the time of the final grading of the course, to ensure that the whole student output over the semester is holistically assessed towards the Course Learning Outcomes.

• The Office of Institutional Effectiveness publishes all grading outcomes in Tableau where it is frequently reviewed by the directors and coordinators. In case of large holistic issues, the outcome is shared with faculty in the semester preparation meeting before the start of each semester. For more specific issues, personal DAT meetings are scheduled between the directors, course faculty, and/or course authors.

• Students give detailed feedback in course and faculty evaluations; the Faculty Evaluation and Coaching department aggregates the feedback and shares the outcome with Directors in the first quarter of each semester. Course content complaints and potential faculty deficiencies become quickly evident to the directors through these summaries.

• The overall culture of the school allows students and faculty to raise questions and issue complaints about content and instruction issues openly.

• Where deficiencies in the course content or the instruction become evident, meetings with faculty and/or course authors held to make improvements to the class as needed.

• With faculty deficiencies, directors can involve the Faculty Evaluation and Coaching department to help faculty members develop their teaching abilities.

• Whenever there is a student failing or underperforming in a studio class, progress grades, grade comments, and the student archives are reviewed by directors who also initiate a meeting with the faculty member and/or student if necessary.

• With the new 2020 NAAB conditions, we instituted that once per academic year, at the end of the spring semester's final grading deadline, faculty are required to fill out a course rubric for their course. The rubric allows faculty members to assess the course learning outcomes and NAAB criteria in conjunction with the outcome of their course and give feedback to the leadership team of the school in form of a matrix per criteria, as well as detailed comments. The outcome of these rubrics is aggregated by the school's Archivist Erin Berta, reviewed by the directors, and discussed in a faculty meeting afterwards.

• With the new 2020 NAAB conditions, we instituted that once every two years, at the end of the Fall semester's final grading deadline, faculty is required to fill out a student rubric for each student in their course. The rubric allows faculty members to assess the course learning outcomes and NAAB criteria in conjunction with the actual student work and give feedback to the leadership team of the school in form of a matrix per criteria, as well as detailed comments. The outcome of these rubrics is aggregated by the school's Archivist Erin Berta, reviewed by the directors, and discussed in a faculty meeting afterwards.

• ARH 690 - Thesis Preparation Midpoint, and ARH 810 - Master of Architecture Thesis, are evaluated as described above. In addition, the final review of ARH 690 which is also the Midpoint Review of the program, and the final Thesis Review in ARH 810 both have a formalized review process in the LMS, where each student archive and portfolio is evaluated towards the Program Learning Outcomes of the school. A committee of at least one Director, Coordinators, Thesis and Studio Faculty are present in these reviews. The outcome of the formal review process is recorded in the LMS. The data of Midpoint and Thesis Review outcomes is aggregated by the Office of Institutional Effectiveness, published in Tableau, and frequently reviewed by Directors and Coordinators.

• Final Midpoint and Thesis reviews are held in an open forum, onsite, through public presentations in the last week of each Spring and Fall semester and online, through two joint ConceptBoards (one for each type of review). In both cases, all final presentation work is visible to the entire school. In the pandemic the onsite (synchronous) Thesis Preparation Midpoint and Thesis courses also present on the joint Concept Boards. It is our intention to incorporate ConceptBoard into our onsite courses after the return to onsite operations. Directors and faculty review these exhibitions informally and formally once per academic year as part of the DAT meeting after the Course Rubric evaluation.

• The faculty committees of Midpoint and Thesis Reviews are also a forum to discuss successes and deficiencies in student performance. This happens with a broad and holistic view that allows us to make decisions for potential curriculum changes with great participation of design-relevant faculty. Each final Thesis Review has a 30-minute per student deliberation period giving ample time for the very fruitful discussions that become the basis for reflections and corrections throughout our curriculum.

SC.6 Building Integration—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of

building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

Program Response:

We believe that holistic thinking and the integration of diverse aspects into a larger whole is the key competence of architects. We are deeply committed to instill this ability in our students. We welcome the changed focus in the new NAAB condition as we are hoping that this kind of thinking is a potential profile of our program. The architectural formalism of the late 20th and early 21st century came to an end with the 2008 financial crisis. The fundamental social shifts at the beginning of this new century and the looming climate crisis require a different architectural understanding and approach. It is the belief of our department that architecture must first and foremost fulfil its function and develop a higher value through its usability, environmental resilience, execution, and meaning. This stance projects beyond the technical realm, but it solidly originates there. We believe that technical integration and good design are inseparable assets of any meaningful architectural work.

Similar to the development of design-ability, building integration is mostly rooted in the studio sequence, as well as in a number of selected support classes, which elaborate on different integration aspects (e.g. façade design). All these classes point to the final integrated design studio as well as thesis which, together with their companion classes ARH 605 and ARH 690, serve as a documentation for this Student Criteria.

Long before the general focus shifted from comprehensive to integrated design, our program assessment after the last NAAB visit in 2013, clearly revealed to us that we needed to instill a higher technical proficiency in the work of our students. We wanted to shift the student perception of technical requirements from an afterthought to the driving force in our students' studio projects and link the design process with criteria of technical integration. The format of non-mandatory workshops the University offered as a vehicle for the department to develop the technical skills of students in design-focused classes, was too voluntary and loose for the technical rigor required in the architecture profession. In 2014 we partnered with the University's Curriculum and Human Resources Departments to institute an extensive "Technical Advisor" program that has become an integral part of the studio and thesis experience since then.

A diverse group of technical experts are directly embedded into all studio classes on an as needed basis as co-teachers. Structural engineers are involved in all studios from the first semester of Track 2 onward, with an increasing degree and time commitment towards the end of the studio sequence and thesis. Integrating structural considerations from an early stage in the design of all studios is a clear affirmation of basic integrated thinking which is the reason why we are starting this from the first studio onward. For the final Integrated Studio and Thesis Sustainability, and MEP consultants further enrich this integration, and our students now expect and widely utilize this resource. In ARH 810 Master of Architecture Thesis, each student meets at least 2 times for at least one hour with every Technical Advisor. The Technical Advisor program was extended from onsite to online in 2015 and after their initial accreditation in 2017, the undergraduate department also adopted the successful program for their own purpose. The financing of these advisors is a major part of our budget considerations and proactively supported by the University.

This early studio-wide integration enables the students to develop a deep understanding of how architectural design must integrate technical criteria and why this integration is part of the design thinking in our studio environment. The fact students work closely with a professional consultant on a level that is customary to any architecture office instills a great sense for technical integration and technical confidence in students. The criteria driven no-

nonsense approach is in line with the University's philosophy, and we feel that it has led to a great general comprehension of architecture in the student body.

Since our last NAAB visit, all studios in the studio sequence were either completely rewritten or enhanced through partial rewrites. Studios between onsite and online are now much more closely matched to ensure the inclusion of the content in both formats. Support classes that cover content to be integrated into architectural designs are now also linked more closely to the studio content.

 ARH 650 Foundational Design Studio 1, the first Track 2 Studio, engages and analyzes carefully selected case studies as an important learning tool from one week to the next. The example buildings are chosen because of their holistic and integrated nature as well as their outstanding architectural guality. In the first module, the course speaks about architectural qualities through deliberate assembly and structure, and the level of exactitude of the chosen example - the Steilneset Memorial by Peter Zumthor. Other examples such as Toyo Ito's Sendai Mediatheque or Sverre Fehn's, Nordic Pavilion at the Venice Biennale are exemplifying holistically implemented technical requirements (in these cases structure) as an instigator for architectural concepts and architectural design; and how concepts translate into built space. Material considerations are introduced in Module 4 and then deepened in Module 5, and Module 6, includes their manifestation through surface, structure, or space. Subsequent modules elaborate on program, circulation, structure (Module 7), daylighting (Modules 6,7,10, and 15), building, fabrication, and sustainability (Module 15). Module 7 is dedicated to structure and Module 15 solely to sustainable design. Small design exercises enrich and reflect on all content. The final design exercise asks students to integrate site constraints, user profile, materiality, tectonics, structure, and program, among others. The assignments utilize model building as an immediate and real testing tool for design operations. The early introduction of these topics and the role they play when integrating them in the design process, helps build the students' skills in holistic architectural thinking beyond form. The studio makes active use of a structural engineer as a Technical Advisor assigned to the class.

• **ARH 653 Foundational Design Studio 2,** the second Track 2 Studio, deepens the early explorations and fundamental implications from the first studio around a more human centered design in the complexity of the public realm. As in the prior studio, many examples that are chosen based on their quality and integrated nature, guide the students through the modules. The topics of circulation and stairs (Modules 1,2,3, and 5), the ideas of typology (Modules 3 and 10), architectural programming (Modules 4, 5, and 7), publicness and privacy (Modules 1,2,5, and 8), urban analysis and space (Modules 7 and 8), and mixed usages (Module 8) are explored through examples and assignments. Modules 11 and 12 elaborate on the integration of tectonics, structure, material, and façade systems. The studio makes active use of a structural engineer as a Technical Advisor assigned to the class.

• **ARH 652 Architectural Tectonics** is the Systems & Technology companion course in Track 2 and it introduces technical and material requirements more deeply than a studio course can and therefore factors into the understanding of the integrative aspects in the studio. The course also prepares students for the more focused Systems & Technology classes of the curriculum starting after the first year. The subsequent studios of Track 1 build on the fundamental understanding and a broad and early introduction to integrated design practiced in the first semesters. Both advanced studios expand on the complexity of architectural integration and prepare students for the comprehensive and holistic focus practiced in the final studio and thesis.

• **ARH 609 Advanced Design Studio I - Design Process and Morphology**, the first studio in Track 1 and third studio in Track 2, reflects on educational issues in the design of a school-

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building incorporating an integrated understanding of how architecture can approach and integrate selected systems into a building design. This includes an egress concept in Module 7, structure in Module 9, and environmental design strategies in Module 10. The course requires students to develop these integrated systems in the form of passive and active thermal control strategies (Module 10), a structural system, a sustainability concept, an egress path system, and an accessibility strategy through a reoccurring deliverables list over three modules (Module 11-13) until the final review in Module 15. The studio makes active use of a structural engineer as a Technical Advisor assigned to the class.

• ARH 608 Advanced Design Studio II - Concept, Context and Typology, the second studio in Track 1 and fourth studio in Track 2, focuses on the integration of core necessities determined by program (typology) and context (physical as well as societal/theoretical) of a building. The studio requires the integration of an egress system (Module 7), an integrated space-defining structural concept (Module 10), a holistic environmental strategy that employs passive as well as active systems (Module 11), and the integration of an envelope system (Module 11). There is a dedicated lecture about structure in Module 10 elaborating on structural efficiency achieved by deliberate integrated design decisions and about façade systems involving sustainability aspects in Module 11. Integrated aspects are discussed throughout the studio. A final deliverables list includes diagrams that are starting to develop from Module 10 on and are representing these aspects. Required are the diagrammatic representation of an egress system, access diagrams, sustainability strategies, and building orientation regarding urban as well as climate criteria. The studio makes active use of a structural engineer as a Technical Advisor assigned to the class.

Both of the two advanced studios naturally incorporate several selected aspects of design integration such as, building code regulations, structure, egress and access, sustainability, and site design, among others. Some of these aspects are viewed in a more holistic conceptual sense while others are incorporated more closely, thus gradually developing the student's ability to conduct the more detailed design assignments of ARH 619 and eventually Thesis. While all these prior studios are aiming to integrate selected technical criteria and systems into the student projects to instill a sense of holistic thinking and collaboration over multiple expertise and systems incorporation, the main integrated and final studio ARH 619 and Thesis are the eventual fora where the student ability is most discernible. This is why we have chosen them and their companion courses as evidence for this SC.

• ARH 619 Advanced Design Studio III Integrated Design Concepts considers function. form, economy, and time as potential areas of integrated optimization, from the first module on, while its companion course ARH 605 Environmental Controls & Building Systems. exemplifies integration by delving into climate and design in the same module. In module 2 of the design studio, this content is repeated in regard to the student designs in the class. This duality of the two courses follows throughout the semester. This method ensures that the design project progresses, and that integration is viewed on a holistic level (in the studio) as well as focused to the technical requirements (in the companion course). Both classes together also exemplify the collaborative endeavor with three Technical Advisors (structures, sustainability, and MEP experts) who are attached to the studio class and the team of engineering experts that teach selected modules of ARH 605. The 619 studio starts with the basic parameters of any design studio such as site, users, and program (Module 1) and then moves into integrated sustainable design and net zero design. Also covered are, energy analysis software tools such as Autodesk Revit, Sefaira, OpenStudio and IESVE (Module 2). Structure is introduced early in the studio including materiality, form, the idea of life cycle, and construction types, to ensure that structural concepts are presented in relation to a design concept so that students already develop basic ideas about the structural system (Module 4). The following module looks at site, accessibility and exiting. Students incorporate principles of grading and drainage into their designs and are asked to consider site limits and setbacks,

site accessibility, general accessibility issues, as well as building - and site egress components to understand resulting design consequences (Module 5).

The integration of building lighting conditions through deliberate building sections are investigated, as well as more finely observed structural implications (Module 6). Precedents of high architectural quality guide students to understand that the integration of these systems is not an afterthought and that the best works of architecture often show an exemplary consideration of these technical aspects. Site context restrictions are also developed further in this module. Detailed site design is the focus of the module after the midterm presentation where students continue to refine the site elements in their designs and learn to distinguish between vehicular and pedestrian oriented systems. Students are required to integrate site and building design including the integration of scale, space, furniture, and lighting into their site design (Module 8). Integrated strategies for this module include indigenous planting, open space, vehicular systems, parking, pedestrian systems, accessibility, site lighting, and surface design among others. Students also examine the integrated design of their building envelope in detail, including wall and roof systems, and their relationship to the building's structural system.

Students explore and consider the purpose and functions of the building envelope system, including all elements of complex wall and roof assemblies to great detail (Module 9). Students consider the energy use of building systems and arising issues when incorporating them into their designs (Module 10). Mechanical, Electrical, and Plumbing (MEP) systems and their energy consumption as well as, water systems, climate, heating, cooling, ducting, and passive versus active environmental controls are considered. Students are tasked to develop a comprehensive understanding towards sustainability and environmental controls and to develop an integrated approach towards a design problem, using a mix of active and passive design strategies. Towards the last third of the semester, students focus on the refinement of the interiors with integration of building codes and accessibility issues. Students learn about the concept of Universal Design while they are working on refining their detailed plans which should now include interior details such as fixtures, fixed furniture and equipment that appear in the floor plans (Module 11). The refinement of the building envelope system that started in Module 9 will also happen towards the end of the semester. Wall and roof envelopes are solved at a more detailed level, which integrate services in a comprehensive and coordinated manner (Module 12). Students are required to develop enlarged building details, considering their technical and conceptual role in a building design (Module 13). We hope that our students see these details as an essential part of design concept and also consider the design aspects of technical details. The integrated studio also touches on general principles and aspects of building cost estimation and life cycle costing (Module 14).

• ARH 605 Graduate Design Technology: Environmental Controls & Building Systems

deepens the previously described holistic topics as a companion course to ARH 619 and expands on the technical complexity of each area. Students investigate the critical relationship between energy and the built environment and learn to make educated design decisions based on the inter-connectedness of building shape, climate, occupant comfort, thermal envelope, conditioning and lighting systems, acoustics, and building energy consumption. Students are introduced to integrative design by structural and building technology engineers and sustainability specialists in this building systems course. The course requires students to analyze energy use in their ARH 619 project design, present a set of sustainability principles and strategies based on principles introduced in ARH 613 Sustainable Design, and diagram the fundamental building systems for the project. Energy efficiency, renewal energy systems, and integrative design proposals are emphasized. Software used in this studio is being enhanced to increase tools for students to conduct energy analysis. This class is taught by a group of changing engineers and experts further strengthening the collaborative nature of integrated design.

• ARH 690 Thesis Preparation Midpoint asks students for a thorough site and context analysis. This includes sun angles, light, soil, precipitation, sound and noise, access, traffic, climate, wind, covering all environmental factors and considerations as the basis for the design in ARH 810. Students list potential environmental and climatic risks which could impact the site at different scales as well as mitigation strategies that could be applied to these risks (1.06 Site and Context Analysis). Students are also required to research applicable planning and zoning guidelines and perform a building code analysis, graphically or written, which will have to be integrated into the design project in ARH 810.

 ARH 810 Master of Architecture Thesis requires students to prove their abilities to transform a conceptual theoretical thesis with an ambitious societal or environmental goal into an integrated comprehensive architectural building design. The students are supported by a faculty member who becomes their Thesis Advisor for the course of the 15 semester weeks as well as three Technical Advisors. The thesis does not have the depth of the integrated design studio as we see the thesis as an independent effort by the student, but it requires proof of design integration from our students through multiple deliverables instituted by the thesis deliverables list. The documentation of the thesis project in sections, asks students for a sensible response to the topographical condition including a foundation strategy appropriate to the soil conditions at their chosen site (2.04). A wall section, partial elevation, and building details are required (Thesis Deliverables List Deliverable: Wall Section / 2.07 Partial Elevation and 2.08 Four Building Details). Students are asked for a narrative and diagrammatic representation of how sustainability aspects are applied specific to their projects, which might include ecology, climate, building orientation, passive and active systems used, sustainability of materials chosen, and a renewable energy strategy among others and as applicable to the project (2.09 Sustainability Strategy).

We also require an axonometric representation and narrative of the overall egress strategy, including fire stairs and exits, and an accessibility diagram illustrating access systems (2.10 Egress and Access Diagrams). Students are required to show column placement, grids, frames, bearing vs. non-bearing walls in their plans (2.03 Floor Plans) and through one or more structural diagrams. (2.11 Structural Diagrams). Students are asked to develop plan diagrams that show an understanding of the primary mechanical systems including a location of mechanical rooms in plans and sections (2.12 Mechanical Diagrams). By asking for these deliverables in the program's final project, we are reflecting on our departmental philosophy that instills a level of realism into our students' projects and we insure that the students are able to integrate the depth of our curriculum and program learning outcomes into their architectural designs. In addition to the studio sequence, pre-thesis, thesis, ARH 652 and ARH 605 described above, there are several support classes in the technical **Systems & Technology** and professional **Society & Profession** realm of our curriculum that were updated since the last NAAB visit to further the understanding of integrated design.

• **ARH 602 Structures** now includes several small design exercises to experiment and test structural systems to better link the content to the design studios.

• ARH 604 - Materials and Methods of Construction delves deeply into the design development of a complex façade system and asks students to consider a link between design intent and technical feasibility. This support class runs parallel to the advanced studio II ARH 608 where the wall section is designed through more conceptual considerations, and before ARH 619 where detailed envelope systems are an integrated part of the design.

• ARH 606 - Construction Documents & Building Codes was rewritten and its focus shifted to incorporate a design project from a former studio leading to a deeper understanding of how technical and code requirements, cost considerations, building details, as well as the

integration of several building systems influence and change a design. A few **new support classes** were introduced to the program, and several other support classes were retooled to include a stronger link between technical realities and architectural design thinking.

• **ARH 652 Architectural Tectonics,** introduced in Fall 2014, is a course addressing the common sense understanding of structural systems and material assemblies, through global examples, as well as dedicated assignment bridging each technical topic with a creative design exercise. This is a required class for Track 2 and a common elective in Track 1. We added the class as we felt that there was a need for newly incoming students to not only get introduced to design, architectural history and representation skills but also to explore and understand technical aspects in a similarly structured foundational course.

• **ARH 613 Sustainable Design** is a required class for Track 1 and 2. The course examines sustainable principles and how they apply to architecture design and construction. Students learn how renewable energy passive buildings and cradle to cradle systems can improve green buildings and cities. We launched the class with the publication of the new NAAB conditions. Topics of sustainability always came up over the years during faculty meetings and faculty and directors wanted to have a dedicated course covering the content specifically besides the integration in the studio classes.

Building integration in the student work as well as in course contents are assessed in the following ways:

• Each class has multiple assignments throughout the semester, which factor into the grading of each student's performance in the classes over time.

• Each course is also following a grading matrix and a Grade Book; these matrixes have been established in DAT meetings with faculty and are frequently reviewed.

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• Whenever there is a student failing or underperforming in a studio class, progress grades, grade comments, and the student archives are reviewed by directors who also initiate a meeting with the faculty member and/or student if necessary.

• With the new 2020 NAAB conditions, once per academic year, at the end of the spring semester's final grading deadline, faculty are required to fill out a course rubric for their course. The rubric allows faculty members to assess the course learning outcomes and NAAB criteria in conjunction with the outcome of their course and give feedback to the leadership team of the school in the form of a matrix per criteria, as well as detailed comments. The outcome of these rubrics is aggregated by the school's Archivist Erin Berta, reviewed by the directors, and discussed in a faculty meeting afterwards.

• With the new 2020 NAAB conditions, once every two years, at the end of the Fall semester's final grading deadline, faculty are required to fill out a student rubric for each student in their course. The rubric allows faculty members to assess the course learning outcomes and NAAB criteria in conjunction with the actual student work and give feedback to the leadership team of the school in form of a matrix per criteria, as well as detailed comments. The outcome of these rubrics is aggregated by the school's Archivist Erin Berta, reviewed by the directors, and discussed in a faculty meeting afterwards.

• ARH 690 - Thesis Preparation Midpoint, and ARH 810 - Master of Architecture Thesis, are evaluated as described above. In addition, the final review of ARH 690, which is also the Midpoint Review of the program, and the final Thesis Review in ARH 810, both have a formalized review process in the LMS, where each student archive and portfolio is evaluated towards the Program Learning Outcomes of the school. A committee of at least one Director, Coordinators, Thesis and Studio Faculty are present in these reviews. The outcome of the formal review process is recorded in the LMS. The data of Midpoint and Thesis Review outcomes is aggregated by the Office of Institutional Effectiveness, published in Tableau, and frequently reviewed by Directors and Coordinators.

• Final Midpoint and Thesis reviews are held in an open forum, onsite, through public presentations in the last week of each Spring and Fall semester and online, through two joint ConceptBoards (one for each type of review) in both cases all final presentation work is visible to the entire school. In the pandemic, the onsite (synchronous) Thesis Preparation Midpoint and Thesis courses are also presenting on the joint Concept Boards. It is our intention to incorporate ConceptBoard into our onsite courses after the return to onsite operations. Directors and faculty review these exhibitions informally and formally once per academic year as part of the DAT meeting after the Course Rubric evaluation.

• The faculty committees of Midpoint and Thesis Reviews are also a forum to discuss successes and deficiencies in student performance. This happens with a broad and holistic view that allows us to make decisions for potential curriculum changes with great participation of design-relevant faculty. Each final Thesis Review has a 30-minute per student deliberation period giving ample time for the very fruitful discussions that become the basis for reflections and corrections throughout our curriculum.

4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

4.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.

Program Response:

At its meeting on June 25, 2021, the WASC Senior College and University Commission (WSCUC) reaffirmed Academy of Art University's accreditation for a period of eight years. The July 12, 2021 Commission Action Letter is provided at the end of this report.

4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

4.2.1 Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

The AAU Catalog <u>https://my.academyart.edu/content/dam/assets/pdf/aau_catalog_web.pdf</u> provides full details of all required coursework to earn the M.Arch.

The M.Arch degree requirements can be found on page 58, including required major courses.

Graduate course descriptions can be found on pages 62-64.

Both the M.Arch Track 1 degree breakdown and the M.Arch Track 2 degree breakdown are published on the AAU website.

M.Arch Track 1 https://www.academyart.edu/degree/architecture/?degree=m-arch

M.Arch Track 2 https://www.academyart.edu/degree/architecture/?degree=m-arch2

Please note that the unit requirements are listed under a tab on these pages below the breakdown. The AAU nomenclature considers Major Courses and Directed Study Courses as Professional Courses (the latter being the NAAB nomenclature).

4.2.2 General Studies. An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics,

natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

Programs must state the minimum number of credits for general education required by their institution <u>and</u> the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

General Studies

It is the responsibility of the Liberal Arts Department to nurture the growth of the whole student, to awaken students' passion and curiosity about the world, and to expose them to a range of aesthetic and intellectual traditions. The Liberal Arts Department facilitates this growth by sharing the knowledge and habits of mind needed to become highly skilled thinkers and resilient learners. Liberal Arts (General Studies) faculty remind AAU students of the importance of content in art and design. The department's philosophy has long been that artists who know nothing, but art and design create art and design about nothing.

It is expected that students coming into the Graduate Program have a background in a Liberal Arts (45 units) or general studies coursework covering the arts, humanities and sciences. This curriculum fulfills the Liberal Arts programmatic outcomes of critical thinking and analysis, problem solving, written communication, art historical awareness, historical awareness, cultural awareness, research and retrieval of information, and quantitative literacy.

Students not found to have an adequate Liberal Arts background will be required to take classes in general study areas prior to admittance in the Graduate Program.

Practicum-Based Learning

The distinctive elements of an Academy education center around the school's mission to provide professional preparation for emerging professionals – as the founder would have envisioned, and education for architects, by architects. These essential educational values are recognized throughout the Academy, and in its communication with internal and external stakeholders. Key academic components for all University departments include:

- Providing a strong foundation in visual communication
- Promoting hands-on learning in a professional context
- · Maintaining a faculty of working professionals
- Encouraging a diversity of creative ideas, approaches, and processes
- · Emphasizing atelier-style critiques
- Providing lectures and critiques from accomplished design professionals
- · Delivering a portfolio-based education
- Preparing students for successful careers in art, design, and architecture.

4.2.3 Optional Studies. All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional

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courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Currently, the M.Arch provides a total of 6 elective credits in Track 1 and a total of 12 elective credits in Track 2. Students may take electives offered in the Architecture Department (Major by advisement) as well as electives offered to the entire student body in any of the other departments at the University. The opportunity for elective studies was doubled compared to the elective units at the last NAAB review. The increased opportunity harnesses the outstanding resources and immense course catalog of the Academy, with its many art, design, and communications departments, by encouraging both required and elective interdisciplinary study. Our immersion within a vibrant art academy and the opportunities for optional studies that this placement offers, sharpens the profile of the School of Architecture.

While we increased the opportunity for elective credits, we reduced the number of electives offered by the Graduate School of Architecture in the eight years since the last NAAB visit. There were two reasons: first, our student population has reduced over time and second, we encourage our students to take electives in the twenty-two other departments of the University. Very popular elective courses are available in the Graphic Design Department, the Industrial Design Department, the Landscape Architecture, and Interior Architecture and Design Departments, among others.

Current Department Electives offered by the School of Architecture are:

ARH 601 Spatial Composition In this artistic and hands-on course, students study organizational principles in the patterns and structure of spaces. Through a series of focused but abstract projects, students will gain an understanding of the relationship of organizational, structural, and spatial systems that are transferrable into architecture.

ARH 903 Architecture Foreign Study The course immerses students in outstanding built works of architecture and the culture of a foreign country. The historical and conceptual meaning of these examples and their role in architectural discourse is studied through an intensive site visit, throughout a particular region outside the USA. The student's comprehension of these architectural works and places of cultural significance will be supported through discussions, guided tours, walking and bus tours, as well as lectures.

ARH 657 design media – perspective In this course, students will be exposed to a multitude of advanced presentation techniques. The course gradually increases the spatial vocabulary to enhance the student's abilities in the architectural design process and the visual communication of their designs.

ARH 631: Architectural History Elective: Ascendancy of the Renaissance. The course was once a core class of the early M.Arch Track 2 curriculum. It was retired in 2013 and with a partial rewrite, was reactivated as an elective. The course covers the history of the emergence of the European Renaissance and its different regional expressions. Students explore formal and technological developments alongside contemporaneous artistic and literary innovations of this important epoch.

N.V.B

ARH 610 Programming and Space Planning The course surveys the processes for space programming and planning, including research, problem identification, development of options, and analysis in this course. Students make recommendations to a simulated client and prepare a preliminary budget and cost estimate. This class is slated for a rewrite in the near future as we would like to incorporate more NCARB licensing exam content into the course.

ARH 652 Architectural Tectonics The course is a core course of Track 2 but is a common course taken as an elective in Track 1 and we are therefore listing it here. The class is an introduction to the art, theory, and science of construction. The relationships between design, technology, structures, and space on a broad and holistic level are investigated. Students explore exemplary architectural concepts in relation to their structure and resulting spatial expression.

ARH 613 Sustainable Design The course is also not an actual elective. It has just recently been introduced to the program, so it is only a core class for Track 1 and Track 2 students who started after Fall 2020. It is also a very popular course taken as an elective in Track 1 and Track 2 by students who have been in the program prior to the Fall 2020, so we are therefore listing it here. The course gives an overview of sustainable principles and how they apply to architecture, design, and construction. Students learn about renewable energy, passive buildings, and cradle to cradle systems, which foster green buildings and cities for a better future.

NAAB-accredited professional degree programs have the exclusive right to use the B. Arch., M. Arch., and/or D. Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

Programs must list all degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.

Program Response:

The School of Architecture offers the following NAAB Accredited degrees:

M.Arch – Master of Architecture Degree - Track 1 Next accreditation visit: 2022 M.Arch – Master of Architecture Degree - Track 2 Next accreditation visit: 2022

B.Arch – Bachelor of Architecture Degree Next accreditation visit: 2026

Other degrees offered are:

MA-ARH - Master of Arts in Advanced Architectural Design Degree - Track 1 MA-ARH - Master of Arts in Advanced Architectural Design Degree - Track 2

BA-ARH-D - Bachelor of Arts in Architectural Design Degree

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

4.2.4 Bachelor of Architecture. The B. Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies,

professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

As the B.Arch degree is not part of this accreditation visit, we are providing a brief overview. The following B.Arch curriculum outline represents the curriculum in its entirety and the sequence of courses. Course outlines may be found in Part 3 of this document.

Curricular Outline of the B.Arch degree

- Professional studies (Architectural content) 117 units
- Required courses 111 units
- Electives 6 units
- General (non-Architecture) studies 45 units
- Required and Elective Liberal Arts courses 33 units
- Studio Arts & Humanities Breadth 12 units

Total number of credits earned for program 162 units

Breakdown of professional content & general education in the Five-Year B.Arch (162 credit hours total) are provided on the University website.

The link to B.Arch Program course listing and unit requirements is provided below: https://www.academyart.edu/degree/architecture/?degree=b-arch

4.2.5 Master of Architecture. The M. Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

Program Response:

The Architecture program operates on a 15-week semester system. The AAU accredited degree programs awarding the M-Arch degree require a minimum of 168 semester credit hours, of which 30 semester credit hours, or the quarter-hour equivalent, must be at the graduate level in academic coursework in professional studies and electives. The requirement of a four-year undergraduate degree (120 units minimum) along with either the 63-unit or 87-unit graduate program will meet the requirement for a minimum of 168 semester credit hours. The 63-unit program is designed for students who can demonstrate a qualified prior degree in architecture and an adequate portfolio of architectural design skills as evidence of their potential success in the shorter program. The 87-unit program does not require a prior degree in architecture.

The required 45 units of general studies in the arts, humanities, and sciences, has been clarified with university admissions department to become an admission requirement and must be fulfilled in coursework taken at the undergraduate level. As such, each student's undergraduate curriculum is evaluated to confirm the 45 units of general studies have been

fulfilled. The requirement is not always clear in foreign transcripts. In cases where the University's admissions and evaluation team cannot clearly confirm the requirement foreign transcripts for applicants to the graduate architecture department, students are required to obtain an evaluation through ERES. Translation and evaluation is provided to the department for evaluation of the student's placement.

Each student's application is reviewed and compared against either the 63- or 87-unit breakdown. Students who can show mastery of a required course or its equivalent in their portfolios and undergraduate transcripts may petition to have that course waived by the architecture department admissions committee. In the event a waiver is granted, the student will be required to take an elective course in its place. Electives in the graduate curriculum can be in the Architecture Department or within the other twenty-two departments in the school.

Attainment of the **Master of Architecture (63 units)** requires the graduate candidate to successfully complete the following:

AAU Nomenclature Studio Courses / Major Major Elective (Mjr.Elctv.) +Directed Study (Dr.St.)		NAAB Nomenclature Professional Studies (Prf.St.) Electives (Elctv.) Professional Studies (Prf.St.)	Units 51 units 6 units 6 units	-
Total			63 unit	S
The courses are as	follows:			
Semester 1				
ARH 602	Structures		3 Units	Major/Prf.St.
ARH 609:	Advanced Design Studio I Design Process and Morphology		6 Units	Major/Prf.St.
ARH 613	Sustainable Design		3 Units	Major/Prf.St.
ARH 620	Digital Generated Morphology		3 Units	Major/Prf.St.
Semester 2				
ARH 604	Materia Building	l and Methods of Construction g Detailing	3 Units	Major/Prf.St.
ARH 608	Advanc Concep	ed Design Studio II ot, Context, & Typology	6 Units	Major/Prf.St.
ARH 659	Digitally Generated Fabrication		3 Units	Major/Prf.St.
Semester 3 (Summer Recommended Course)				
ARH 641	Archite Modern	ctural History ism and its Global Impact	3 Units	Major/Prf.St.

Semester 4	1
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Total		63 units
ARH 903	Study Abroad	3 Units Mjr.Elctv./Elctv.
ARH 614	Architectural Professional Practices	3 Units Major/Prf.St.
ARH 601	Spatial Composition	3 Units Mjr.Elctv./Elctv.
Semester 6		
ARH 810	Master of Architecture Thesis	6 Units Dr.St./Prf.St.
ARH 642	Architectural Theory	3 Units Major/Prf.St.
Semester 5		
ARH 690	Thesis Preparation & Development	3 Units Major/Prf.St.
ARH 619	Advanced Design Studio III Integrated Design Concepts	6 Units Major/Prf.St.
ARH 606	Construction Documents and Building Codes	3 Units Major/Prf.St.
ARH 605	Graduate Design Technology Environmental Controls	3 Units Major/Prf.St.

Attainment of the **Master of Architecture (87 units)** requires the graduate candidate to successfully complete the following:

AAU Nomenclature	NAAB Nomenclature	Units
Studio Courses / Major	Professional Studies (Prf.St.)	69 units
Major Elective (Mjr.Elctv.)	Electives (Elctv.)	6 units
+Electives (Elctv.)	Electives (Elctv.)	6 units
+Directed Study (Dr.St.)	Professional Studies (Prf.St.)	6 units

Total

The courses are as follows:

Semester 1

ARH 650	Foundational Design Studio I	3 Units	Major/Prf.St.
ARH 651	Design Process and 2D Media	3 Units	Major/Prf.St.
ARH 652	Architectural Tectonics	3 Units	Major/Prf.St.

87 units

Semester 2

ARH 640:	Architectural History - Introduction	3 Units	Major/Prf.St.
ARH 653	Introductory Design Studio 2	3 Units	Major/Prf.St.
ARH 654	Design Process & 3D Media	3 Units	Major/Prf.St.
Semester 3 (Sumr	ner Recommended Courses)		
ARH 601	Spatial Composition (Or open Elective)	3 Units	Mjr.Elctv./Elctv.
ARH 658	Introduction to Computer Aided Drafting & Modeling Elective	3 Units	Mjr.Elctv./Elctv.
Semester 4			
ARH 602	Structures	3 Units	Major/Prf.St.
ARH 609:	Advanced Design Studio I Design Process and Morphology	6 Units	Major/Prf.St.
ARH 613	Sustainable Design	3 Units	Major/Prf.St.
ARH 620	Digital Generated Morphology	3 Units	Major/Prf.St.
Semester 5			
ARH 604	Material and Methods of Construction Building Detailing	3 Units	Major/Prf.St.
ARH 608	Advanced Design Studio II Concept, Context, & Typology	6 Units	Major/Prf.St.
ARH 641	Architectural History Modernism and its Global Impact	3 Units	Major/Prf.St.
ARH 659	Digitally Generated Fabrication	3 Units	Major/Prf.St.
Semester 6 (Sumr	ner Recommended Courses)		
ARH 601:	Spatial Composition (Or open Elective)	3 Units	Mjr.Elctv./Elctv.
ARH 903	Study Abroad	3 Units	Mjr.Elctv./Elctv.
Semester 7			
ARH 605	Graduate Design Technology Environmental Controls	3 Units	Major/Prf.St.

Total		87 units
ARH 810	Master of Architecture Thesis	6 Units Dr.St./Prf.St.
ARH 642	Architectural Theory	3 Units Major/Prf.St.
ARH 614	Architectural Professional Practices	3 Units Major/Prf.St.
Semester 8		
ARH 690	Thesis Preparation & Development	3 Units Major/Prf.St.
ARH 619	Advanced Design Studio III Integrated Design Concepts	6 Units Major/Prf.St.
ARH 606	Construction Documents and Building Codes	3 Units Major/Prf.St.

4.2.6 Doctor of Architecture. The D. Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D. Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

Program Response:

We do not offer a D.Arch degree, at this time and there are no plans to offer one in the near future.

4.3 Evaluation of Preparatory Education

The NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

4.3.1 A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

See also Condition 6.5

Program Response:

To qualify for admission to the AAU M.Arch program, applicants must submit an official transcript from their college or university showing completion of an undergraduate degree. In addition, they must demonstrate completion of a minimum of forty-five (45) U.S. semester

credit units (or equivalent thereof) of general education. To ensure that the general education requirement was covered at another institution, AAU documents the criteria specified above through the following process:

1. The admissions representative and/or the applicant submits the undergraduate transcript to the Office of the Registrar for attachment to the official student record.

2. A specially trained employee in the Office of the Registrar performs the general studies evaluation automatically once the applicant has completed their application. The evaluation is documented using a course-by-course transcript evaluation form which is saved as a PDF file.

a. Prospective applicants will not be evaluated automatically but will require special prompting by their Admissions Representative via Salesforce.

b. General studies evaluations can be performed from an unofficial transcript; however, a student's full requirements will not be met until an official transcript is received and reviewed.

3. The results of the general studies evaluation will be shared with the admissions representative, who will include the PDF file of it in the departmental portfolio review for final assessment and approval.

4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.

Program Response:

As noted in section 4.3.1, to qualify for admission to the AAU M.Arch program, applicants must submit an official transcript from their college or university showing completion of an undergraduate degree. In addition, they must demonstrate completion of a minimum of forty-five (45) U.S. semester credit units (or equivalent thereof) of general studies.

Academy of Art University defines general studies using the NCARB Education Standard. General studies shall be Liberal Arts coursework pertaining to Communication Skills, English Composition, Humanities and Arts, Mathematical Sciences, Natural Sciences, and Social Sciences. The coursework must not be architecture related. At least three (3) hours must be in English Composition. The remaining hours may be in any one or more categories of the Liberal Arts subject area. Classification as such by the granting institution is inconsequential so long as the course content meets the NCARB definition of Liberal Arts. Coursework in English Composition and Mathematical Sciences must demonstrate a final grade of "C-" or better (or equivalent thereof). Coursework pertaining to Communication Skills, Humanities and Arts, Natural Sciences, and Social Sciences must demonstrate a final grade of "D-" or better (or equivalent thereof).

In a case where an applicant does not meet the General Education admissions requirement, they may attain additional general studies units by enrolling in coursework at an accredited college or university, or via College-Level Examination Program (CLEP). All coursework must be taught at the undergraduate level, have a passing grade as defined by the granting institution, and be awarded in U.S. semester units (or equivalent thereof).

The Office of the Registrar will make every effort to perform in-house the general studies evaluation for students who have completed education outside the United States. However,

there may be instances in which the specially trained employee in the Office of the Registrar cannot obtain reliable information on credit hour or grade equivalencies for the coursework, due to a lack of available online resources or language barriers. In such instances, the student will be required to pay for a course-by-course evaluation from a certified credential evaluation service for individuals who have completed education outside the United States.

Students may not enroll in the M.Arch program at AAU until the general studies requirement has been met.

4.3.3 A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

Program Response:

The M.Arch Portfolio Guidelines clearly state all required documentation for prospective students. The same document includes an explanation about the evaluation of baccalaureate-degree or associate-degree content and the consequences for the placement in one of the M.Arch Tracks including the potential duration of a prospective study. The document is handed to all prospective students and the same document is also again available for download in the LMS portal where each student will log-in for their portfolio submission.

The actual text in this document reads as follows:

Transcripts:

Admission to the Academy of Art University's Master of Architecture (M.Arch) degree program is determined in part upon the evaluation of the applicant's undergraduate baccalaureate degree. The undergraduate baccalaureate degree must demonstrate completion of a minimum of forty-five (45) U.S. semester credit units of general studies (or the equivalent thereof). Upon initial assessment, international transcript(s) might require evaluation through an approved third-party evaluation service. Applicants are encouraged to contact their admissions representative for further information on approved third party evaluation services.

Graduate Architecture Students: Please note that accredited degree programs in the United States that can award the Master of Architecture (M.Arch) degree require a minimum of 168 semester credit hours, of which 30 semester credit hours, or the quarter-hour equivalent, must be coursework in professional studies and electives. Academy of Art University offers the Master of Architecture (M.Arch) degree in 63-unit (Track 1) and 87-unit (Track 2) degree program tracks, both of which fulfill the above-mentioned credit hour requirements and are accredited by the National Architectural Accrediting Board (NAAB), which is the sole authority for accredited professional degree programs for architecture in the United States.

5—Resources

5.1 Structure and Governance

The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

5.1.1 Administrative Structure: Describe the administrative structure and identify key personnel in the program and school, college, and institution.

Program Response:

Academy of Art University is led by Dr. Elisa Stephens, President, who has served in the position for over twenty-five years. Dr. Stephens is responsible for the day to day operations of the institution and is supported in institutional governance and administration by an executive leadership team of dedicated staff charged with assuring the continuity and stability of the Academy's educational, artistic, administrative and financial structures. The Chief Academic Officer is Sue Rowley, who is responsible for academic oversight of all art and design programs at the Academy.

The Board of Directors is the decision-making body on matters of educational, financial and administrative policy. The Chair of the Board, Dr. Nancy Houston, assures the integrity and fulfillment of the Board's processes and facilitates the relationship between the President and the Board as specified in the bylaws. The Board approves and oversees the implementation of AAU's mission; assures high performing leadership and the financial well-being of the institution; oversees the improvement of academic quality and student learning and supports institutional planning and organizational learning.

Resumes for full-time faculty are provided in the NAAB APR Template format at the end of this report.

The organization chart is provided on the next page.

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5.1.2 Governance: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

Program Response:

The Academic Steering Committee (ASC) represents the faculty and provides a formal channel for faculty input to the administration. The ASC is comprised of academic and faculty stakeholders from throughout the university. Faculty feedback, derived from the annual faculty survey, ASC, Curriculum Leadership Teams and Department Action Teams, is reviewed and considered for decisions regarding academic and co-curricular programs. Full-time and part-time faculty participate in ASC subcommittees (faculty, technology, online education, library resources).

The Strategic Planning Committee (SPC) tracks and monitors progress on Academy of Art University's Strategic Plan 2016-2021. The strategic plan's focus areas (institutional effectiveness, students and faculty, organization and facilities, and finance and regulatory compliance) build upon the Academy's mission and vision. Assigned leads are tasked with implementing and monitoring initiatives tied to critical success factors for each focus area. The SPC meets quarterly to monitor and track progress on driving the strategic plan forward, in alignment with the annual budgetary approval process.

The Student Success Committee (SSC) brings together members from student-facing departments across the Academy to plan, drive and measure initiatives for increasing persistence and graduation rates by improving the student experience and enhancing student success. The SSC reviews and responds to disaggregated student data to support its work, including monitoring and tracking actions taken in response to the results of the annual student satisfaction survey. Additional student feedback, derived from student representatives, student clubs, town hall meetings and online chats is reviewed and considered for decisions regarding academic and co-curricular programs.

The WSCUC Steering Committee (WSC) oversees, coordinates and monitors the Academy's compliance with WSCUC standards and is responsible for the planning and coordinating of committees and teams in the accreditation process through widespread engagement of campus stakeholders. The WSC is responsible for driving the self-study, managing timelines, reporting and other aspects of WSCUC accreditation.

The executive cabinet works as a cohesive team to oversee and coordinate institutional operations and improvement initiatives. It is comprised of the president's direct reports and senior managers. The executive cabinet meets in regular "Scrum" meetings. The cabinet makes decisions regarding institution-wide initiatives and improvements. The executive cabinet members represent, report progress on, communicate back to and receive input from the main institutional committees (WSCUC Steering Committee, Strategic Planning Committee, Academic Steering Committee, Student Success Committee), as well as to their individual area staff.

Academy life encompasses experiences and support systems that enable AAU students to learn and grow in parallel with their academic careers. Leadership opportunities are available for students to get together as student representatives, peer mentors and in <u>Town Hall</u> meetings which are avenues for students to interact with staff and represent their fellow students and departments. The campus life department manages student <u>clubs and</u> <u>organizations</u>, orientation and events.

5.2 Planning and Assessment

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The program must demonstrate that it has a planning process for continuous improvement that identifies:

5.2.1 The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

Program Response:

The M.Arch program reviews its multiyear strategic objectives, including the requirement to meet NAAB conditions as part of the larger institutional strategic planning and assessment in five ways. The first is through a self-assessment academic program review. The second is through an annual meeting of the departmental Strategic Planning Team. The third is with an annual internal review of the program's learning outcomes. The fourth is through studio courses. The fifth is through the lens of the Institutional Learning Outcomes (ILOs). However, the review of programs via the ILOs is in its early phases. From 2019 into 2021, a review of four of the eight ILOs occurred focusing on the undergraduate programs. In time, there is a planned expansion to review the graduate programs as well.

1. Self-assessment academic program review:

Every 5 to 7 years, the M.Arch program is required to undergo program review. The most recent program review for M.Arch was in 2018. The academic program review provides the framework for the department to evaluate quality, effectiveness, currency, and sustainability of the program. The next review is scheduled for 2025.

The focus of the program review is an in-depth self-study, with emphasis on the strengths, weaknesses, and opportunities in the program. Within this self-study, the department evaluates the current curriculum, analyzes the results of its assessment of student learning based on specific program learning outcomes, and addresses any issues of sustainability within the program. This intensive self-study enables the department to create an action plan based on evidence and provides a platform for integration with planning and budgeting. This action plan outlines specific measurable objectives, with a timeline for completion. See progress of action plan in 5.2.3.

2. Departmental

Procedures for assessing strengths, challenges and opportunities

The departmental Strategic Planning Team will meet once per year to assess the M.Arch program's strengths, challenges and opportunities. Data considered at these meetings will include:

Recommendations from Faculty

• Faculty feedback from the annual *Course Rubrik Form* and the Faculty meetings dedicated to feedback on strategic planning.

• Faculty feedback from the biennial *Student Rubrik Form* (in years applicable to the schedule of the Strategic Planning Team meetings) to reflect on student work and specific course learning outcomes.

• Feedback from curriculum leads and program faculty on program focus and pedagogy, solicited through ongoing M.Arch Department Action Team (DAT) Faculty and Coordinators Meetings focusing on targeted areas of the curriculum.

• The DAT Meetings, weekly Governance Meetings, and annual Studio Curriculum Review Meetings are all vehicles by which faculty involvement is being increased and teaching needs addressed. In addition, faculty review and input on both the Strategic Plan and Studio Culture Policy are being actively solicited with follow up DAT meetings scheduled to engage the faculty in their formation.

• Curriculum meetings that take place each Fall and Spring to discuss pre-semester planning and coordination of specific curriculum that is taking place onsite and online. In addition, the Graduate Director meets with faculty in relevant groups to discuss the arc of curriculum within a subject area (i.e. Studios, Media & Process, Systems & technology, History Theory Research). It is at this level of discussion where student work and student progress are discussed that the most fine-grained curriculum amendments take place. Teaching successes and concerns are shared and addressed, and short-term and long-term goals are set. Student performance, course learning outcomes, rubrics, NAAB criteria and student expectations are consistently discussed each semester.

• Surveys of program faculty conducted by the department every semester.

• Midpoint and Thesis Reviews with wide participation from faculty also serve as a feedback loop for faculty the reviews are a great assessment tool, and a discussion platform for the curriculum goals and Program Learning Outcomes (see further below).

Information from and about students

- · Graduation and persistence rates in the program
- Internship data
- Pass rates on the Architect Registration Exam
- Alumni employment data
- Enrollment trends
- Student demographic information

• Direct feedback from students through Town Hall meetings and the Student Representative program (through which student leaders communicate with the department director and University leadership about curriculum, instruction, facilities and equipment issues and requests)

Alumni feedback

• Cumulative results of course and instructor evaluations (which are conducted twice per semester. Evaluations offer students the opportunity to provide both quantitative and openended responses about their classes and to comment on the suitability of the learning environment).

• Comprehensive student surveys as part of the Program Review process.

3. Annual internal assessment of the Program Learning Outcomes:

Assessment of Student Learning

Institutional practices have supported the M.Arch program in setting up a strong culture of both student review and curriculum review. Supported by the Director of Assessment, the M.Arch program has defined, assessed and further developed our Program Learning Outcomes with input from Directors, Full-Time and Part-Time faculty based on Midpoint Reviews, Thesis Reviews, Curriculum Meetings, and Course Review Meetings. M.Arch Student progress towards Program Learning Outcomes are assessed at Midpoint - and Final Thesis Review (ARH 690 Thesis Preparation and Development and ARH 810 Master of Architecture Thesis).

At the Midpoint and Final Reviews, faculty assessment committees complete formative and summative evaluations of each student's work during their progress through the program (as described above). The results are collated by the Director of Assessment and analyzed by the program director and the graduate curriculum team to provide detailed insight into student learning results and the effectiveness of the curriculum. Beginning in fall 2017, a new data visualization platform (Tableau) was implemented by the Vice President of Institutional Effectiveness to provide the academic director and faculty with greater transparency and additional data regarding key success indicators for the department, including Midpoint and Final Review assessment results, grade distributions, retention data, and student satisfaction survey results.

4. Assessment at Course level: Studio courses:

Studio Pedagogy and Its Relationship to the Assessment of Student Learning

Any discussion of assessment in architecture education must recognize the role played by studio pedagogy in student learning. The design studio is the pulse of every architecture program: it is the setting for faculty instruction and feedback; for student-to-student mentoring; for collaborative design and problem-solving; and for the constantly critiqued iterations of every design experiment and project. Final course and project grades remain the summative forms of evaluation for architecture students, but equally, if not more important, are these continuous formative exchanges that are the engine of student learning.

The dominant idiom of the studio is the language of evaluation and assessment; student work, including incorporation and application of course content as well as the development of skills and abilities, is repeatedly subject to review, comment, suggestion, and evaluation by faculty, professors-of-practice, and peers. Progress in student learning is possibly more closely monitored in architectural (and art) studios than any other teaching venue. Learning is evident everywhere and leveraged everywhere as the basis for new learning. In other words, the design studio epitomizes a learning culture of evidence.

Midpoint and Final Reviews

In the M.Arch program, the cycle of feedback from faculty to student and from faculty to Program Coordinators and Directors, is a constant flow of information. There are two formalized points of student work evaluation towards the program learning outcomes in form of Midpoint and Final Reviews. Due to the short nature of the graduate program these evaluations take place at the beginning and the end of the final year.

The Midpoint Reviews are held during the midterm and the final review of ARH 690 Thesis Prep and use the student verbal and visual presentation of their thesis preparation as well as their portfolios with work samples collected through the prior two (Track 1) or four (Track 2) semesters. The portfolio work is assessed by the Midpoint Committee, a selected group of online and onsite studio and thesis faculty, Coordinators and Directors. A formalized review process takes place involving a matrix of Program Learning Outcomes (PLOs). The evidence of this process is recorded in the LMS, the aggregated outcome of all reviews is published in the LMS (supported by the Director of Assessment), and the data is part of our selfevaluation process. The grade for the final Midpoint Review at the end of the Thesis Prep semester is deliberated by the Midpoint Committee and decides if a student can successfully pass on to the final thesis project.

The Thesis Reviews function as the primary evidence, for a final evaluation of the student's progress in achieving the program learning outcomes at the end of the program. The review itself is organized in the same way as the Midpoint Review. The Final Review Committee is slightly larger and comprised of a selected group of online and onsite studio and thesis faculty, Coordinators, and Directors. The grade for the final Thesis Project at the end of the Thesis semester is deliberated by the Thesis Review Committee and decides if a student has met the program learning outcomes and that their final project meets the standards of a final thesis project at our school. If necessary, we conduct follow-up meetings of the committee to calibrate the grading of all projects in a semester. The evidence of this process is recorded in the LMS, the aggregated outcome of all reviews is published in the LMS (supported by the Director of Assessment), and the data is part of our self-evaluation process.

The Midpoint Reviews and Final Reviews are utilized as opportunities to consolidate and document both specific and holistic feedback to the student as well as to the curriculum. The Student Reviews harness the pedagogy of studio to guide students in directions that suit their

personal goals and aspirations as they continue the path of achieving the Program Learning Outcomes. Participation in both the Midpoint and Final Reviews is a mandatory part of the institutional assessment process at the Academy. The deliberation process, which is usually thirty minutes per student and additional time for a conclusion meeting, is an intense discussion among all faculty members who are part of one of the committees. This process is one of the main venues where the pedagogy of the program is assessed through student work. We value these lively and productive discussions and many program changes have been initiated based on the findings in these fora.

Institutional Learning Outcomes (ILOs):

Headed by the Institutional Assessment Taskforce, established in 2019 by the Vice President of Institutional Effectiveness, the review of programs via the ILOs is in its early phases. From 2019 into 2021, a review of four of the eight ILOs occurred focusing on the undergraduate programs. In time, there is a planned expansion to review the graduate programs as well.

Measurable indicators of progress for each of these objectives have been identified. The following constituencies will track and offer feedback on progress toward these multi-year objectives:

NAAB Visits and Peer Reviews provide feedback to the Executive Director and Graduate Director, on compliance with the NAAB Conditions Program Criteria and Student Criteria;
The departmental Strategic Planning Team (one meeting per year) and Department

Governance Team (twice per month);

• Graduate Coordinators (once per semester);

• Curriculum Leadership Team Meetings once per semester (The CLT meeting is specifically designed to respond to and evaluate recommendations from the faculty survey and the result of this meeting is passed on to the Graduate Director);

•The Graduate Faculty (one annual Department Action Team/Curriculum Review meeting addressing progress toward program goals and NAAB Conditions and Student Performance Criteria; pre-semester curriculum planning meetings with specific faculty and Directors);

• Pre-semester meetings curriculum content and deliverables are reviewed by Course and Studio Faculty and Directors;

• The University's Vice President of Institutional Effectiveness, who is in charge of periodic program review (the Architecture program was reviewed in in 2017 and will be reviewed again in 2022.

• Recommendations from the Strategic Planning Team and program review will all be reported directly to the President and the Chief Academic Officer (and in this way will be linked to budgetary requests and determining strategic priorities for the department).

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

The key performance indicators used by the M.Arch and MA Arch programs and the institution are the Course Learning Outcomes and Program Learning Outcomes.

The Program Learning Outcomes, as well as the specific Course Learning Outcomes are created to incorporate NAAB Program and Student Criteria while still encompassing goals that give identity to the program, address the unique nature of our student body and opportunities afforded by the community of faculty. As with all the academic departments at Academy of Art University, the department's Program Learning Outcomes are developed by the director and faculty in partnership with the Director of Assessment to ensure that all outcomes as consistently assessable. A curriculum map is also developed in conjunction with the Program Learning Outcomes to indicate in which courses skills are introduced, where they are further developed, and finally where proficiency is demonstrated.

The Program Learning Outcomes are assessed for each student at a summative and formative point in their program through the formalized Midpoint (formative) and Final (summative) Reviews. These reviews are required of all students in the M.Arch program and a Final (summative) Review is also required of students in the MA-ARH program. The Midpoint Reviews and Final Reviews are utilized as opportunities to consolidate and document both specific and holistic feedback to the student as well as to the curriculum. The Student Reviews harness the pedagogy of studio to direct the student in directions that suit their personal goals and aspirations as they continue the path of the achieving the Program Learning Outcomes. Participation in both the Midpoint and Final Reviews is a mandatory part of the institutional assessment process at the Academy and passing the reviews is a requirement to continue in the program and graduate.

The Midpoint Review in M.Arch is conducted as part of ARH 690 Thesis Presentation and Development, a required major course and passing the Midpoint Review is required in order to pass ARH 690 and move forward in the program. The Final Review in M.Arch is conducted as part of ARH 810 Master of Architecture Thesis and a student must pass the Final Review in order to pass ARH 810 and be awarded the M.Arch degree. If a student does not pass ARH 690 for Midpoint or ARH 810 for Final Review, the failed course must be repeated. The MA-ARH program has a Final Review which is tied to the completion of ARH 690A, which is the MA course equivalent to the one for the Midpoint Review for M.Arch. Formative evaluation in the MA-ARH program is happening in the form of midterm and final reviews in all courses. A summative evaluation happens at the end of ARH 609 and at the end of the program with the completion of ARH 690A.

There are three components to both the Midpoint Review and the Final Review for M.Arch: portfolio, thesis book, and oral presentation. There is a detailed handbook for both reviews on the Graduate Showcase, as well as visual examples of both Midpoint and Final Review student work (<u>http://gradshowcase.academyart.edu/</u>).

The portfolio and the thesis book both must be posted in the appropriate section of the LMS and are thereby archived. Students are also required to submit a hard copy of their presentation. Results of both the Midpoint and Final Reviews are posted on the LMS so that students can see the results of their assessment and so that department leadership can make appropriate curricular changes based on the assessment results.

At both the Midpoint and Final Reviews, students are assessed on their skill level as outlined in the Program Learning Outcomes. The results are aggregated each year by the Vice President of Institutional Effectiveness and analyzed by the program directors and curriculum coordinators to provide detailed insight into student learning results and the effectiveness of the curriculum.

With the new 2020 NAAB conditions, we revised all course learning outcomes to better match the new PCs and SCs. This substantial change will also result in a major shift of the Program Learning Outcomes that we projected to update after we receive the feedback from the NAAB visiting team.

During 2020, new Student Work Rubrics (*Student Rubrik Forms*) and Course Rubrics (*Course Rubrik Forms*) were initiated for every course in the existing M.Arch curriculum. Besides the recently updated course learning outcomes, the forms reflect the new NAAB PC's and SC's which are embedded in the rubric and tied to the specific deliverables evidencing student understanding and abilities. The student work rubrics are used to assess student work by each course instructor and presented to the Faculty and Directors biennially at the end of the fall term in curriculum reviews. The course rubrics are assessed once per academic year at the end of the Spring Term.
5.2.3 How well the program is progressing toward its mission and stated multiyear objectives.

Program Response:

Program Review looks intensely at the program's data for enrollment, persistence, and graduation rates:

Enrollment (fall 2016 through fall 2020):

Since 2016, new student enrollment slowly decreased for several years and then increased in 2020. The percent of online-only students has increased dramatically, while the percent of onsite students has declined. In 2020, 81% of graduate Architecture students were online-only, which is more than the overall Academy ratio of 57% of graduate students enrolled online-only. This trend creates additional challenges in terms of persistence since the online cohort historically has the lowest persistence rate of any cohort.

Total enrollment has decreased by 17 students (8%) between fall 2016 and fall 2020 despite the increase of online enrollment in 2019. The decrease has been due to the falling onsite enrollment. From 2019 to 2020, graduate enrollment in Architecture was up 8% compared to the Academy of Art University total at -8%. As of 2020, the majority of students (99%) are enrolled in the longer M.Arch program and most of them are online students. Fall 2020 enrollment includes both the M.Arch program and the new MA program. Comparing fall 2020 enrollment with fall 2016, the student population has shifted in the following ways:

• Online enrollment increased 13% (132 to 151 students)

• Onsite enrollment decreased 62% (71 to 35 students)

• International student enrollment decreased 33% (67 to 45 students); in 2020, international students comprised 24% of the total enrollment vs. the Academy of Art University total of 41%

Persistence (FA19 to FA20 average):

Persistence in the graduate Architecture programs is lower than the Academy of Art University average.

• Onsite students in Architecture have a lower rate of persistence to the second year (75%) than the AAU average (81%).

• Online students in Architecture have a lower rate of persistence to the second year (59%) than the AAU average (68%).

Graduation:

The graduation rate in the graduate Architecture programs is lower than the Academy of Art University average.

• The onsite 2014 cohort (14 students) graduation in 5 years for Architecture graduate students at 64% is lower than the AAU average of 77%.

• The online 2014 cohort (22 students) graduation rate in 5 years for Architecture graduate students at 5% is lower than the AAU average of 37%.

• The average 5-year graduation rate (2012, 2013, and 2014 cohorts) for onsite Architecture graduate students at 72% is lower than the AAU average of 76%.

• The average 5-year graduation rate (2012, 2013, and 2014 cohorts) for online Architecture graduate students at 25% is lower than the AAU average of 31%.

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Through 2015 and 2020, the graduate program in the School of Architecture graduated 164 students.

41% of graduate degrees were completed by international students, which is lower than the AAU average of 60%.

Action Plan Items Identified in the 2018 Program Review:

- Full-time position Graduate Thesis Coordinator. Responsibilities currently with Mark Mueckenheim.
- Full-time position Graduate History Theory Coordinator. Responsibilities currently with Braden Engel.
- Current Staff Development (on hold).
- Faculty Conferences (on hold).
- IPAL Coordinator Alberto Bertoli.
- Integrated Design Coordinator Sameena Sitabkhan.
- Salary Increases for Administration completed Department Manager
- Additional Office Space completed see page 11 above
- Develop an IPAL Program (on hold)
- Increase integration and support in Online in progress

Assessment of Program Learning Outcomes:

Overall, the M.Arch students meet/exceed the program learning outcomes.

For M.Arch Track 1, combining the summer 2018 through spring 2020 results, 19 out of 20 program learning outcomes assessed at the Final Review were rated at 95% or higher Meet/Exceeds, not including N/As. (Note, 2 - 7 students were marked N/A per PLO.)

For M.Arch Track 2, combining the summer 2018 through spring 2020 results, 20 out of 20 program learning outcomes assessed at the Final Review were rated at 80% or higher Meet/Exceeds, not including N/As. (Note, 15 - 18 students were marked N/A per PLO.)

Strengths observed by faculty completing the reviews were that many of the skills required, and the subsequent program learning outcomes, are fulfilled, likely due to the very intensive one-on-one process by the department to guide the development of the final Thesis Project's many technical and non-technical deliverables.

Assessment of Course Learning Outcomes:

This is a continuous process with the aid of data provided in Tableau on grade distribution and course evaluations.

As one measure to evaluate student success, the School of Architecture analyzes the grade distribution in their core courses. Consistent fair grading standards are emphasized in all courses. For the past several years, the Vice President of Institutional Effectiveness had been providing grade distribution charts to the academic directors for core courses, using power point charts to detail onsite and online courses. As of fall 2017, the Academy purchased licenses for the academic departments to have access to a new data visualization platform called Tableau, which greatly increases the usability of the data. The interactive nature of the software enables the directors to identify issues by course or group of courses or by instructor. These grade distribution charts can also now be made available much more frequently, including at midterm, for immediate action, if requested by a department. Currently, grade distribution charts are posted for every semester from summer 2015 through spring 2021, so trends can easily be seen across several semesters. Online grades are posted right next to onsite grades for easy comparison. The director has determined that some of the more extreme grade distribution data can be explained through courses with low

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enrollment. Overall, the school has made a strong effort to battle grade inflation and achieve a more balanced grade distribution. However, the data shows that there might be faculty members who profit from the constant reminder about grading standards and grade distribution by:

• Sending reminders about grading standards and grade distribution before the final grading deadline.

- Reaching out to faculty who seem to be grading unevenly.
- Evaluating courses that have an uneven grade distribution and initiate rewrites if necessary.

Course evaluations are conducted every semester and the directors investigate all courses with low evaluations to determine how to improve them, including a rewrite of the course or possibly a change in the instructor. In the most recent semester (spring 2021), onsite courses had a slightly lower average rating (4.4) than the onsite

The AAU average rating was 4.5. Online courses also received a lower rating (4.1) than the online Academy average (4.3).

Responsibility to community:

School of Architecture Strategic Plan for Diversity, Equity, Inclusion, and Anti-Racism: https://architecture.academyart.edu/portfolio-item/strategic-plan-for-anti-racism/

5.2.4 Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

Program Response:

Strengths identified 2018-2020:

To remain competitive in recruiting international students, the School of Architecture has successfully achieved a designation as a stem-approved program. This allows international students extended time upon graduation to work in the U.S., based on the high value of their technical skills. These skills are attained through the teaching of high-end technologies in over half of the department's course offerings. The School of Architecture also supports additional learning through an online Tech Talk series developed by the School of Web Design & New Media, which is open to all AAU students. Most recently it covered high-level Javascript math concepts.

Opportunities for improvement identified 2018-2020:

- Advocate for more workshops
- Extend the technical advisor program in key classes especially online
- Advocate for more clarity from admissions about expectations in the architecture program
- Advocate for support from Student Advising
- Continue with a semester start studio presentation for studio faculty and directors to give students more to reflect upon about the program ahead of them

Challenges and opportunities identified 2018-2020:

The directors and faculty have identified the following industry trends that will impact curricular development:

- Societal relevance and social integration
- Ongoing sustainability and resilience efforts
- Fabrication and large-scale fabrication
- Collaboration (with other majors and fields, specifically Landscape, Social Sciences, Health)
- Engineered wood (especially in high-rise construction)
- Low-tech high performance, passive systems, intelligent design
- Renewed focus on social housing (worldwide housing crisis)

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• Technical innovation (smart home technology, augmented reality, artificial intelligence in planning—smart cities, new traffic concepts and their architectural/urban impact.

5.2.5 Ongoing outside input from others, including practitioners.

Feedback from the Architectural profession

The University conducts an annual Spring Show, at which the best student work is on display to the public; members of the profession are invited to attend and are surveyed by the Directors to determine their opinion of the strengths and weaknesses of student work. This feedback is generally in the form of conversations and correspondence with guests during and after the Spring Show. In addition, we are receiving feedback from alumni and employers about alumni success and preparedness. Outside reviewers who are attending our studio reviews also contribute to our outside input.

Through a university wide initiative and also as a reaction to the new 2020 conditions, the school of architecture started to invite distinguished architects to form an Advisory Board for the school. It is intended to invite the board once per academic year and present a selection or student work as well as institutional data to the board of advisors.

Currently, we have nominated and received positive feedback from the following members:

• Lisa Cholmondeley, AIA, LEED AP BD+C, CDT, NOMA, Design Manager, Principal, Gensler

• Anne-Catrin Schultz Dipl.-Ing. (Germany) Ph.D. Associate Professor, Architecture, School of Architecture and Design, Wentworth Institute of Technology in Boston

• Prescott Reavis NOMA, LEED AP, SEED, NCARB

• Steffen Lehmann Ph.D., Professor of Architecture & Urbanism, Founding Director Urban Futures Lab, UNLV School of Architecture, Principal of si_arch, AA Dipl., Dr.-Ing. (Ph.D Germany), Assoc. AIA

• David Frey AIA, LEED AP BD+C Technical Principal

We intend to have a total of six members on this panel and we are currently awaiting response from the following nominee:

Mona Lovgreen Partner, Architect, San Francisco Studio Chair BED | MArch | AIA CA, NY, CO | Architect AIBC | LEED® AP (BD+C)

Feedback from NAAB and WSCUC

Feedback from NAAB visiting teams will be given priority by the department faculty and the Architecture program's Strategic Planning Team, as well as by the University President.

The University also undergoes institutional self-assessment as part of its accreditation by the WASC Senior College and University Commission (WSCUC)); WSCUC does evaluate the quality and results of university-level processes such as assessment, program review, and planning as well as the University's general financial capacity and resources (financial, physical, leadership, faculty and staff). Recommendations from this process are also given priority at the institutional level.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.



Program Response:

Program Learning Outcome Assessment: In the M.Arch Track 1, one PLO was below 80%. "Produce a comprehensive architectural and building solution to the mission statement" was rated at 68% (17/25 students met/exceeded). Two students were marked "Not Applicable". The department determined that the result is due to the many "legacy students" in the online realm who have a hard time meeting the high standards, which were established in the last years. We therefore still have a demographic who fails the thesis semester as evidenced by the result of this specific PLO. In reaction to this result, improvements are being made to the ARH 690 course regarding course materials. The deadline for this update was set for fall 2020. In addition, the department is in the process of establishing new and rigorous self-assessment procedures as a new requirement for the NAAB accreditation.

5.3 Curricular Development

The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.

Programs must also identify the frequency for assessing all or part of its curriculum.

Program Response:

Institutional Program Review Student Rubrik Course Rubrik Faculty Feedback Course Evaluations Grading Breakdowns 5 to 7 years biannually annually every Spring and Fall Semester every Semester every Semester

5.3.1 The relationship between course assessment and curricular development, including NAAB program and student criteria.

Program Response:

Faculty make proposed changes to the curriculum with approval from the relevant curriculum lead and from the Program Director, as applicable. The Program Director may consult with the Executive Director or Vice President of Curriculum to discuss the impact on current students. The Director or Vice President of Curriculum may run reports to see how many students may be impacted by the change. Based on the data, the Vice President of Curriculum will recommend an implementation plan. The Chief Academic Officer reviews all proposed changes to ensure they are in alignment with all Academy protocols.

Curriculum development is a very structured process, with oversight by the Vice President of Curriculum, the faculty and the academic director most directly involved with an individual course, and the chief academic officer. The Office of Institutional Effectiveness works with faculty to build appropriate course learning outcomes and the syllabus. As part of any course change or course addition, particular attention is paid to reviewing the rigor of assignments and time expectation to ensure that the course complies with the credit hour requirements for 3 or 6 credits.

The NAAB reaffirmation process that is currently underway will result in many targeted changes throughout the curriculum.

Future curriculum needs will be addressed through our constant self-review processes. Moving forward, the directors want to pursue adding the IPAL component to the curriculum. The IPAL option provides students the opportunity to complete requirements for licensure while earning their degree. The initiative encourages NAAB-accredited programs to incorporate the Architectural Experience Program[™](AXP[™]) and the opportunity to take the

Architect Registration Examination® (ARE®) while completing academic curricula. The IPAL option does not replace the NAAB-accredited program but adds an additional path within an already existing program.

5.3.2 The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

Program Response:

The Academic Steering Committee (ASC) represents the faculty and provides a formal channel for faculty input to the administration. The ASC is comprised of academic and faculty stakeholders from throughout the university. Faculty feedback, derived from the annual faculty survey, ASC, Curriculum Leadership Teams and Department Action Teams, is reviewed and considered for decisions regarding academic and co-curricular programs. Further details regarding the ASC are provided in the <u>AAU Faculty Manual</u>. The ASC Charter document is included in the Faculty Manual as Exhibit "B". It includes information about the ASC's role and its members, as well as the sub-committees (Library resources, curriculum, faculty, online education, technology) that support the work of the ASC.

All proposed curriculum changes and programs are tracked by the curriculum systems and support department and reviewed by the CAO and Curriculum Subcommittee. All new programs are approved by the ASC.

Faculty Culture and Participation

The ASC is one of several groups (see below) that constitute a culture of faculty at the Academy. A reference chart outlining faculty roles and responsibilities at Academy of Art University is included in the Faculty Manual as Exhibit "C". With the Faculty Roles and Responsibilities Chart, the Academic Steering Committee's goals are:

- To involve, encourage and stimulate faculty participation at Academy of Art University;
- To present how roles and responsibilities are distributed among all areas of participation;
- To demonstrate how faculty layers and groupings interact and overlap;
- To present opportunities for all faculty to contribute across the institution.

Curriculum Leadership Teams: Academic departments across the Academy have Curriculum Leadership Teams (CLT). The CLTs are comprised of faculty, both part-time and full-time instructors. The CLTs' purpose is to address curriculum matters through a facultydriven process, and work with Directors to make improvements. Their recommendations are based on data related to student success and faculty feedback and discussion.

Department Action Teams: For over a decade, faculty Department Action Teams have provided a tool for academic leadership (directors, coordinators, track leads) to hold individual group meetings with a specific purpose and work product to collect feedback from and bring PT faculty/industry pros* into, the curriculum process with compensation. (* FT faculty may participate as well).

5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

5.4.1 Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

The Academic Director and Chief Academic Officer partner to assign appropriate course load to full-time faculty based on numerous factors including but not limited to current enrollment and retention trends, department priorities, curriculum, and accreditation preparation. All faculty are limited to teaching a maximum of 6 classes or 18 credit hours per semester. Generally, full-time faculty are hired at 40 hours per week, 52 weeks a year. Their contracts provide additional time for the specific purpose of working with students, conducting portfolio reviews, and general administration. When faculty are not teaching, they are engaged in course preparation, grading of student work, office hours and may participate in one or more of the following in support of student learning: leading skills workshops, department curriculum meetings, committee work, faculty development trainings, programmatic assessment of student work, midpoint, and final reviews. Part-time faculty are paid for these outside-of-class activities, and they are considered part of the full-time faculty course load.

Faculty Appointment, Promotion, and Tenure

AAU does not have an academic ranking system for instructors or a tenure system. The Academy's faculty hiring policy is designed to serve the Mission of the University as stated above. Consequently, the majority of the Academy's faculty is part-time, with their primary occupation in the industry. Part-time faculty are considered for coordinator positions or full-time status based on the merits of their portfolios and teaching ability; there is no seniority, ranking, or promotion system.

5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.

Program Response:

NCARB AXP Licensing Advisor

Within the architecture department, Chair Emeritus Alberto Bertoli AIA, functions as the AIAS Liaison, IPAL coordinator, who is our NCARB AXP Licensing Advisor. In this capacity he also serves as the faculty advisor to the Academy chapter of AIAS. He works with the Architecture department directors and the Undergraduate IPAL and Community Outreach Coordinator Sameena Sitabkhan to organize presentations by NCARB and CAB (California Architects Board) representatives as well as support AIAS students to host Portfolio Review sessions and firm tours. Sameena Sitabkhan attended the Licensing Advisors Conference in in July 2017 and August 2019. The conference was cancelled in 2020 and budget constrains did not allow us to participate in 2021, but both advisors are budgeted to attend the 2022 conference.

• In April of 2020 the School of Architecture hosted an online information event for navigating the AXP during the coronavirus outbreak.

• At least once each year the Licensing Advisors prepare a presentation on becoming a licensed architect.

5.4.3 Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement

Program Response:

The faculty evaluation and coaching (FEC) department offers <u>classroom visits and coaching</u> <u>sessions</u> for first-time faculty and ongoing feedback and support throughout the semester. The FEC department also provides <u>ongoing support</u> to new and continuing faculty to improve teaching and learning at AAU. The FEC department provides training and for new

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online and onsite faculty, has conducted Zoom trainings and workshops for onsite faculty who had to move to remote teaching since March 2020, tailors trainings to individual departments when requested, and provides individualized coaching to faculty returning to online teaching.

Faculty growth inside and outside the M-Arch program is paramount to the success and depth of the program. All faculty are practicing professionals and by design must remain current in their knowledge of the changing demands of practice and licensure. Professional Development opportunities for full time faculty include:

1. The architecture department advocated for full time faculty members to attend conferences.

2. Special conferences are reviewed on a case by case basis for potential non-full-time faculty attendance if the conference is in their subject area.

List of Conferences:

• January 26-27 2017: Façade Conference/Art and Science of Building Facades Miami, Florida (ARH 604, 801)

• June 7-1 2017: Society of Architectural Historians Annual Conference Glasgow, Scotland (Braden Engel)

March 23-25 2017: ACSA Annual Meeting Detroit, Michigan (Jennifer Asselstine)
March 2017 AIAS Conference/ West Quad Conference 2017 Portland, Oregon (Student Representatives)

• March 9-11 2017 National Conference on the Beginning Design Student Salt Lake City, Utah (Mark Mueckenheim)

April 27-29 2017 AIA National Convention Orlando, Florida (Mimi Sullivan)

• July 2017 AIAS Grassroots Conference Chicago, Illinois (Student Representatives)

• July 2017 IDP/NCARB Conference Chicago, Illinois (IDP Coordinator)

October 2017 ACADIA Conference (Alex Neyman)

• November 2017 ACSA Administrator's Conference (Mimi Sullivan, Eric Lum)

October 13-15 2017 Monterey Design Conference Asilomar, CA (Faculty)

October 2017 Urban Land Institute Fall Meeting (Mimi Sullivan)

• December 2017 AIAS Forum (Student Representatives)

March 15-17 2018 ACSA Annual Meeting Denver, CO (Jennifer Asselstine, Mimi Sullivan)

March 22-24 AIAS West Quad Conference Los Angeles, CA (10 Student Representatives)

November 2018 ACSA Administrator's Conference (Mimi Sullivan, Jennifer Asselstine)

April 4th 2019 AIA Innovation Conference 2019

• March 12-14, 2020 | San Diego, Ca 108th ACSA Annual Meeting (Mark Mueckenheim) cancelled.

Training:

• 2017 Robot Arm Training at Michigan location 2Attendees: ARH Shop Techs (Greg Grundstrom, Faculty Peter Suen)

• 2018 Robot Arm Training for faculty and shop techs. (Faculty, Gena Whitman, Greg Grungstrom)

• 2019 Robot Arm Training for faculty and shop techs to expand the number of people who can safely use this equipment. (Gena Whitman, Greg Grungstrom)

Guest Speakers:

• Spring (Feb, March, April) and Fall (October, Sept. November) Professional Development Lecture Series

• Spring (Feb, March, April) and Fall (October, Sept. November) Ethics & Leadership Speakers

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- September 2017 Fall Visionary Charrette
- May 2018 Distinguished External Final Review Jury Spring Semester
- Spring (Feb, March, April) Professional Development Lecture Series
- April 2018 B. Arch Ethics & Leadership Speakers
- Fall (Sept., Oct, Nov) Public ARH Fall Lecture Series
- October 2018 B. Arch Ethics & Leadership Speakers
- October 2018 Fall Visionary Charrette
- Fall (Sept., Oct., Nov.) Professional Development Lecture Series 2018

Other professional development opportunities include:

- Tangents, a faculty lecture series
- Ethics and Leadership series
- Spring Show
- Fall Lecture Series
- Faculty observations and participation at the Department's Charette in 2017 and 2018

5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.

Program Response:

The <u>Academy Resource Center</u> (ARC) provides support services to onsite and online students In June 2020, ARC launched an <u>Instagram page</u> to promote academic resources by featuring lab schedules, zoom meeting rooms and appointment sign-ups for academic coaching. The <u>accessibility resources</u> department partners with admissions, student services and academic departments to ensure equal access for students to AAU programs. Financial aid services for students have been enhanced with the move to the new Oracle system. <u>Housing and Residence Life</u> is managed by Campus Living Villages Inc. and continues to support students on campus during the COVID-19 pandemic. Academic advising provided by student services ensures that students understand program requirements and receive support and guidance to stay on track to graduation. Accurate <u>information</u> regarding admissions, degree requirements, tuition and costs is available on the AAU website and is covered by admissions representatives and in disclosures that students sign prior to starting their academic career. The Academy is the only higher education arts institution in the U.S. with an NCAA Division II <u>athletics program</u> and has won several titles.

The Architecture Department hosts its own orientation event "Meet your Department Director" for all incoming M.Arch students which takes place in the week prior to the start of the semester. Beyond the orientation to the department and its facilities and policies, students are given a presentation about study abroad options, curriculum focus areas, Architecture School events and activities, important architectural landmarks in San Francisco (and resources how to find outstanding works of architecture when off-site), architectural activities in San Francisco, and various Academy wide facilities. Before the pandemic, the online orientation event was scheduled separately. The event allows ARH to clearly set up the expectations of the program, introduce students to the essential characteristics expected to be exhibited in the studio and courses, and start to introduce the arc of the education as it leads to a professional path.

The Academy's Career Services department prepares students and alumni to successfully pursue work as artists and designers. Resources include:

• Academy Career Toolkit - information on resume preparation, business correspondence, professional presentation, job search, interviewing and networking.

• One-on-One Sessions - available via phone, email and in person to review resumes and cover letters, and practice interviewing.

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• Career Chat Series Library - an array of informative chats on career topics like research, self-promotion, networking, internships and financing. Live broadcasts covering new topics added each semester.

• Exclusive Online Job Board - top industry partners across all majors recruit part-time, freelance, project based and full-time Academy talent. Hundreds of new posts are added each week.

 Industry Partnerships - creative leaders and recruiters visit campus each semester to mentor, advise and recruit talent at industry panels, company presentations and portfolio reviews.

Academic department directors routinely solicit feedback on program content and currency from industry representatives and employers. Annually, AAU faculty and a large number of industry stakeholders evaluate the quality of student work through the **spring show** (a juried exhibit which showcases the best student work from each department and is open to the public). Due to the COVID-19 pandemic, the show was presented online in 2020 and 2021.

Industry professionals evaluate student work in terms of its technical and aesthetic sophistication and its innovative qualities. They also provide important feedback to the academic leadership on whether the student work reflects current trends in the industry. Past recommendations have resulted in actions taken by academic leadership to improve the quality of degrees such as introducing new courses, areas of specialization and degree programs; hiring faculty with in-demand expertise; and acquiring new technology and equipment to remain current with industry expectations. Based on trends in the quality of student work at the spring show, department directors also offer recommendations for improvement. Actions taken as a result of their feedback include: refining assignments; adding or removing courses; refining course sequence and prerequisites; adding track specializations; hiring new faculty; purchasing new equipment or software; and upgrading department facilities.

Campus Activities

The Office of Campus Life is comprised of several programs and services that support student development in the areas of social interaction, building student community and encouraging active participation in extra-curricular activities and events at the University. The office also strives to be a conduit to the Bay Area community though volunteering, promotions and active participation in City events. Students can learn the ethics of service, responsibility and leadership through participation in student organizations.

The focus of the Academy's alumni association is to connect, empower and promote alumni success and community. It provides Academy graduates with access to free job resources and career services, including interview practice sessions, resume and portfolio reviews, and opportunities to connect with industry partners in the fields of design, communication and the arts. The alumni association also provides access to <u>speaker seminars</u>, <u>online workshops</u> and connection to the alumni network which goes back decades. The alumni association maintains the Academy alumni community online through various social media platforms, including <u>LinkedIn</u>, <u>Facebook</u>, <u>Twitter</u>, <u>YouTube</u> and <u>AAUHOO</u>, and celebrates alumni accomplishments on <u>the alumni webpage</u>. Alumni can access the <u>career services online chat</u> <u>series</u>, and after graduation they can submit their portfolios to be featured on the alumni webpage.

Alumni data are used to measure student success in the context of achieving professional, educational and personal goals. Data points that are typically used to measure achievement of these goals include employment rates, satisfaction and willingness to recommend AAU. Outreach to all graduates to gather post-graduate employment information begins at cap and gown distribution before commencement, where staff gather cards filled out by graduates



with current employment information. For about 12 months after graduation, AAU collects as much employment information on graduates as possible. Sources include online research, emails, phone calls and surveys. For years, AAU has tracked qualitative information. Data are recorded for each academic department and a list of top companies who hired graduates from a specific major in a given year is posted online. These lists entitled <u>"Where Are They Now?"</u> show the names of the companies that have hired AAU graduates over the past nine years.

The architecture program budget has a student activities line that will help to fund offcampus, professionally-related activities for students such as field trips, regional lectures, and professional conferences. The Academy has an active American Institute of Architecture Students chapter and a National Organization of Minority Architecture Student NOMAS chapter.

5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

5.5.1 Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

Program Response:

The Academy's faculty and staff recruitment practices seek to achieve diversity and inclusivity. The board of directors composed of equal numbers of men and women and led by a female chair. Numerous senior management positions, including that of the CEO/president, are held by women. Gender distribution among university faculty was slightly less balanced with 42% female and 58% male in fall of 2020, and there is further room for improvement in the area of diversity of ethnicity with 67% of faculty identifying as white, 19% as minority, and 3.4% as two or more races also in fall of 2020.

Work on the diversity of faculty in the School of Architecture is also needed. In fall 2020, 29% of faculty were in a minority group (American Indian, Asian, Black, Hispanic, and Hawaiian Pacific Islander), 63% white, and 8% unspecified. At the same time, Master of Architecture students were 43% minority, international students, or two or more races, 20% white, and 37% unspecified. The School of Architecture gender distribution in fall 2020 for the faculty was the same as the institution as a whole, 42% female, 58% male, while Master Architecture enrollees were more balanced with 51% female and 49% male.

5.5.2 Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

Program Response:

The institution's policies seek to promote a diverse learning and working environment, free from unlawful discrimination and harassment. Its equal employment opportunity commitment has resulted in an increase in the total number of employees who self-identify as Asian, Black or African American, Hispanic or Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and two or more races in the past three years. As of fall 2019, 40% of the Academy's workforce identified themselves in one of these categories, an increase of 3% from fall 2017.

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To improve in the area of ethnic diversity, the Human Resources department uses a variety of job posting resources to help reach to a diverse candidate pool. These resources include agencies and sites such as Swords to Plowshares, Chinese Newcomers Service Center in San Francisco, Work for Warriors, and Arriba Juntos. Our staff job advertisements and social media ads are created to assist with attracting a diverse candidate pool by using inclusive language and images. Moving forward, we intend to continue these efforts and continuously assess our recruitment practices to uphold our commitment to a diverse and inclusive workforce.

Academy of Art University's School of Architecture Strategic Plan For Diversity, Equity, Inclusion, and Anti-Racism was revised in July of 2020 in response to the Black Lives Matter movement, outstanding advocacy from National Organization of Minority Architects (NOMA), Design as Protest, and Blackspace.org, demands for a reimagined future of architecture. As part of its plan, the department committed to recruiting faculty and guest speakers who will broaden our perspectives and increase our empathy for communities of color and students of color. For the fall semester of 2020, School of Architecture had planned to focus on recruiting new faculty qualified to teach new curriculum. An additional goal was to create new outreach for faculty hires. As a result of the COVID 19-pandemic, however, the Academy cut full time positions and furloughed many employees. The pandemic also required that AAU place recruitment efforts on hold until we can resume in-person instruction. The School of Architecture is hopeful that work toward the strategic plan will continue as soon as the national emergency expires. The strategic plan is publicly available at https://architecture.academyart.edu/portfolio-item/strategic-plan-for-anti-racism/.

5.5.3 Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

Program Response:

The School of Architecture recognizes the progress made in the field of architecture to address deficiencies in gender and race representation and social mobility in students achieving this degree and acknowledges the unique opportunity that it has to move the bar in a positive direction based on our admissions policies, student support and inclusive community. To attract students from different backgrounds, the university promotes its art and design programs abroad and has students and alumni from 115 countries worldwide.

Part of AAU's mission is to provide "a creative environment that is at once supportive and challenging and underpinned by excellent personalized teaching and support services that address the needs of students of diverse ages and backgrounds." In fall 2020, 59% of those enrolled in a graduate program at the university as a whole were minority, international students, or two or more races, while 16% were white and 25% unspecified. At the same time, those enrolled in the Master of Architecture program were 43% minority, international students, or two or more races, 20% white, and 37% unspecified. University-wide, for the same term, graduate students were 66% female, 34% male, while in the School of Architecture, the breakdown was a balanced, 51% female to 49% male.

To maintain the diversity of our student body, the Academy will continue to expand our outreach to a diverse group of prospective students. We are actively pursuing several initiatives to this end, including an increased investment in international recruitment and leveraging scholarships to provide opportunities to a wider audience including both domestic and international prospective students. Onsite international enrollment will be contingent upon the travel restrictions imposed as a result of the COVID-19 pandemic.

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Academy of Art University's School of Architecture Strategic Plan for Diversity, Equity, Inclusion, and Anti-Racism, revised in July of 2020, included goals for increasing student diversity by mentoring students and young architects on their professional paths so that they become advocates for underserved communities. The proposed actions included:

- Ensuring diversity in panelists and mentors in the ongoing Professional Preparedness Workshops
- Initiating a National Organization of Minority Architect Students (NOMAS) chapter and seek student feedback
- Partnering with the University to further student recruitment

According to the AIA San Francisco 2018 Equity in Architecture Survey, architecture students in general are becoming a more diverse group, but there is still work to do to attract first-generation college students as well as Black, Hispanic, and Latinx students to increase the diversity of the pipeline. Going forward, the School of Architecture will address this need via its strategic plan and seek to collect more information about those who are the first in their families to attend college and about individual ethnic and racial groups.

5.5.4 Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

Program Response:

The Academy's non-discrimination policy states:

"Academy of Art University admits students of any race, color, age, religion, and national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The Academy does not discriminate on the basis of race, color, age, gender, religion, disability, sexual orientation, or national or ethnic origin in administration of its educational policies, scholarship and loan programs, and other school administered programs."

This statement can be found in the following locations:

- On page 23 of the main course catalog: <u>https://www.academyart.edu/catalog</u>
- On page 9 of our catalog addendum 1: Student and Academic Policies
 <u>https://www.academyart.edu/academicpolicies</u>
- On our main website: <u>https://www.academyart.edu/about-us</u>

Additional diversity, harassment/discrimination, and grievance policies appear in the Catalog Addendum 1: Student and Academic Policies and in the Faculty Manual located (<u>https://my.academyart.edu/content/dam/resources/Intranet/Human%20Resources/faculty/Faculty-Manual.pdf</u>). Academy of Art University hiring policy states:

"Equal employment opportunity has been, and will continue to be a fundamental principle at Academy of Art University. Employment at Academy is based upon merit, ability and qualifications. No applicant or employee will be subject to discrimination because of the following federally protected categories: race, color, national origin, religion, age, sex (including pregnancy, childbirth and lactation), 7 physical and mental disabilities, military and veteran status, or genetic information, immigration status or any other consideration protected by federal, state or local law."

These statements apply to all facets of the university including student admissions, advancement, retention, and graduation as well as faculty and staff appointments, re-appointments, and promotions. In addition, Title IX of the Educational Amendments of 1972 and the policies and resources of Academy of Art University are available on the main website: https://www.academyart.edu/disclosures/title_IX. The Academy's Title IX coordinator speaks about the regulations and the Academy's policy prohibiting sex discrimination at all orientations for new hires, new members of the campus security team and resident advisors working in its dormitories. The institution's policies prohibit behavior that constitutes discrimination or harassment related to any protected status and students and staff are encouraged to use the internal grievance process to report discrimination, harassment, and retaliation.

The Academy is committed to preparing its students to function effectively in an increasingly global environment through the diversity of creative ideas and approaches as students of different cultural backgrounds execute individual creative projects and work closely together on collaborative projects. In addition to the standard considerations of racial and ethnic diversity, cultural diversity, and socioeconomic diversity, the Academy also serves the accessibility needs of students with documented disabilities through its Accessibility Resources department (<u>https://www.academyart.edu/campus-athletics/accessibility/</u>) and students who are "at risk" of academic failure (diverse learning backgrounds), as part of university-wide diversity efforts.

The Academy offers significant support for on campus diversity through the Academy Resource Center (ARC), providing educational support in English for Art Purposes, Online Language Support, and writing and speaking labs (<u>https://www.academyart.edu/campus-athletics/academy-resource-center/</u>).

Campus Life also sponsors many student organizations with a diversity-related focus.

As part of its mission, the Academy strives to provide "a creative environment that is at once supportive and challenging and underpinned by excellent personalized teaching and support services" to meet the needs of students of all ages and backgrounds. The institution's inclusive admissions policy is based on the belief that anyone willing to make the commitment can master professional skills. Previous art and design experience is not required for undergraduate admission, and applicants from non-mainstream educational systems such as home school and apprenticeships are considered for admission.

With an inclusive admissions policy, comes the great responsibility of serving a diverse population. Over the decades, the Academy has reflected on the increased diversity of its student body, faculty and staff and has adapted to serve their assessed needs and changing goals while continuing to meet its mission of preparing students for a career in the creative marketplace. The Academy of Art University open admission policy results in a truly diverse profile of students because traditional barriers to higher education have been removed. The Online delivery system and access to additional student populations expand this opportunity. In May 2021, the Department of Online Education provided new Diversity, Equity, and Inclusion (DEI) guidelines for upcoming course builds, and all faculty, staff, and students were invited to use the guidelines.

http://resources.academyart.edu/new-authors/index.html

http://resources.academyart.edu/dam/New-Instructor-Resources/downloads/DEI Guidance for Course Authors 2021.pdf

The School of Architecture has a history of bringing issues of social equity, diversity, and inclusion to the forefront of the schools internal and external debate. The Ethics and Leadership Panel was incepted in 2013. In this biannual series, guest speakers have joined us to discuss the application of the architecture degree across professional disciplines and in the service to the profession and the broader national and international communities. Topics have included Indigenous Design, Diversity, Gender and Race in Architecture, Public Space, Affordable Housing, Homelessness and Social Justice as well as race, gender, sexual and cultural identity. Here is a link to our Blogs aggregation of the last years of activities:

https://architecture.academyart.edu/?s=Ethics+and+Leadership+Panel

5.5.5 Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities

Program Response:

The Academy offers many services to promote student success. To extend academic programs to students from around the globe with varying levels of English proficiency, the university provides extensive language support through the Academy Resource Center's English for Art Purposes program. This includes English language instruction focused on giving students the specific skills and vocabulary required to successfully participate in their art and design classes, as well as placing ESL support instructors in the art and design classes to assist students with art vocabulary and cultural concepts.

The international services department supports our international student population through orientation and visa assistance. The student services department provides academic advising services, monitors student progress to degree completion, and partners with the faculty and other support services to assist students who are struggling in certain classes.

To support its VA students, Academy of Art University opened the Veterans' Resource Center in 2018. The space is dedicated to current and former military personnel studying at the Academy and provides a place for them to come together and connect to institutional services such as financial aid, tutoring and community VA benefits. In alignment with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, the university's Accessibility Resources department ensures equal access to the university's curriculum, programs and facilities for students with disabilities by facilitating reasonable accommodations, providing support services, and collaborating with the greater community to meet students' individual needs. The Accessibility Resources department assists students with access to courses, information, materials, and the campus and assists in managing any other disability-related challenges students may encounter.

5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

5.6.1 Space to support and encourage studio-based learning.

Program Response:

From the start of the global Pandemic of Covid 19 (March 2020 to the present):

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The AAU School of Architecture's building at 601 Brannan has been closed since the start of the Covid 19 pandemic in March 2020. Students are not allowed in the building. Faculty and Staff have limited access, but must wear masks while in the building, and all visits or access needs to be arranged through the Campus Security office prior to the visit. Considering our mostly international onsite student body and the global nature of this pandemic, it is currently hard to foresee when the School will resume onsite classes. AAU has always been extremely supportive in providing more than adequate physical facilities to accommodate the school of Architecture's needs, and we trust this will continue to be the case when it becomes safe again to hold onsite classes.

Meanwhile, AAU has continued to support both Online and Onsite architecture courses through its Online Learning Management System (LMS). Because the infrastructure for our Online program was already in place and successful established for many years, the transition of the Onsite courses using the LMS and moving all instruction over to internet-based learning on the Zoom platform was very smooth, with minimal issues. The widespread use of ConceptBoard, an online whiteboard for all studio based and many support classes, provides a great replacement for the onsite studio presentation space. Therefore, we will most likely keep using it after an eventual return to onsite operations.

While graduate architecture courses offered in Spring 2020, Summer 2020, Fall 2020, Spring 2021, and Summer 2021 were all moved to internet-based learning, students still had in many cases, the choice of selecting an online course (work done per module, with no set class meeting times and assignments due weekly), or an onsite course (classes held on Zoom during the normal onsite class times and hours). All graduate classes for Fall 2021 will be offered online again via the ZOOM platform, and we are, and have continued to encourage a "Studio" approach for all classes where students are encouraged to discuss ideas, share concepts, participate in reviews, and generally benefit from a studio culture of collaboration and respect.

Onsite shop facilities are still in operation. During the pandemic the University has concentrated all onsite woodshop and studio facilities at 1849 Washington "The Warehouse" and location of the Industrial Design Department with outstanding facilities and tools. Students are able to rent a temporary studio space and use the shop while adhering to all University COVID 19 policies and security measures. The service extends to online students with mail-order fabrication services.

Onsite Facilities Prior to the Pandemic:

The Architecture (ARH), the Interior Architecture and Design (IAD), and the Landscape Architecture (LAN) departments reside in approximately 60,000 square feet on the first and second floor of a two-story building located at 601 Brannan Street in San Francisco sharing the shop, labs, amenities and services. The building has an industrial feel with brick exterior and exposed beam structure throughout the interior of the building. There is space on the west side of the lot which is primarily used for parking and sports courts. Architecture studios are located on both the first and second floors of the building. All Graduate Design Studios and Thesis Studio Spaces are housed in 601 Brannan where students share two computer labs with the B.Arch program. The exact location and size of the area given to each studio is based on the number of students in each studio, so that each student had their own desk and workspace. The studio areas are free of fixed partitions and permanent walls, so that changes to studios size and layout can be made each semester as needed. Each studio has also allotted storage racks and model space. This open studio arrangement allows for interaction between separate studios in both the M.Arch and B.Arch programs.

Large and lockable storage lockers are located throughout the building, on both floors, for the use by students and faculty. The open aspect of the facilities also encouraged students and faculty to respect the work that they would see happening around them, to be careful and thoughtful in their comments and observations, as well as how to work and observe what is happening around them.

The central atrium presentation area acted as a hub for all of the studios, allowing views from the second floor down to the presentation areas below. This is where the three schools also have their public events. The open studio arrangement supports and encourages students and faculty to walk around and view the work being done in other studios, and facilitated interaction and learning.

The building was most recently renovated to current building and accessibility codes in the early 2000s. Upon visual inspection by the architecture faculty, the facility complies with life safety and accessibility codes. The studio area of the facility is free of partitions allowing for horizontal interaction between separate studios.

Each M.Arch student has his/her own desk. The studios are bright, airy, open and generous movable presentation walls provide some privacy between studios. Other physical resources include permanent presentation and exhibition areas, additional classrooms and conference rooms, two computer labs solely reserved for architecture students, an A/V equipped lecture hall that seats approximately 40, and a fully functioning shop that is naturally lit and well ventilated. The 601 Brannan wood working shop includes a metal shop. The shop has been equipped with a range of hand tools and power tools including table saws, pneumatic nail guns, drill presses, a compound miter saw, a band saw, laser cutters, and 3D printers. Throughout the last years, we have continued to add more fabrication tools including more 3D printers and a robotic arm. The full inventory of the shop will be included in our documentation. A larger 3D printer has been installed at the Industrial Design Department workshop, which has been purchased with the understanding that it will be a resource to Architecture students as well. There is also a fabrication lab at the industrial Design Department that is open to all academy students. All facilities also have wireless internet access and additional recreational areas, an outdoor basketball court, skateboard park and batting cages. Located downtown, the Academy has two large auditoriums for lecture classes and guest speaker events.

5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.

Program Response:

From the start of the global Pandemic of Covid 19 (March 2020 to the present):

Due to the global pandemic, Zoom conferencing and internet-based learning has replaced the onsite and in person courses that were generally offered. This removed our need for physical space. Study groups have been formed using the Zoom platform and Zoom break-out rooms. The school has sent computers to those students and faculty needing them. Keys to all software needed by students and faculty are provided by the University and available free of charge.

Students who have chosen to remain local have been provided studio space and a full wood and metal shop for use on a reservation basis. The shop is located at 1849 Washington Street. It is open from 9am to 6pm, Tuesday through Saturday, and students can make reservations online. Likewise, there is a Computer Lab located at 180 New Montgomery Street, which has twenty-one computers available and is shared by the Architecture, Interior Architecture and Design, and Landscape Architecture departments for

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students to use while the 601 Brannan Building is closed due to the pandemic. COVID protection protocols are required for all students, staff, and faculty using the AAU buildings.

Onsite Facilities Prior to the Pandemic March 2020:

The central atrium of the 601 Brannan Building presentation area, accommodates large workshops, lectures, and seminars, as well as multiple and often simultaneous group presentations. The space has movable walls on wheels that are approximately 10 feet high, which are covered with white painted pin-up board material. These large walls allowed for presentations, and accommodate large formatted prints and drawings. A very high number of model pedestals are available to all architecture students. Removable chairs on a rolling rack made it possible to outfit the space to the changing needs of School operations throughout the semester.

There are also multiple exhibition areas located throughout the building on both floors where student work can be shown, which gives the studios and classes immediate access to examples of past student work.

In addition, there were several classrooms, conference rooms, and multiple computer labs (two solely reserved for architecture students but three are shared with Interior Architecture and Design and Landscape Architecture. One A/V equipped lecture hall that seats approximately 40, is located on the second floor, and a fully functioning shop that is naturally lit and well ventilated is located on the first floor.

Several alcove areas on both floors were set up as "open studios" for drop-in and nonreserved space for students and faculty to use. Also, one of these alcoves is set up with lighting, backdrops, and camera equipment for architectural model photography.

The shop is well equipped with a variety of hand and power tools including table saws, pneumatic nail guns, drill presses, a compound miter saw, a band saw, two laser cutters, and a C&C machine. A 3D printer has been installed at the Industrial Design (ID) department workshop, located in another building, which is also a resource that is available to all Architecture students.

There is wireless internet access throughout the Brannan Building to accommodate use of individual laptops and other devices.

In addition, there are recreational areas and an outdoor basketball court for student and faculty use. AAU also has two large auditoriums available for lecture classes and guest speaker events that are located in other buildings, but were available for use by the school of Architecture.

5.6.3 Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

Program Response:

From the start of the global pandemic (March 2020 to the present):

Unfortunately, due to the pandemic, the use of physical space is considered unsafe for groups of people. All teaching, preparations, research, mentoring, and student advising were moved to online for the foreseeable future to protect the health of the students, faculty, and staff. Computers, software, and all services and equipment needed for the faculty and staff to continue their work online, has been and continues to be supported by AAU.

Onsite Facilities Prior to the Pandemic March 2020:

The 601 Brannan building has administration offices, and full-time faculty offices. Three small conference rooms are available for all faculty members for formal as well as informal meetings.

The Architecture Library Collection Room, multiple archive and storage rooms, faculty lounge, and a mail room a part-time faculty office with computers, ample desk space, and copying facilities for faculty use, as well as several open studio areas are also available for faculty.

Two cafés one on each floor and an outdoor area adjacent to the lower floor café are available to the whole community.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

The university employs a wide range of resources to support their online and onsite, synchronous, and asynchronous programs, starting with the online Learning Management System (this LMS will be transitioning to a new online system, D2L Brightspace, beginning in the summer of 2022). The LMS employs text, images, and videos to deliver course content, while Zoom conferencing serves to meet face to face with students. The LMS supports faculty feedback on student assignments through audio and video commentary, and provides digital markup tools for image based work.

Because of the Covid-19 pandemic, in-person learning at AAU has been unavailable during 2020 and 2021, although we anticipate a gradual return to live classroom teaching in 2022. Therefore, onsite courses have been replaced by synchronous courses via Zoom, alongside the asynchronous online sections of the same course and students have a choice of which mode they prefer.

The Academy Resource Center (ARC) supports an expansive network of academic resources, services, and support:

• English for Art Purposes (EAP) have staff to assist non-native speakers in writing and speaking skills, with EAP classes, language support for online and onsite classes, and speaking, writing, and language support labs.

• ESL support is offered in an onsite and online format, over the phone, or online. Support instructors are placed in history and other language intensive courses, to help explain terms and concepts. ESL tutors provide language-based assistance for domestic and international students.

• Online Academic Support assists with online learning strategies, time management, and study skills.

• Accessibility Resources provides onsite and online accommodations and support for students with disabilities. Where possible, Accessibility Resources will work with students who have been identified with specific disabilities, and course instructors for accommodations as necessary.

• Student veterans are supported for military related disabilities.

The university library operates in an online and onsite format (though now primarily online due to the pandemic), supporting resources such as online books and journals, an architectural digital image collection, JSTOR electronic journals, an archived architecture guest lectures, current and past student spring show work, and other networked content. The School provides video tutorials for common CAD, model making, digital drawing, and other skill building needed by architecture students.

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- Onsite public lectures series (currently suspended due to Covid-19) have been live streamed to the online students, and also recorded for later viewing.
- Workshops in portfolio design, CAD, interviewing, and other subjects, serve to supplement curriculum-based learning and support design skills.
- Technical advisors from a variety of fields (structural engineering, mechanical engineering, landscape architecture, sustainability) help to support design studios with specific technical advice.
- Virtual whiteboards are used to support the online studio experience, helping students to see work from other courses, sections, and work from onsite students.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

Program Response:

The online program requires no specific onsite physical resources. For instance, while there is a large onsite wood and metal shop, online students are not expected to produce models with shop resources they do not have access to. For some formats such as 3D printing, it is possible for online students to email their digital files to the School for printing if needed, though locally available or internet fabrication and print services are preferred. Model building assignments are written in a manner that allows online students to build compelling models with simple tools, widely available materials, and available online fabrication services. The online Library has a wide range of contemporary architectural books available. The virtual whiteboard (Conceptboard) is used in lieu of physical pin-up walls; because of its many advantages for archival and collaborative purposes, we anticipate incorporating whiteboards in future onsite and hybrid studios, as a means to connect online only and onsite students together.

5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

Program Response:

A description of the institutional process for allocating financial resources to the professional degree program

Financial resources at Academy of Art University are allocated subsequent to a rigorous budgetary review process. Each October, the Academy's Office of Institutional Research projects the enrollment in the various programs and learning mode, online and onsite, undergraduate and graduate. Projected revenue figures are based on past trends, expected student enrollment and attrition before budget finalization. The Finance department sends all department directors a budget template to be completed for the upcoming year along with actual current year-to-date revenue and expenditures against their current year's budget. Each director completes their operating budget with input from their faculty, staff, and administration. Total operating expenses, personnel costs and capital expenditures are included. Completed budgets are submitted to the Finance department for review and preparation of draft budgets for all departments. TheExecutive Vice President of Finance, Chief Academic Officer, Vice President of Academic Administration, directors and administrative assistants meet to discuss the draft budgets. Special emphasis is given to capital expenditures, which includes the latest technology. The Executive Vice President of

Finance makes necessary revisions resulting from these meetings. The President and Executive Vice President of Finance review each income statement to determine if any additional adjustments are necessary based on the overall university impact. Finalized budgets, upon approval by the President, are sent to each director. Every month, each director receives an operating statement that compares actual costs to their approved budget allowing the department to determine how they are operating within their budget.

In addition to this process, development and review of university-wide financial plans occur on a regular basis:

- high level financial plans are prepared on three-year cycles
- · projections of current year results and conditions are updated quarterly

A description of the expense categories over which the program has either control or influence

For the budget process, Academy Executives (Chief Academic Officer, Executive Vice President of Finance, Vice President of Academic Administration) meet with the Directors of the School of Architecture and their designees – those with specialized systems knowledge, equipment experience, or other expertise. Department requests are reviewed in detail leading to approval decisions, with these decisions reviewed and refined as needed within the overall financial picture for the institution. This process provides a solid foundation to develop budgets for personnel costs, instructional expenses, and administrative costs. The Finance department compiles all input to create a cohesive plan and financial budget to support the strategic goals of the School of Architecture, and the institution overall.

Significant aspects affecting capital spending for equipment and facilities are discussed with each Academic Department Director and their program experts. These include:

- What effects will result from changes in curriculum?
- How have developments in technology affected equipment and software needs?
- What changes are needed in systems infrastructure across the institution?
- Do software applications need renewal, upgrade or replacement, and can efficiencies be realized by consolidating platforms or licenses?
- Are long-term contracts expiring, needing review and renewal?
- Are physical spaces being used effectively for classrooms, labs, offices, and other purposes?

Departmental operating expense categories for the School of Architecture include:

- Equipment Purchases, Repair and Maintenance
- Software Purchases and Renewals
- Building Construction, Repair and Maintenance
- Guest Speakers
- Workshops
- Office supplies, Postage, Telephone, Copying and Printing
- · Faculty materials and supplies
- Staff and Faculty Training
- Conferences
- Instructor Commutes
- Classroom props/displays
- Security-related expenses
- Delivery and Courier Services
- Consulting

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- Dues and Subscriptions
- Annual Spring Show of Student Work
- Study Abroad
- Field Trips
- Student Activities

A description of the revenue categories over which the program has control or influence

With overview by each department, course data are maintained in the PeopleSoft Student Administrative system and include class requirements for successful completion of all academic programs. The academic organization field in the system identifies course units by program with appropriate billing for graduate or undergraduate units. Onsite course fees are regularly reviewed by program experts in the School of Architecture and updated for changes in curriculum, technology or supplies.

A description of the scholarship, fellowship and grant funds available for student and faculty use

Third-party and Academy presidential scholarships provide funds for student and faculty use. In addition, the Academy is an NCAA Division 2 participant which qualifies eligible student athletes for athletic aid under NCAA regulations. To remain eligible, students are expected to attend class punctually and fulfill course load and academic requirements.

Pending reductions or increases in enrollment and plans for addressing these changes

- The Executive Vice President of Finance, Chief Operating Officer and Chief Academic Officer meet to plan for enrollment and revenue. Data is broken out by term, domestic or international, undergraduate or graduate, and mode (onsite or online). Historical data, as well as data looking into the future, based on applications and leads, are used to project trends. Continuing to attract and enroll students and effectively manage growth is a significant area of focus in the Academy's 2021-2024Strategic Enrollment Plan. The Marketing and Admissions departments aim to increase enrollment by 2-3% a year for the institution as a whole.
- According to data from the Academy's Office of Institutional Research, M.Arch enrollment decreased -4% from 181 students in 2018 to 173 in 2019. A growth rate of approximately 8% is expected in 2020, and then 5% in 2021.

2018	2019	2020	2021
		(projection)	(projection)
181	173	186	195

Pending reductions or increases in funding and plans for addressing these changes

• A 3% tuition increase is expected to occur in 2022. All tuition increase proposals must first be approved by the Board of Directors prior to implementation.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since thelast visit and plans for addressing these changes

 Overall institutional increases are communicated to the Vice President of Instructional Evaluation& Faculty Development. Academic Directors then submit increase requests for approval to Human Resources and the Executive Vice President of Finance.



Overhead costs for facility usage and administrative costs are allocated to each academic program based on their building usage for facilities overhead and on their percentage of revenue for administrative overhead.

Planned or in-progress institutional development campaigns that include designations for theprogram (e.g. capital projects or endowments)

• The President and Executive Vice President of Finance develop plans to ensure sufficient capitalis available. Recently, they worked to secure an additional three-year \$35 Million revolving credit facility.

Architecture Program Budget

The Architecture program budget comes directly from the Academy's overall financial resources. Theprogram has not received specific endowments, scholarships, or other monies from any program development activities or fundraisers.

Actual and Projected Revenues and Costs

The table below illustrates the current Revenues and Costs both actual and projected for the Master and Bachelor Degree Architecture Programs

Notes:

Based on current enrollment, students expressing interest in the Architecture program, and inquiries about the program, the Senior Vice President of Student Operations has applied historical trends and expertise to project enrollment in the Architecture program. 2021 tuition per unit is \$1,011 for undergraduate studies and for graduate studies \$1,137. In Spring 2022, tuition is increasing to \$1,041 for undergraduate and \$1,171 for graduate studies.

5.8 Information Resources

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

Program Response:

Overview of the Library

At Academy of Art University, the majority of architecture and architecture-related materials in the Library collection are housed and serviced at a central library. Since March of 2015, required and recommended titles for Undergraduate and Graduate level courses have been housed and serviced at the Brannan building. Additionally, a growing number of architecture related reference and circulating materials are now housed in the Architectural Collection at Brannan. The mission of the Academy of Art University Library is to provide state-of-the-art resources in an environment that facilitates the exchange of ideas. The Library's holdings and services are vital to the students' academic learning and professional development. The Library Director, librarians, and library assistants work with academic department directors, faculty, and administration to ensure that the collection is relevant to current Academy curricula.

Due to the COVID-19 pandemic, this past year of remote teaching and campus closure has meant that we have focused our collection and service efforts on electronic formats.

We have shifted to online resources wherever possible. This has included, shifting journal subscriptions to online formats and continued e-book and streaming film purchases. Purchasing has mainly been directed by faculty requests to support specific courses. We have also shifted

the majority of our Information Literacy instruction to online tutorials and guides. Our reference services have been virtual as well, via email, phone and Zoom consultations.

In 2019, the last full year of onsite usage statistics, student use of the library averaged around 615 students per day during the Spring and Fall semesters and 285 students per day during the Summer semester. Circulation rates average 865 items per month during the Spring and Fall semesters and 350 items per month for Summer semester. In-house use counts demonstrate use of the Library's non-circulating collections, including Reference and Periodicals. Usage of the physical space and collection demonstrated a slightly steeper decline than that of onsite enrollment over a five-year period, while electronic resource use held a more consistent enrollment to usage ratio.

An information literacy session is a required component of Architecture 110, Studio 1: Concept Design Studio. The Library also offers information literacy instruction to any class upon request. Due to the campus closure, instructors now have the option of assigning students one of our online tutorials or having a librarian visit their virtual classroom via Zoom.

Library Facilities

The library facility has been closed since March 11, 2020 with plans to reopen in alignment with the campus reopening.

In addition to the Architectural Collection at Brannan, the Library holdings are housed in six primary locations on the 6th floor of 180 New Montgomery Street. These locations are: Reference, Circulating Stacks, Course Reserve, Desk Reference, Video, and Periodicals. The Library also has rare books, MFA and M-Arch projects, the picture file (a collection of thousands of images categorized by broad subject headings), and other smaller special collections.

In June of 2019, our contract with Material ConneXion, a cutting-edge materials provider, was renewed and updated to include a revolving collection of 300 material samples over the next 3 academic years. Each Spring and Fall semester the library receives 100 new materials and returns 100 samples. The materials are sourced from several categories, such as cement, carbon based, natural, glass, etc. These materials support Academy of Art University students and faculty in several disciplines, including Architecture, Interior Architecture, and Landscape Architecture. The Materials Library has been kept open under a "lab" designation and students are able to make an appointment to visit the materials library on campus.

There are two distinct seating areas in the library, the Quiet Study Area and the Group Study Area, as well as additional seating around the perimeter of the Library. There is also a Group Study Room and a Theater Room available for students to use.

The Library has a classroom in which librarians teach instructional sessions; this room can also be used by Academy of Art University faculty members as group study or teaching space when not booked for library instruction.

The Library has 44 iMac computers for student use that have Internet access, the Microsoft Office Suite, and other productivity software. Students also have access to black and white and color copiers, black and white and color printers, and nine scanners, two of which are large-format with high resolution.

Support for Academic Programs

The Library's programmatic emphasis highlights its important role in supporting academic programs. Every decision that is made in terms of what the Library collects and the services it offers is directly related to how the outcome of the decision will maintain or improve quality for one or more academic departments. For example, the majority of the Library's 58 digital

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magazine subscriptions are related to the fine and visual arts, and all of the titles were requested by faculty or department directors and support the curriculum of the requesting department.

Library Resources

The Library is a student-focused organization and the University President fully supports the Library through investments in current and future needs. The table below demonstrates library expenditure as reported to IPEDS in Spring of 2021. This includes data up to 2019, our last full fiscal year prior to October of 2020, which is the reporting period specified by the IPEDS survey.

	2019	2018	2017
Total salaries and wages:	\$560,306.00	\$576,260.00	\$562,951.00
Staff fringe benefits:	\$70,191.00	\$67,695.00	\$61,088.00
One-time purchases of books, serial backfiles, other materials:	\$109,556.00	\$130,790.00	\$118,150.00
Ongoing commitments to subscriptions:	\$142,022.00	\$134,859.00	\$132,571.00
All other materials/service cost:	\$925.00	\$2,422.00	\$0.00
Preservation services:	\$3,241.00	\$4,320.00	\$3,984.00
All other operations and maintenance expenditures:	\$109,163.00	\$201,893.00	\$204,970.00
Total:	\$995,404.00	\$1,118,239.00	\$1,083,714.00

Periodicals for Architecture

The Library switched the majority of our print periodical subscriptions to digital editions in 2021. We now subscribe to 58 art and design related titles from two vendors, Flipster (EBSCO) and Exact Editions. We also kept several prominent titles in print that are not available in digital editions from our current vendors. 23 titles directly relate to the field of Architecture, Interior Architecture, and Landscape Architecture. We also continue to hold back issues of prior subscriptions. Many architecture periodicals are available through our subscription databases in full-text, others are indexed for effective searching of our print holdings, making them widely accessible to the entire Academy of Art University community, whether onsite or online.

Online Resources for Architecture

The Library's online catalog is integrated into the Library website for a seamless user experience. Patrons can search the Library catalog by keyword, title, author or subject for books, periodicals, movies, and other materials. The Library website is also the access point for the Library's 20 subscription databases and websites. The website features LibGuides that highlight Library materials relevant to each major. A Research Process LibGuide was created in 2016 to consolidate our online tutorials related to information literacy topics. The Library tracks the number of hits that the website and online databases receive each month; while the

numbers vary by resource, the overall statistics show a decrease in use, on par with the trend of decreased enrollment.

The Library invests a substantial portion of its acquisitions budget in online resources, many of which contain information relevant to the study of architecture and related design fields. Avery Index to Architectural Periodicals is devoted exclusively to architecture. We have created a combined search option of Avery Index along with our other EBSCO products (Academic Search Premier, Art Source, and OmniFile Full Text Select) to assist students in accessing fulltext articles that are indexed in Avery in one search.

The following Architecture specific databases and online resources are available to all Library patrons:

Avery Index to Architectural Periodicals (via ProQuest): A comprehensive guide to the current literature of architecture and design, the Avery Index surveys more than 2,500 US and foreign journals. It covers archaeology, architecture, architectural design, city planning, furniture and decoration, historic preservation, history of architecture, interior design, landscape architecture, and urban planning.

Ebook Central (formerly Ebrary): A collection of ebooks with over 9,000 titles in over 18 subjects, including art, architecture, and design.

EBSCO Academic Search Premier: This multi-disciplinary database provides full-text for more than 4,600 journals and magazines, including more than 3,900 peer-reviewed titles.

EBSCO Art Source: Access to over 630 full-text journals and more than 220 full-text books on art and design topics. We have full-text access to 119 architecture journals through EBSCO Art Source.

EBSCO OmniFile: Contains only full-text articles from over 1600 magazines, journals and newspapers. The following subjects are covered: art, technology, education, science, humanities, and business.

Journal of Interior Design: Full text articles from the Journal of Interior Design are available from 09/01/2004 to present issue, with a 12 month delay due to publisher restrictions (embargo).

JSTOR: Full text scholarly journals covering a wide range of arts, architecture, music, humanities, sciences, and social sciences.

Oxford Art: An online encyclopedia of world art and art history, spanning from prehistoric to modern art. Contains artist biographies, information about art movements, timelines of world art, definitions of art terms, and links to image collections.

Digital Visual Resources for Architecture

The LUNA Digital Image Collections database provides users with access to over 330,000 high-quality digital images. Several of the collections are architecture-specific:

Academy of Art University Archivision AMICA Library School of Landscape Architecture Catena-Historic Gardens & Landscapes Archive

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The Library also links to many free online image resources for architecture from the Digital Images page:

Digital Imaging Project, Bluffton University Europeana Flickr Commons Getty Search Gateway Google LIFE Photo Archive Library of Congress American Memory Project Library of Congress Prints and Photographs Online Catalog New York Public Library Digital Gallery Smithsonian Institution Collections Search Center Visual Arts Data Services (VADS) Wikimedia Commons World Digital Library Yale Digital Content

Books, Films and Periodicals for Architecture:

AAU Library Books, Films, and Periodicals, July 2021

Call number Range	# of Titles (Physical)	# of Titles (EBooks)	Total # of Titles
HT – Urban Planning	92	124	216
KFC813 – California Building Laws	9	0	9
NA – Architecture	2,788	1,113	3,901
NC750 -Drawing: Perspective	41	5	46
NC825 – Drawing: Buildings/Interior Design/Interiors	22	3	25
NK – Interior Design and Architecture	2,164	190	2,354
SB – Landscape Architecture and Design	307	75	382
TA – Structural Engineering/Transportation Engineering	134	47	181
TF – Architecture of Transportation	4	1	5
TG – Bridge Engineering	11	2	13
TH – Building Construction	301	93	394
TJ163.5 – Energy Efficient Design	2	5	7
TK425-TK4399 – Lighting Design	35	9	44
TR659 – Architectural Photography	30	9	39
Titles Relevant to Architecture in other call number ranges	361	178	539
Total number of books and e-books	6,301	1,854	8,155
Films:	# of Titles (Physical)	# of Titles (Streaming)	Total # of Titles
Video-ARH	105	2	107
Video-IAD Video- Other (LA, IND, and Feature Films related to Architecture and	/	1	8
Interior Architecture)	16	0	16
Total number of Films	128	3	131
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Periodicals:	# of Titles (Physical)	# of Titles (Digital)	Total # of Titles
Magazines-ARH	3	8	11
Magazines-IAD	1	6	7
Magazines-LAN	3	2	5
Total number of Periodicals	7	16	23
	6,436	1,873	8,309

Total Books, Films, Periodicals

Library Material for Sustainable Architecture and Energy Efficient Design:

Material on Sustainable Architecture									
Material Type	# of Titles								
Books	116								
E-books	101								
Movies	12								
Digital Magazine	1								
Total	230								

These materials, which fall under a wide range of the call number ranges in the list above, have one or more of the following Library of Congress subject headings: "Sustainable architecture", "Sustainable buildings", and "Architecture -- Environmental aspects".

Procuring Digital Resources for Art and Design Disciplines

The Library Director works with staff librarians and Academic Department Directors to identify quality digital resources for the study of Architecture and to acquire those resources for the library collection. We are finding more resources that meet our students' research requirements and will continue to work with vendors and key stakeholders to identify and acquire digital content when deemed beneficial to the support of the Academy's curriculum.

Procurement of Physical Materials

The size and scope of our collection depends on the patron base we support, the physical space available for collections, funding from our administration, and availability of appropriate resources. We will continue to work with the administration to ensure that the research needs of the Academy community are met by our collection and services.

Risks to the Library

Student enrollment has decreased consistently over the last several years and has decreased due to the COVID-19 pandemic. Due to lower enrollment, the library's budget has been held flat or decreased annually for many years and the number of full-time staff has decreased. This presents challenges in maintaining the same level of collections and services offered to students and faculty. However, the library has worked to streamline workflows and policies in order to maintain our level of service to the best of our abilities.

The availability of quality digital art and design resources, while improving, is still somewhat hampered by copyright issues related to image reproduction and lack of revenue generation in this field. Streaming video, which is in high demand throughout higher education, presents additional challenges due to lack of affordability. The library's budget limitations prevent us from offering a more robust collection of subscription websites and databases related to

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Architecture and our student body is typical in their reluctance to go beyond Google when conducting online research, particularly at the undergraduate level.

Recommendations for the Next Three Years

We will continue our efforts to procure quality electronic resources and develop online programming that support the Architecture department. While it has always been our goal to provide comparable digital resources and services to distance learning students that we offer to onsite students, the pandemic has highlighted the necessity and urgency of ensuring the library's offerings are available to all students regardless of location.

Continued advocacy from the Architecture Department and the Library is needed for adequate funding from the Academy of Art Administration for resource acquisition that supports the Architecture program and curriculum.

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

Program Response:

The Library Director, Debra Sampson, MLIS, is currently the only staff member working in the library. She is able to provide reference and instruction services to the Architecture Department as well as assistance with accessing and searching our visual resources, such as our digital image repository, LUNA. Erin Berta, Archivist, School of Architecture, who holds a Master of Architecture degree from the Academy, remains a liaison between the Library and Architecture department and continues to support remote access and services for Architecture students and faculty. Staffing levels and their return date will be determined by campus reopening, enrollment levels, and budgetary considerations.

6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

Program Response:

The exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, is provided in Academy of Art University's Catalog Addendum 1: Student and Academic Policies and Program Learning Outcomes (<u>https://www.academyart.edu/academicpolicies</u>) on page 8, on our website (<u>https://www.academyart.edu/academics/accreditation</u>) under NAAB Accreditation and (<u>https://www.academyart.edu/academics/architecture/naab-accreditation</u>), and in our School of Architecture brochures (<u>https://www.academyart.edu/academics/program-brochures</u>).

6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) Conditions for Accreditation, 2020 Edition
- b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
- c) Procedures for Accreditation, 2020 Edition
- d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

Program Response:

Access to the following documents is publicly available on Academy of Art University's website at https://www.academyart.edu/academics/architecture/naab-accreditation/:

Conditions for Accreditation, 2020 Edition Conditions for Accreditation, 2014 Edition Conditions for Accreditation, 2009 Edition Procedures for Accreditation, 2020 Edition Procedures for Accreditation, 2015 Edition Procedures for Accreditation, 2012 Edition

6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

Program Response:

To support AAU's mission to prepare aspiring professionals in the fields of design, communications and the arts, the career services department received additional personnel

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and space in spring 2020, with a focus on providing improved career preparation services for students and additional outreach to industry partners to promote job and internship opportunities for current students and recent graduates. This expansion was the direct result of feedback from the annual student satisfaction survey and included:

• Increasing the visibility of the career services office by creating physical job boards to complement the university's virtual job board and adding wayfinding signage

• Collaborating with the marketing department to create and distribute informational videos for new student orientation and other promotional content

• Partnering with Academy of Art U News to include articles about career services and increase awareness amongst students and alumni

• Attending professional practices courses in academic departments to deliver one-day workshops on creating resumes and cover letters

Developing and launching an outreach email campaign to contact undergraduate and graduate students from all majors within 30 days of program completion to offer career support
Creating internal systems and processes to support the addition of two staff members, including hosting training and shadow sessions, developing a centralized location for all resources and creating scheduling forms and systems.

The career services team is comprised of the executive director and support staff that nurture a nationwide industry network and creating networking and job placement opportunities for online and on campus students and recent graduates. During the COVID-19 pandemic, the career services department contacted all graduates from the 2019-2020 academic year and continues a pattern of including both current and previous semester graduates in future email communications. The department's plans for future improvement include collaborating closely with professional practices course faculty to offer one-on-one interview practice and workshop sessions, and in response to COVID-19 impacts, continuing to develop more resources for students such as guides on how to prepare for an interview, work from home and how to adjust to changing job markets. Each May, the career services department, in conjunction with all academic departments, hosts the Annual Spring Show, showcasing the best student work of the year. Previously, over 300 industry professionals traveled from all over the United States to attend the show and meet with students and graduating seniors for portfolio review and potential hiring. During the COVID-19 pandemic, the show has been held online with industry professionals attending remotely (https://www.academyart.edu/campusathletics/spring-show). AIA San Francisco, which serves one of the largest chapters with over 2000 members, is within close walking distance of Academy of Art University's transportation hub at 79 New Montgomery. Before the COVID-19 pandemic, architecture students benefited from ongoing lectures, tours and programs offered for free or at discounted rates for students, competitions and awards programs, and career services including the AIA San Francisco iob board. Post COVID-19, the School of Architecture plans to partner with AIA San Francisco in developing opportunities to support students as they move from their academic careers into their professional careers. The School of Architecture continues to be guided by the belief that career decisions must be founded on a self-awareness of each student's own values and priorities in order for a meaningful and rewarding career as an architect. Our diverse student body benefits from the multi-pronged approach to broaden available career opportunities, as well as from the relatively small size of the department. The small number of cohorts in each graduating class make possible individualized attention and guidance given to them by the directors in identifying firms and mentors with values aligned with their own.

6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

- a) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
- b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
- c) The most recent decision letter from the NAAB
- d) The Architecture Program Report submitted for the last visit
- e) The final edition of the most recent Visiting Team Report, including attachments and addenda
- f) The program's optional response to the Visiting Team Report
- g) Plan to Correct (if applicable)
- h) NCARB ARE pass rates
- i) Statements and/or policies on learning and teaching culture
- j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

Architecture program documents are available to all students, faculty, and the public on Academy of Art University's <u>website</u>. This web page includes links to program and course descriptions, unit and degree requirements, program learning outcomes, the date of the next NAAB accreditation visit, Architecture Program and Visiting Team Reports, and NAAB conditions and procedures for accreditation documents. The Architecture School's own "Blog" links to this website under the about section: <u>https://architecture.academyart.edu/about/</u>

6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

- a) Application forms and instructions
- Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
- c) Forms and a description of the process for evaluating the content of a non-accredited degrees
- d) Requirements and forms for applying for financial aid and scholarships
- e) Explanation of how student diversity goals affect admission procedures

Program Response:

Academy of Art University's Master of Architecture program makes all of it policies and procedures, including procedures for first-time, first year students and transfer students, related to the evaluation its application publicly available.

a) Step-by-step instructions for applying to the program are provided on AAU's M.Arch Application and Portfolio Guidelines document (link). The first step includes a link to the application, which is located at https://www.academyart.edu/apply-for-admission/. A link to the graduate student application is also available in Academy of Art University's Catalog Addendum 1: Student and Academic Policies and Program Learning Outcomes (https://www.academyart.edu/apply-for-admission/. A link to the graduate student application is also available in Academy of Art University's Catalog Addendum 1: Student and Academic Policies and Program Learning Outcomes (https://www.academyart.edu/academicpolicies on page 11.

b) Admissions requirements for graduate students, including policies and processes for evaluation of transcripts and portfolios, are stated in the <u>Catalog Addendum 1</u>: Student and Academic Policies and Program Learning Outcomes on pages 11 through 12.

c) For non-regionally accredited degrees from the United States, Academy of Art University relies upon the U.S. Department of Education's Database of Postsecondary Institutions and Programs (DAPIP). If the institution is accredited by an agency that is listed on the DAPIP site, Academy of Art University will accept it for admissions purposes.

N₁¹B

d) A list of the types of financial aid available for graduate students can be found on page 27 of Academy of Art University's Catalog Addendum 1: Student and Academic Policies and Program Learning Outcomes (<u>https://www.academyart.edu/academicpolicies</u>). These include Federal Work Study (FWS), Direct Stafford Loans, and Federal Direct Graduate PLUS Loans. Further information about each type of aid and how to apply is available at <u>https://www.academyart.edu/finances/types-of-financial-aid/</u>. Information about scholarships is located on the Academy website at <u>https://www.academyart.edu/finances/scholarships/</u>.
e) As stated in our mission, the Academy "maintains an inclusive admissions policy for all persons who meet basic requirements for admission and instruction and who want to obtain higher learning in a wide spectrum of disciplines in art and design." The university does not have specific diversity goals related to admissions.

6.6 Student Financial Information

6.6.1 The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

Program Response:

Students are encouraged to file the FAFSA in order to explore all aid options. Students are also directed to our website, which includes regularly updated information on aid programs (<u>https://www.academyart.edu/finances/types-of-financial-aid/</u>) including institutional and external scholarships (<u>https://www.academyart.edu/finances/scholarships/</u>). Incoming students receive high-touch advising, which includes an estimated financial plan covering both charges and resources available. Every new financial aid student is assigned a specific financial aid representative to guide them through the financial aid process and answer any questions they may have. In addition, all continuing financial aid students are also assigned a financial aid representative to ensure that they reapply for financial aid timely and complete all the necessary paperwork for future financial aid disbursements. The financial aid office is transitioning to Oracle's <u>Student Financial Planning System</u>. The new system will enable the financial aid team to provide planning for a student's entire career at the Academy and allow students to make informed decisions about their financial aid funds as soon as they begin their education at AAU. Oracle's product will allow financial aid staff to create career plans and process paperwork in a more automated way, thus freeing up resources.

6.6.2 The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Program Response:

An initial estimate for all tuition, fees, materials, and supplies is publicly available in Academy of Art University's Catalog Addendum 1: Student and Academic Policies and Program Learning Outcomes (https://www.academyart.edu/academicpolicies) in the Financial Aid and Tuition section, where we publish the most recent tuition rates, fees, academic year estimated cost, and estimated total cost of each program. The "Estimated Due for the Entire Program" is listed for each program and includes an annual tuition increase of 5% to account for possible tuition rate changes during a course of study. Listed fees include the architecture digital whiteboard subscription fee per semester. Pursuant to the California Private Postsecondary Education Act of 2009 (CEC) and Title 5, Division 7.5 of the California Code of Regulations, Academy of Art University generates an Enrollment Agreement for each student, which lists all tuition, fees, materials, and supplies, including the total charges for the current period of attendance, estimated total charges for the entire educational program, and the total charges the student is obligated to pay upon enrollment. Each agreement is signed by the student and an authorized employee of the institution at the time of enrollment.

PROGRAM AND STUDENT CRITERIA MATRIX

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	ARH 650	ARH 651	ARH 652 /	Elective (ARH 653	ARH 654	ARH 640	Elective (ARH 609 /	ARH 620	ARH 602	ARH 613		ARH 608	ARH 659 1	ARH 604	ARH 641		Liecuve (Elective (Elective (ARH 619	ARH 690	ARH 605		ARH 606		ARH 810	ARH 642	ARH 614
Shared Values Design Env. Stewardship & Professional Respon. Equity, Diversity & Inclusion Knowledge & Innovation Leadership, Collab. & Community Engmt. Lifelong Learning																														
Program Criteria PC.1 Career Paths PC.2 Design PC.3 Ecological Know. & Respon. PC.4 History & Theory PC.5 Research & Innovation PC.6 Leadership & Collaboration PC.7 Learning & Teaching Culture PC.8 Social Equity & Inclusion																														
Student Criteria SC.1 HSW in the Built Environ. SC.2 Professional Practice SC.3 Regulatory Context SC.4 Technical Knowledge SC.5 Design Synthesis SC.6 Building Integration																														

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V1 5-5-2021



July 12, 2021

Elisa Stephens President Academy of Art University 79 New Montgomery Street San Francisco, CA 94105

Dear President Stephens:

This letter serves as formal notification and official record of action taken concerning Academy of Art University (AAU) by the WASC Senior College and University Commission (WSCUC) at its meeting June 25, 2021. This action was taken after consideration of the report of the review team that conducted the Accreditation Visit to Academy of Art University April 6-9, 2021. The Commission also reviewed the institutional report and exhibits submitted by Academy of Art University prior to the Offsite Review (OSR), the supplemental materials requested by the team after the OSR, and the institution's June 9, 2021 response to the team report. The Commission appreciated the opportunity to discuss the visit with you and your colleagues Cathy Corcoran, ALO; Nancy Houston, Board Chair; Joe Vollaro, Executive Vice President of Financial Aid/Compliance; Sue Rowley, Chief Academic Officer; and Martha Weeck, Executive Vice President of Finance. Your comments were very helpful in informing the Commission's deliberations. The date of this action constitutes the effective date of the institution's new status with WSCUC.

Actions

- 1. Receive the Accreditation Visit team report
- 2. Reaffirm accreditation for a period of eight years
- 3. Schedule the next reaffirmation review with the Offsite Review in fall 2028 and the Accreditation Visit in spring 2029
- 4. Schedule a Special Visit in spring 2024 to address graduation rates and implementation of:
 - a. the new strategic planning.
 - b. the new LMS.
 - c. evaluation systems for faculty, staff, and executive leaders.

The Commission commends Academy of Art University in particular for the following:

- 1. A stable, engaged, and highly qualified board that is invested in the mission and vision of the university.
- 2. Robust and engaged student support services across the student life cycle.

- 3. Significant progress on data driven and collaborative assessment of core competencies, learning outcomes, and co-curricular activities.
- 4. The selection and beginning implementation of a new LMS in response to the emerging academic community's voice.
- 5. Overall responsiveness to the COVID-19 pandemic, which includes adjusting expenses, leveraging technology to assist online instruction, and supporting students and faculty.

The Commission requires the institution to respond to the following issues:

- 1. Enhance its systems of communication to ensure the flow of information across and between the various levels of the university. (CFR 1.7)
- 2. Implement a strategic planning process to include a fully developed marketing and enrollment plan, an academic master plan, an infrastructure to build alignment to the budget process, and opportunities for involvement of the wider university community. (CFR 4.6)
- 3. Reinvigorate faculty development and training on effective teaching and learning strategies in both onsite and online modalities to meet the needs of both full-time and part-time faculty. (CFRs 3.2 & 3.3)
- 4. Implement a model of shared governance to include both full-time and part-time faculty with clearly articulated by-laws and roles and responsibilities. (CFRs 3.7 & 3.10)
- 5. Develop a formal process for employee performance evaluation including fulltime andpart-time faculty and senior leadership. (CFRs 2.9 & 4.3)
- 6. Analyze disaggregated student achievement data to identify and implement processes and support to improve graduation rates. (CFR 2.10)

In taking this action to reaffirm accreditation, the Commission confirmed that Academy of Art University addressed the three Core Commitments and successfully completed the two-stage institutional review process conducted under the 2013 Standards of Accreditation. In keeping with WSCUC values, Academy of Art University should strive for ongoing improvement with adherence to all Standards of Accreditation and their associated CFRs to foster a learning environment that continuously strives for educational excellence and operational effectiveness.

In accordance with Commission policy, a copy of this letter is being sent to the chair of Academy of Art University's governing board. The Commission expects that the team report and this action letter will be posted in a readily accessible location on the Academy of Art University's website and widely distributed throughout the institution to promote further engagement and improvement and to support the institution's response to the specific issues identified in these documents. The team report and the Commission's action letter will also be posted on the WSCUC website. If the institution wishes to respond to the Commission action on its own website, WSCUC will post a link to that response on the WSCUC website.
Finally, the Commission wishes to express its appreciation for the extensive work that Academy of Art University undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,

Annew Judler

Jamienne S. Studley President

JSS/mbg

Cc: Phillip Doolittle, Commission Chair Cathy Corcoran, ALO Nancy Houston, Board Chair Members of the Accreditation Visit team Mark B. Goor, Vice President

Name: Alberto Bertoli - Chair Emeritus / NCARB Licensing Advisor

Courses:

ARH 110 Studio 1: Conceptual Design Studio ARH 550, Final Design Project ARH 650, Introduction to Architectural Design ARH 800, Final Thesis ARH 699 Special Topics

Educational Credentials:

University of Buenos Aires, Argentina, School of Architecture and Urbanism California Polytechnic State University, San Luis Obispo, California, School of Architecture and Environmental Design

Teaching Experience:

Chair Emeritus, Academy of Art University, San Francisco, 2012 Director and Instructor, Academy of Art University, San Francisco (2002-2012) Instructor, SCI-ARC, Los Angeles, California, Theory Seminar, Development of Continuing Education Program Lecturer, UCLA Graduate School, Los Angeles, California, Design Studios Lecturer, CAL POLY, San Luis Obispo, California, Design Studios

Professional Experience:

Design Architect/Project Architect, *Own Practice and Consultant, San Francisco* (1997 – present) Design Architect/Project Architect, *Own Practice and Consultant, Los Angeles* (1991-1997) Design Partner and Project Architect, *Arthur Erikson Architects, Los Angeles* (1982-1991) Design Consultant, *Los Angeles* (1979-1981) Designer, *DMJM and Gruen and Associates, Los Angeles* (1967-1979)

Licenses/Registration:

Licensed Architect in the State of California

Professional Memberships:

AIA

Name: Braden R. Engel History + Theory Coordinator

Courses:

LA 123: Design Philosophy LA 219: Histories of Architecture LA 274/GLA 905: Study Abroad: Art & Architecture of Renaissance Florence LA 319: History of Architecture: Modernity LA 429: Architecture Theory ARH 529: From Theory to Practice ARH 641: Architectural History: Modernism and its Global Impact

Educational Credentials:

PhD, School of Art, Architecture & Design, Leeds Beckett University, United Kingdom MA, with Distinction: Histories & Theories, Architectural Association School of Architecture, London MArch, North Dakota State University, Fargo, ND BS: Philosophy, North Dakota State University, Fargo, ND

Teaching Experience:

Instructor and History and Theory Coordinator, Academy of Art University, San Francisco, CA Senior Lecturer, California College of the Arts, San Francisco, CA Lecturer, University of California, Santa Cruz, CA Lecturer, University of California, Berkeley, CA Tutor and Consultant, Architectural Association School of Architecture, London, UK Lecturer, University of Greenwich, School of Architecture & Construction, London, UK

Professional Experience:

Editorial Review Consultant, *The Journal of Architecture* Editorial Review Consultant, *Architectural Research Quarterly* Editorial Review Consultant, *Frontiers of Architectural Research* Architectural Consultant, Gauld Architecture, London, UK Architecture Consultant, Clarke:Desai and CDS:BUILD, London, UK Intern Architect, Helenske Design Group, Fargo, North Dakota, USA

Selected Publications and Recent Research:

Teaching Through Temptation: Colin Rowe's Gospel of Modern Architecture, upcoming book 2022

"Ambichronous Historiography: Colin Rowe and the teaching of architectural history" in Journal of Art Historiography, 2016

"Nebulous Terrain" (on historiography) in PLAT 2.0, Journal of Rice University School of Architecture, 2012

The Badger of Muck and Brass" (on Colin Rowe) in AA Files 62, Journal of the Architectural Association School of Architecture, 2011

Book Review: "Histories of the Immediate Present" by Anthony Vidler, in The Journal of Architecture, jointly published by Routledge and the Royal Institute of British Architects (RIBA), Volume 15, Issue 6 (Dec. 2010)

NAAB Template for Faculty Resumes (limit 1 page/individual)

Name: Eric Lum – Executive Director

Courses Taught:

ARH 619

Educational Credentials:

B.A., M.Arch., MDesS, Ph.D.

Teaching Experience:

Roger Williams University, Illinois Institute of Technology, California College of the Arts, Academy of Art University

Professional Experience:

Kallmann, McKinnell & Wood Architects; Arthur Erickson Architects; Anshen+Allen Architects; Gensler

Licenses/Registration:

California license 30977

Selected Publications and Recent Research:

"Fake Walls: Illusions, Fictions, Lines, and Other Lies", Real and Fake in Architecture (Edition Axel Meges, 2020).

"The Sea Ranch: Policing the Picturesque," LA+ Journal, Spring 2017 Design Research: Refugee Housing in Ikaria, Greece (with Nicole Lambrou, Dina Almobarak), 2016

Professional Memberships:

AIA Architect member: 30315453 NCARB certificate: 71142 LEED® BD+C accredited

Name: Mark Mueckenheim, Graduate Director

Courses Taught (Four semesters prior to current visit):

- ARH 608 Advanced Design Studio II Concept, Context, & Typology
- ARH 810 Master of Architecture Thesis
- ARH 601 Spatial Composition

Educational Credentials:

• 2001 Graduate Diploma in Architecture Dip.Arch. / The Bartlett School of Architecture, University College London, UK

• 1999 M.Arch. / Parsons School of Design, New York, NY, USA

Teaching Experience:

- 2013- Academy of Art University
- 2009-2012 Technical University Munich (TU Munich), Germany
- 2002-2008 Technical University of Aachen (RWTH Aachen), Germany

• 2001-2002 University of Wuppertal (BU Wuppertal), Germany

Professional Experience:

2021 – Co-President - Paz de Moura Castro King Mueckenheim PMCKM

2001 – Principal - MCKNHM Architekten (under various names since 2001, since 2012 as MCKNHM)

2001 – 2001 Project Designer - Peter Cook's Architecture Office, London, UK

2000 - 2000 Project Designer - Barton Myers and Associates, Los Angeles, USA

1999 - 1999 Junior Designer - Randall Stout Architects, Los Angeles, USA

1994 - 1997 & 1998 - Atelier Fritschi & Stahl, Duesseldorf, Germany

Licenses/Registration:

Architekt AKNW (Germany) – License to practice in Germany and all member states of the EU.

Selected Publications and Recent Research:

Book Publication: Inspiration: Contemporary Design Methods In Architecture – BIS Publishers, 2012

Selected book, magazine and web publications: ORO Editions - US, Detail - Germany, Linksbooks Barcelona, DOM Publishers - Berlin, Baumeister - Germany, FRAME - Netherlands, Rihan - China, DAMDI - Korea, AMC/ - France, Dwell - US, ARQA, Divisare, Arch-Daily, Dezeen, Designboom.

Selected exhibitions: Maison de l'Architecture et de la Ville (House of Architecture and the City) (MAV) - Lille, France / German Architecture Center Berlin / 12th Architecture Biennale Venice

Selected lectures: Aalto University, Helsinki, Finland / ZA Conference – Zilele Arhitecturii Crossing Borders in Cluj Napoca, Romania / Gerald D. Hines College of Architecture, Houston, TX, USA / Georgia Tech, College of Architecture, Atlanta, GA, USA / South Bank University, School of Architecture, London, UK / Architectural Association - AA, London, UK / Academy of Arts at Städel, Frankfurt a.M., Germany / University of Arts Vienna (die Angewandte), Vienna, Austria

Professional Memberships:

Architekt AKNW (Germany & EU) International Associate AIA International Architect NOMA

Name: Doron Serban – Emerging Technologies Coordinator

Courses Taught (Four semesters prior to current visit):

ARH170: Projective Drawing & Perspective ARH 180: 2D Digital Visual Media ARH 230: Color Perception, & Space ARH250: Studio 4: Site Culture & Integral Urbanism ARH 255: Studio 4: Assembly Building & Context ARH315 Studio 5: Advocacy in Design ARH 390: 3D Digital Modeling PRO499: Special Topics: Glass Geometries ARH654: Design Process & 3D Media ARH620: Digitally Generated Morphology LA123: Design Philosophy: Aesthetics, Logic, and Ethics IAD210: Digital Imaging ARH 500: Internship in Architecture AE 13: Introduction to Architecture AE 14: Drawing for Future Architecture

Educational Credentials:

MA of Architecture, Syracuse University School of Architecture, 2008 BA of Music/Art History, 2001

Teaching Experience:

Invited Critic: SCI-Arc, May 2021 Invited Critic: Iowa State University College of Design, April 2018 Invited Critic: University of Calgary School of Architecture, Planning and Landscape, Dec 2018 Invited Critic, University of California Berkeley, 2016-2019

Professional Experience:

Licenses/Registration:

Selected Publications and Recent Research:

Paper and Conference Proceedings at the ACSA Fall Conference – LESS TALK | MORE ACTION, (with Sameena Sitabkhan, Gabriela Sotomayor, & Cristo Staedler); (2021)

Blind Peer Reviewer for the ACSA 110th Annual Meeting, EMPOWER (2021)

DRAWING ATTENTION: The Digital Culture Of Contemporary Architecture Drawings Exhibition. Drawing exhibited at Roca London Gallery. In conjunction with the London Design Festival. (2019-2020)

DRAWING FOR THE DESIGN IMAGINARY Exhibition. Drawing exhibited at Carnegie Museum of Art & Carnegie Mellon University. Exhibition publication forthcoming. (2019)

Blind Peer Reviewer for the ACSA 108th Annual Meeting, OPEN (2019)

Presenter at the ACSA Fall Conference – LESS TALK | MORE ACTION, highlighting the Guerilla

Professional Memberships: