Academy of Art University

Interim Progress Report for Year Three

Instructions and Template

November 30, 2021

Contents

1. INSTRUCTIONS AND TEMPLATE GUIDELINES

Purpose

Continuing accreditation is subject to the submission of interim progress reports at defined intervals after an eight-year or four-year term of continuing accreditation is approved.

This narrative report, supported by documentation, covers three areas:
1. The program's correction of not-met Conditions or Student Performance Criteria from the most recent Visiting Team Report.
2. Significant changes to the program or the institution since the last visit.
3. Summary of Preparations for Adapting to 2020 NAAB Conditions.

Supporting Documentation

1. The narrative should describe in detail all changes in the program made in response to not-met Conditions and Student Performance Criteria.
2. Provide information regarding changes in leadership or faculty membership. Identify the anticipated contribution to the program for new hires and include either a narrative biography or one-page CV.
3. Provide detailed descriptions of changes to the curriculum that have been made in response to not-met Student Performance Criteria. Identify any specific outcomes expected to student performance. Attach new or revised syllabi of required courses that address unmet SPC.
4. Provide additional information that may be of interest to the NAAB team at the next accreditation visit.

Outcomes

IPRs are reviewed by a panel of three: one current NAAB director, one former NAAB director, and one experienced team chair.[1] The panel may make one of three recommendations to the Board regarding the interim report:
1. Accept the 3-Year Interim Progress Report as having demonstrated satisfactory progress toward addressing deficiencies identified in the most recent VTR. If the Board approves the recommendation no further reporting is necessary. The Annual Statistical Report (See Section 9 of the 2015 Procedures) is still required.
2. Accept the 3-Year Interim Progress Report as having demonstrated progress toward addressing deficiencies identified in the most recent VTR; the fifth-year report must include additional materials or address additional sections. The Annual Statistical Report is still required.
3. Reject the 3-Year Interim Progress Report as having not demonstrated sufficient progress toward addressing deficiencies and advance the next accreditation sequence by at least one calendar year but not more than three years, thereby shortening the term of accreditation. In such cases, the chief academic officer of the institution will be notified, and a copy sent to the program administrator. A schedule will be determined so that the program has at least six months to prepare an Architecture Program Report. The Annual Statistical Report is still required.

Deadline and Contacts

IPRs are due on November 30. They shall be submitted through the NAAB's Annual Report System (ARS). As described in Section 10 of the 2015 NAAB Procedures for Accreditation "…the program will be assessed a fine of $100.00 per calendar day until the IPR is submitted." If the IPR is not received by January 15 the program will automatically receive Outcome 3 described above. Email questions to accreditation@naab.org.

Instructions

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[1] The team chair will not have participated in the visiting team during the year in which the original decision on a term of accreditation was made.

1. **Reports shall be succinct and are limited to 40 pages/20 MBs, including supporting documentation.**
2. Type all responses in the designated text areas.
3. Reports must be submitted as a single PDF following the template format. Pages should be numbered.
4. Supporting documentation should be included in the body of the report.
5. Student work is not to be submitted as documentation for a 3-Year IPR.

2. EXECUTIVE SUMMARY OF 2018 NAAB VISIT

CONDITIONS NOT MET

2018 VTR
II.2.2 Professional Degrees and Curriculum

STUDENT PERFORMANCE CRITERIA NOT MET

2018 VTR
B.9 Building Service Systems
D.1 Stakeholder Roles in Architecture

3.

Interim Progress Report
Academy of Art University
Department of Architecture
Bachelor of Architecture (162 credits)
Year of the previous visit: 2018

Please update contact information as necessary since the last APR was submitted.

Chief administrator for the academic unit in which the program is located:

Name: Eric Lum
Title: Director, School of Architecture
Email Address: elum@academyart.edu
Physical Address: 601 Brannan Street, San Francisco, CA 94107

Any questions pertaining to this submission will be directed to the chief administrator for the academic unit in which the program is located.

Chief academic officer for the Institution:

Name: Eileen Everett
Title: Chief Academic Officer
Email Address: eeverett@academyart.edu
Physical Address: 79 New Montgomery Street, San Francisco, CA 94105

Text from the most recent VTR is in the gray text boxes. Type your response in the designated text boxes.

I. **Progress in Addressing Not-Met Conditions and Student Performance Criteria**

a. Progress in Addressing Not-Met Conditions

II.2.2 Professional Degrees and Curriculum

2018 Visiting Team Assessment: The program has a well-structured and rich curriculum. Leveraging the liberal arts emphasis of the institution, the curriculum offers a good combination of general studies (GS) and professional studies (PS), and some range of curricular flexibility for optional studies (OS). However, OS account only for 6 credits, without meeting the minimum threshold of 10 credits required by the NAAB. On the other hand, PS account for 111 credits, way above the NAAB minimum requirement of 95. Therefore, while the team's assessment is that the condition is not met, the team believes that the deficiency is a minor one. and the program has all the curricular resources and the intentions to meet the condition.

The evidence for the team's assessment was found in the APR and its attached curriculum, supplementary documentation provided by the program during the visit, and through on-site conversations with the program administrators. While on-site the visiting team requested additional evidence and clarification for this condition and had several conversations with the program administrators before arriving at the conclusion that the condition is not met, as stated above.

Academy of Art University, 2021 Response: New courses ARH 498 Collaborative Project and ARH 512 Participatory Design have been created to offer 15 total credits of Optional Studies. Fifth year students choose between two tracks for their final year. The first track is individual thesis project (ARH 510 Studio 9, ARH 550 Studio 10, and ARH 529 From Theory to Practice). The second track is a community-based design, fabrication, and installation project (two semesters of ARH 498 Collaborative Project and ARH 512 Participatory Design). ARH 498 and ARH 512 course syllabi and schedules are included in the Appendix.

b. Progress in Addressing Not-Met Student Performance Criteria

B.9 Building Service Systems

2018 Visiting Team Assessment: Evidence of student achievement at the prescribed level was found in courses ARH 440--Building Systems: Mechanical, Electrical & Plumbing for lighting, mechanical, plumbing, electrical and communication. Evidence for vertical transportation was found in ARH 410--Studio 7: Tectonics & Structure and ARH 550--Studio10: Final Thesis Project.

Evidence of student achievement at the prescribed level was not found for security systems. While on-site the visiting team requested additional evidence for this criterion, and the program was able to provide evidence for subsets of this criterion except for security systems.

Academy of Art University, 2021 Response: Course content added to ARH 440 (course now combined and cross listed with graduate course ARH 605) to include security design considerations, and an accompanying assignment was added to draw a security diagram for the design project (course outline and assignment attached). The syllabus is included in the Appendix.

D.1 Stakeholder Roles in Architecture

2018 Visiting Team Assessment: While it is clear that the program connects students with practicing architects who demonstrate a variety of relationships with various stakeholders, both through its faculty and through case study assignments, the team could not find evidence at the prescribed level to demonstrate that students understand the relationships between architect, client, and contractor in the design process. The team was able to find evidence of students' understanding of relationships between architect and user groups in LA 292--Programming and

Culture and between architect and the local community in ARH 250--Studio 4: Site, Culture, and Integral Urbanism. While on-site the visiting team requested additional evidence for this criterion, and the program was able to provide evidence for subsets of this criterion *except for* relationships between architect, client, and contractor.

Academy of Art University, 2021 Response: Architect / client / contractor relationships are explained throughout ARH 475 Professional Practice, for instance in Module 1, "Understanding the Role of the Client", "The Role of the Contractors", Module 3 "Contractors and Design Build Companies", "Real Estate Developers", Module 10: Finding Projects and Project Delivery Methods, Module 11: Contracts, "The A201 Family of Documents", "The AIA B101 Document", "AIA B101 Scope of Services", Module 12: Scope of Work and Compensation for Architectural Services", Module 13: Managing Architectural Projects, "Dealing with the Contractor", "Managing Client Relations". Related assignments include "Research and Summarize Three Disciplinary Cases", "Ethical Rules", "Prepare and Architect's Expert Opinion Statement", "Prepare a Response to a Request for Proposal", "Prepare a Contract to Provide Architectural Services", "Develop a Fee Dispute Negotiation Strategy", "Research Construction Management Software", "Perform a Risk Management Analysis". ARH 475 course outline attached in Appendix (online course content created since 2018 shown here, same content is taught for onsite courses).

II. Changes or Planned Changes in the Program

Please report such changes as the following: faculty retirement/succession planning; administration changes (dean, department chair, provost); changes in enrollment (increases, decreases, new external pressures); new opportunities for collaboration; changes in financial resources (increases, decreases, external pressures); significant changes in educational approach or philosophy; changes in physical resources (e.g., deferred maintenance, new building planned, cancellation of plans for new building).

Academy of Art University, 2021 Response: **<u>Budget Cuts</u>**: Significant cuts to the School budget occurred due to ongoing financial pressures related to the Covid-19 pandemic. The Executive Director Mimi Sullivan and the Undergraduate Director Jennifer Asselstine were both laid off, and Undergraduate Assistant Director Karen Seong has been taking on additional duties. Online Director Eric Lum is now the Director of the School overseeing both the Graduate and Undergraduate Departments. Undergraduate History and Theory Coordinator Braden Engel, Undergraduate Emerging Technologies Coordinator Doron Serban, and Community Outreach Coordinator and Licensing Advisor Sameena Sitabkhan have expanded their duties now supporting the Graduate Department as well. The University-wide enrollment decreased during the pandemic but the School of Architecture enrollment continues to increase. The Undergraduate Department enrollment increased from 337 students in 2018 to 376 students in 2021. **<u>Return to Onsite</u>**: Since March 2020, the School has been operating remotely with synchronous and asynchronous courses, with the 601 Brannan Street building closed. All onsite classes transitioned to Zoom in Spring 2020, but beginning in Fall 2020, onsite students were offered the option to use on-campus facilities such as the open studio and model shop. The University is implementing a phased return to onsite teaching, dependent on city and state guidance, and health ordinances. One studio course, ARH 110, is currently being taught onsite in Fall 2021. For Spring 2022, the School plans to offer in-person instruction options for the majority of the undergraduate studio courses at 1849 Washington Street which currently houses the shop for architecture students. We anticipate returning fully onsite by Fall 2022, assuming continued progress with public health conditions. **<u>Cross-Disciplinary Collaboration</u>**: The University has asked the Landscape, Interior Architecture, and Architecture schools to develop closer ties to each other's respective programs, and we are identifying courses and opportunities where we can combine content and learning opportunities. The University is supporting collaboration opportunities in ARH 498 for architecture and landscape architecture faculty and students to design for a local community. The University has also initiated a relationship with the Institute of Classical Architecture and Art, developing a foundation course in classical design, with other possible future courses. The School occasionally works with the School of Industrial Design, School of Game Development, and the School of Fashion on joint projects of mutual interest. **<u>IPAL</u>**: The School will be submitting an application to include IPAL paths for the B.Arch. and

M.Arch. programs, which we hope to offer for Fall 2022. **Online Learning Platform**: The University is transitioning from its current proprietary Learning Management System (LMS) to a commercial product (D2L Brightspace) in Summer of 2022 which should help facilitate more efficient course changes.

III. **Summary of Preparations for Adapting to 2020 NAAB Conditions**
Please provide a brief description of actions taken or plans for adapting your curriculum/ classes to engage the 2020 Conditions.

Academy of Art University, 2021 Response: The School is currently preparing for the graduate M.Arch. accreditation review in April 2022; as part of this effort, we have been reviewing the 2020 NAAB Conditions and revising the undergraduate program. Overall, the undergraduate curriculum aims to increase its emphasis on collaborative design, interdisciplinary work, social justice, and diversity, equity, and inclusion efforts. **PC 1 Career Path**: The new course LA 485 Tell Your Story will launch in Summer 2022 to introduce licensure paths earlier in the program. The new required class ensures that all students encounter this information in their second year. **PC 4 History & Theory**: History courses are being rewritten to be cross-disciplinary incorporating architecture and landscape architecture and to include a more diverse group of architects and landscape architects balancing the dominant cultures with those historically under-represented. **PC 5 Research and Innovation**: ARH 498 Collaborative Project incorporates prototyping and testing for full-scale build projects. In ARH 550, design research is applied to a building proposal. In ARH 420, students load test structural models to observe patterns of failure and derive design decisions. **PC 8 Social Equity and Inclusion**: Issues of equity and inclusion continues to be a focus in the B.Arch. curriculum. Students incorporate field research skills from LA 292 into a design proposal for those unhoused in ARH 315 Studio 5. In ARH 410 Studio 7, the project site is a previously redlined neighborhood in San Francisco for which students incorporate ways to mitigate the ongoing inequities in their design projects. In ARH 450, students design affordable housing for underserved populations who are priced out of market-rate housing. ARH 498 Collaborative Project centers underserved communities in San Francisco through community outreach and workshops. NOMAS chapter at AAU launched in Spring 2021 with Sameena Sitabkhan as the faculty advisor. The student leaders have been active organizing guest speakers, virtual firm tours, fundraising events and social events with a focus on building a supportive community among students. **SC 1 Health, Safety, Welfare**: Environmental justice, creating safe environments for historically marginalized populations, mitigating ongoing effects of redlining are some examples of curriculum content that is being incorporated into LA 292, ARH 410, ARH 430, ARH 441, ARH 450.

IV. **Appendix** (include revised curricula, syllabi, and one-page CVs or bios of new administrators and faculty members; syllabi should reference which NAAB SPC a course addresses)

Academy of Art University, 2021 Update:

Appendix:
Curriculum matrix

Course syllabi:
ARH 440/605 – Environmental Controls
ARH 475 – Professional Practices
ARH 498 – Collaborative Project
ARH 512 – Participatory Design

Bios:
Eric Lum, Director, School of Architecture
Karen Seong, Assistant Undergraduate Director
Braden Engel, History and Theory Coordinator
Doron Serban, Emerging Technologies Coordinator
Sameena Sitabkhan, Licensing Advisor and NOMAS faculty advisor

B ARCH
Criteria Matrix
Academy of Art University

	Program Criteria								Student Criteria					
	PC 1 Career Paths	PC 2 Design	PC 3 Ecological Knowledge & Responsibility	PC 4 History & Theory	PC 5 Research & Innovation	PC 6 Leadership & Collaboration	PC 7 Learning & Teaching Culture	PC 8 Social Equity & Inclusion	SC 1 Health, Safety, Welfare	SC 2 Professional Practice	SC 3 Regulatory Context	SC 4 Technical Knowledge	SC 5 Design Synthesis	SC 6 Building Integration
1. DESIGN STUDIO														
ARH 110 Studio 1: Conceptual Design Studio		○					○							
ARH 150 Studio 2: Spatial Ordering & Form		●					●							
ARH 210 Studio 3: Site Operations & Tectonic Systems		●					●							
ARH 255 Studio 4: Assembly Buildings & Context		●					●							
ARH 315 Studio 5: Advocacy in Design		●				○	●	●					○	
ARH 350 Studio 6: Site Conditions & Building Performance		●	●				●					●	●	
ARH 410 Studio 7: Tectonics & Structure		●					●	●				●	●	○
ARH 450 Studio 8: Integrated Design		●	●			●	●	●				●	●	●
ARH 498 Collaborative Project: Community Based Design		●			●	●	●	●					●	
ARH 510 Studio 9: Mixed-Use Urbanism & Research		●					●							
ARH 550 Studio 10: Final Thesis Project		●			●		●	●					●	
2. SYSTEMS & TECHNOLOGY														
ARH 239 Materials & Methods			○		○				○		○			
ARH 240 Site Design & Mapping									○		○			
ARH 320 Structures: Wood & Steel												○		
ARH 330 Structures: Concrete, Masonry, & Tensile Systems												○		
ARH 420 Structures: Systems Investigation			●		●									●
ARH 430 Climate & Energy Use: Sustainable Strategies			●						●					
ARH 440 Building Systems: Mechanical, Electrical, & Plumbing			●						●			●		●
ARH 441 Tectonics: Code Analysis & Building Documentation									●		●	●		
3. HISTORY & THEORY														
LA 219 Histories of Architecture				●										
LA 319 History of Architecture Modernity				●										
LA 429 Architecture Theory				●										
ARH 512 Participatory Design								●						
ARH 529 From Theory to Practice				●										
4. SOCIETY & THE PROFESSION														
LA 292 Programming and Culture								●	●					
LA 485 Tell Your Story (new course launching SU 22)	●													
ARH 475 Professional Practice	●					●				●				
5. NON-CURRICULAR														
Ethics & Leadership Panel	●							●						
Career Advice Roundtable	●													
NCARB Licensing Advisor Talk	●													
Tangents Faculty Lecture Series	●													
AAU NOMAS								●						

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FEEDBACK

Section: AAU 050 OL1 ⬍

Outline > ARH 605 - OL1: Graduate Design Technology: Environmental Controls

ARH 605 - OL1: Graduate Design Technology: Environmental Controls

ARH 605 OL1: GRADUATE DESIGN TECHNOLOGY: ENVIRONMENTAL CONTROLS - CROSS-LISTED AS ARH 440 OL1

Fall 2021 (Sep 2nd - Dec 18th)
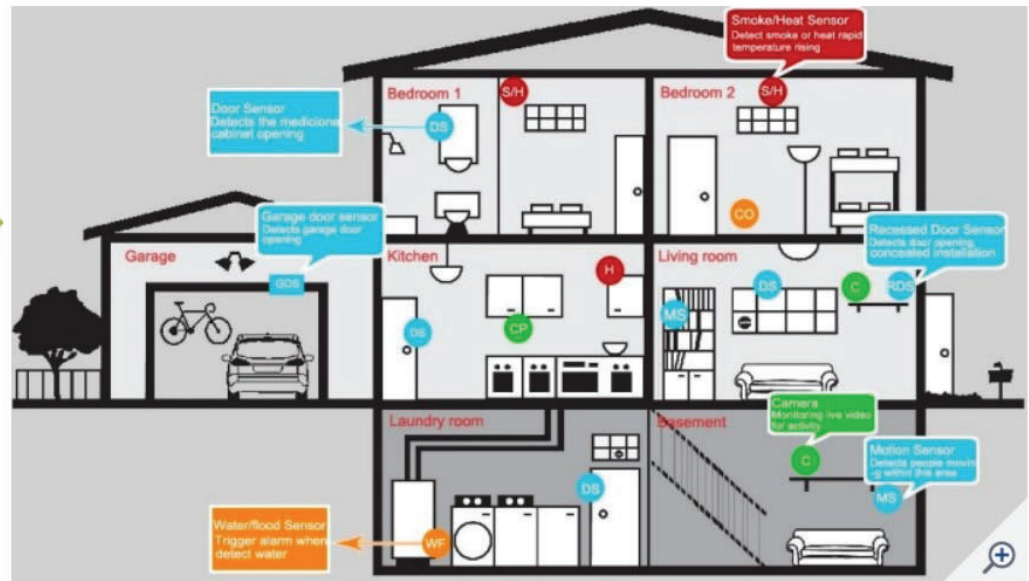
Search Course [GO!]

◀ Back   15 of 20   Next ▶

Pages:

1. Introduction
2. Fire
3. Fire Resistance 1
4. Fire Resistance 2
5. Smoke Control 1
6. Smoke Control 2
7. Area of Refuge
8. Fire Detection
9. Fire Alarm Systems 1
10. Fire Alarm Systems 2
11. Fire Suppression: Wet 1
12. Fire Suppression: Wet 2
13. Fire Suppression: Dry
14. Fire Management
15. Security Design
16. Security Elements
17. Security Layering
18. Security Systems 1
19. Security Systems 2
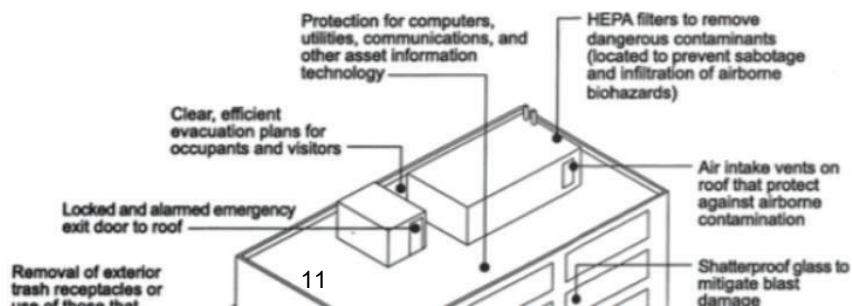20. Conclusion

MODULE 12: FIRE PROTECTION AND SECURITY

Security Design

Security design concerns another type of danger to the building, which may involve threats to the building itself, its contents, or its users. The type of occupancy can determine the type of threat faced: military and government buildings may face terrorist or security related threats; banks face asset related threats; shopping centers and retail face goods related threats; hotels, residences, and garages face property related threats; schools and other public institutions may face safety related threats; businesses, hospitals, and child care facilities face threats of unwanted personnel entering their premises. There can also be the general issue of just keeping people away from private or administrative areas.

Whatever the issue may be, designing for security is an inherent part of every architectural project, and begins by anticipating and planning for the types of threats involved. Architecture serves in both a passive and active manner in threat deterrence and threat prevention.

Building security (home scale)

11

PORTAL | TOOLS | ENROLLMENTS | 🔔 | ✉ | HELP | LOGOUT

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Section: AAU 050 OL1 ▼

Home > ARH 605 OL1: Graduate Design Technology: Environmental Controls > 12.2 [Assignments] Security Diagram

Discussion

[Return to All Topics ↩]

ARH 605 OL1: GRADUATE DESIGN TECHNOLOGY: ENVIRONMENTAL CONTROLS - CROSS-LISTED AS ARH 440 OL1

Fall 2021 (Sep 2nd - Dec 18th)

Fire Protection and Security

12.2 [Assignments] Security Diagram

Category: Assignments

Due Date: Nov 28, 2021   **Close Date:** Nov 28, 2021

Watch Topic: ⬤ Off

[Grade Topic]

Description   [Hide]

| Task | 🖨 Print |

Instructions

Using the ground floor plan from your studio project, draw a security diagram indicating the different layers or zones of security from the perimeter of the property to the interior floor plan. In the floor plan, differentiate between and indicate public, administrative, and restricted areas, and if various levels of access to the building are needed for employees. Indicate how access control is implemented, through architecture or technologies. Indicate location of physical barriers and/or surveillance devices.

Purpose

The purpose of this assignment is to draw a security plan diagram.

Tools

Draw plans with your CAD software, output as a PDF file.

Due Date

Due by the end of this module.

Submission Directions

Please use the following file-naming convention:

- ARH_605_Module#_Topic#_YourFirstName_YourLastName

For example, the file name for Jamie Lee's submission for the first graded topic in Module 10 would read:

- ARH_605_12_2_Jamie_Lee.pdf

Posts   [Create New Post ✏]

ORDER BY: My Posts & Comments   Date ▲   New / Unread   Flagged   Instructor   Name   ☰ ▦

ⓘ **There currently are no posts in this topic.**

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Section: AAU 050 OL1 ⬍

Outline

ARH 475 OL1: PROFESSIONAL PRACTICES FOR ARCHITECTS

Fall 2021 (Sep 2nd - Dec 18th)

Current: **Module 9 Financial Management of Architectural Firms** - *Closes Sunday, Nov 7*

Show: All ⬍

Expand All | Collapse All

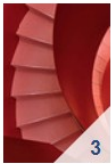▼ Module 1: Introduction to Architectural Professional Practices

Hide Details | Go to Module

Sep 02 - Sep 12

Page Title	Pages	Video
1. Introduction	🖼	
2. Architectural Professional Practices	🖼	
3. Overview of the Design and Construction Industry	🖼	🎥
4. Understanding the Role of the Client	🖼	🎥
5. The Role of the Architect and Other Design Professionals	🖼	🎥
6. The Role of the Contractors	🖼	
7. Virtual Firm Visit: BIG	🖼	🎥
8. The Architecture Practice Act	🖼	
9. The California Architects Board	🖼	
10. California Architects Board Enforcement Program	🖼	
11. Practice Without a License	🖼	
12. Failure to Written Contract	🖼	
13. Fraud, Negligence, Willful Misconduct, Incompetency, Recklessness	🖼	
14. Failure to Complete the Required Continuing Education Classes	🖼	
15. Conclusion	🖼	

✎ Graded Topics	Due Date	Discuss and Submit	Grade	New Posts & Comments	My Posts & Comments	My Attachments
1.1 [Assignments] Research and Prepare a Summary of Three Disciplinary Cases	Closed	➡		24	0	0

✎ Additional Grades	Grade
[Participation] First Quarter (Modules 1–4)	

New My Posts

▼ Module 3: Career Development and Professional Communications

Sep 20 - Sep 26

Page Title	Pages	Video
1. Introduction		
2. Virtual Studio Visit: SOM		
3. Working in an Architectural Firm, Part 1		
4. Working in an Architectural Firm, Part 2		
5. Working in a Related Design Firm		
6. Contractors and Design Build Companies		
7. Real Estate Developers		
8. Sustainability Consulting		
9. Alternative Careers for Architects, Part 1		
10. Alternative Careers for Architects, Part 2		
11. Professional Advancement, Part 1		
12. Professional Advancement, Part 2		
13. Writing an Effective Cover Letter, Resume, and Portfolio Sample, Part 1		
14. Writing an Effective Cover Letter, Resume, and Portfolio Sample, Part 2		
15. Writing an Effective Cover Letter, Resume, and Portfolio Sample, Part 3		
16. Conclusion		

📝 Graded Topics	Due Date	Discuss and Submit	Grade	New Posts & Comments	My Posts & Comments	My Attachments
3.1 [Assignments] Cover Letter and Resume	Closed	➡		19	0	0

💬 Other Topics	Close Date	Discuss		New Posts & Comments	My Posts & Comments	My Attachments
Architectural Firm Experience	Closed	➡		29	0	0

📋 Quizzes and Exams	Due Date
Quiz 3	Sep 26

▼ Module 4: Legal Issues Affecting Architects

Sep 27 - Oct 03

Page Title	Pages	Video
1. Introduction		
2. What Are the Legal Issues Facing Architectural Firms? Part 1		
3. What Are the Legal Issues Facing Architectural Firms? Part 2		

	Page Title		
1.	Introduction		
2.	Financial Management of Architectural Firms		
3.	Developing the Financial Structure for the Start-Up Architectural Firm		
4.	Architectural Firm Revenue and Expenses		
5.	The Income and Expense Statements		
6.	Risk Management and the Impact of a Significant Loss on a Project		
7.	Virtual Visit to the Architectural Firm Zaha Hadid		
8.	Conclusion		

Graded Topics	Due Date	Discuss and Submit	Grade	New Posts & Comments	My Posts & Comments	My Attachments
9.1 [Assignments] Architecture Firm Comparative Study: Finance Issues	Nov 7	➡		0	0	0

Other Topics	Close Date	Discuss		New Posts & Comments	My Posts & Comments	My Attachments
Important Expenses	Nov 7	➡		5	0	0

Quizzes and Exams	Due Date
Quiz 9	Nov 7

▼ Module 10: Finding Projects and Project Delivery Methods   Hide Details | Go to Module

Nov 08 - Nov 14

	Page Title	Pages	Video
1.	Introduction		
2.	Finding Projects		
3.	Responding to Request for Qualifications and Request for Proposals		
4.	How to Find and Win Design Competitions		
5.	Project Delivery Methods		
6.	Traditional Project Delivery Method: Design Bid Build		
7.	Construction Management		
8.	Design Build and Bridging		
9.	Integrated Project Delivery Method		
10.	Fast Track Projects		
11.	Virtual Visit to SCB Architecture		
12.	Conclusion		

	Discuss	New Posts &	My Posts &	My

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✏ Graded Topics	Due Date	and Submit	Grade	Comments	Comments	Attachments
10.1 [Assignments] Prepare a Response to a Request for Proposal	Nov 14	➡				

💬 Other Topics	Close Date	Discuss	New Posts & Comments	My Posts & Comments	My Attachments
Project Delivery Method	Nov 14	➡			

📋 Quizzes and Exams	Due Date
Quiz 10	Nov 14

▼ Module 11: Developing Contracts for Architectural Services   Hide Details | Go to Module
Nov 15 - Nov 21

Page Title	Pages	Video
1. Introduction	🖼	
2. Developing and Understanding Contracts	🖼	
3. The AIA Documents	🖼	
4. How AIA Documents Are Labeled	🖼	
5. The A201 Family of Documents	🖼	
6. The AIA B101 Document	🖼	
7. AIA B101 Scope of Services	🖼	
8. AIA B101 Additional Services and Compensation	🖼	
9. The AIA Family of Documents	🖼	🎞
10. Developing a Custom Contract	🖼	
11. Fougeron Architecture	🖼	🎞
12. Conclusion	🖼	

✏ Graded Topics	Due Date	Discuss and Submit	Grade	New Posts & Comments	My Posts & Comments	My Attachments
11.1 [Assignments] Prepare a Contract to Provide Architectural Services	Nov 21	➡				

💬 Other Topics	Close Date	Discuss	New Posts & Comments	My Posts & Comments	My Attachments
AIA Documents	Nov 21	➡			

📋 Quizzes and Exams	Due Date
Quiz 11	Nov 21

▼ Module 12: Scope of Work and Compensation for Architectural Services

Nov 22 - Nov 28

Page Title	Pages	Video
1. Introduction		
2. A Meeting of the Minds		
3. Negotiating Contracts		
4. Scope of Work: Basic Services		
5. Additional Services		
6. Compensation Options		
7. Fee Disputes		
8. Conflict Resolution Process		
9. Virtual Visit to Foster + Partners		
10. Conclusion		

✐ Graded Topics	Due Date	Discuss and Submit	Grade	New Posts & Comments	My Posts & Comments	My Attachments
12.1 [Assignments] Develop a Fee Dispute Negotiation Strategy	Nov 28	➡				

✐ Additional Grades			Grade
[Participation] Fourth Quarter (Modules 12–15)			

🖳 Other Topics	Close Date	Discuss	New Posts & Comments	My Posts & Comments	My Attachments
Basic and Additional Services	Nov 28	➡			

🗒 Quizzes and Exams	Due Date
Quiz 12	Nov 28

Thanksgiving Break
Class is not in session from Thursday, November 25, 2021 through Sunday, November 28, 2021.

▼ Module 13: Managing Architectural Projects

Nov 29 - Dec 05

Page Title	Pages	Video
1. Introduction		
2. What Is Project Management?		
3. An Effective Project Manager		
4. Managing Project Teams		

	Page Title		Pages	Video
5.	Dealing with the Contractor			
6.	Cost Management Controls			
7.	Understanding Project Schedules			
8.	Managing Client Relations			
9.	Planning and Building Department			
10.	Zoning in San Francisco			
11.	Appearing Before the San Francisco Planning Commission			
12.	Department of Building Inspection			
13.	Other Local Agencies			
14.	Virtual Visit to Snøhetta			
15.	Conclusion			

✎ Graded Topics	Due Date	Discuss and Submit	Grade	New Posts & Comments	My Posts & Comments	My Attachments
13.1 [Assignments] Research Construction Management Software	Dec 5	➡				

💬 Other Topics	Close Date	Discuss		New Posts & Comments	My Posts & Comments	My Attachments
Project Manager Scenario	Dec 5	➡				

✎ Quizzes and Exams	Due Date
Quiz 13	Dec 5

▼ Module 14: Risk Management

Dec 06 - Dec 12

	Page Title	Pages	Video
1.	Introduction		
2.	Risk Management		
3.	Impact of a Significant Loss on a Project		
4.	Types of Disputes		
5.	Conflict Resolution Process		
6.	Insurance		
7.	Virtual Visit to AECOM		
8.	Conclusion		

✎ Graded Topics	Due Date	Discuss and Submit	Grade	New Posts & Comments	My Posts & Comments	My Attachments
14.1 [Assignments] Perform a Risk Management	Dec 12	➡				

Analysis

Other Topics	Close Date	Discuss	New Posts & Comments	My Posts & Comments	My Attachments
Mediation and Arbitration	Dec 12	→			

Quizzes and Exams	Due Date
Quiz 14	Dec 12

▼ Module 15: Class Conclusion   Hide Details | Go to Module

Dec 13 - Dec 18

Page Title	Pages
1. Introduction	
2. Final Words	
3. Conclusion	

Graded Topics	Due Date	Discuss and Submit	Grade	New Posts & Comments	My Posts & Comments	My Attachments
15.1 [Archive] Course Archives	Dec 18	→				

Other Topics	Close Date	Discuss	New Posts & Comments	My Posts & Comments	My Attachments
Feedback	Dec 18	→			

Quizzes and Exams	Due Date
Final Exam (available 12/13/21 - 12/18/21)	Dec 18

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ARH 498 Collaborative Project

6 credits
Class meets in person 12 hours per week

Course Description
Gain hands-on experience in community-based design and make a difference in a local neighborhood. Collaboratively design, prototype, and fabricate a real project for the Park Merced community engaging with residents, facility managers, engineers, landscape architects, and young students in neighborhood schools. Become a maker, innovator, community partner, and advocate.

Course Learning Outcomes
1. Listen with empathy to identify the needs of the community
2. Create interactive design and communication tools to engage community members
3. Develop a method for incorporating community input
4. Prototype and test design proposals using an iterative process
5. Recognize behaviors that build a positive team culture
6. Develop skills to resolve differences in design approaches
7. Accept personal responsibility on individual components of the work assigned by the team
8. Exhibit professionalism and accountability during service project events
9. Document and publish the final project and the design process

Grading Breakdown
Projects 65%
Participation 25%
Archive 10%

NAAB Criteria
PC 2 Design
PC 5 Research & Innovation
PC 6 Leadership & Collaboration
PC 7 Learning & Teaching Culture
PC 8 Social Equity & Inclusion
SC 5 Design Synthesis

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UNITY PAVILION build. Image @ ARH 512

UNITY pavilion
COMMUNITY BASED DESIGN (B.LAB)

"One of the tragedies in today's political climate is the inability of institutions to name the problem for what it is, and to enact urgent adjustments in their own protocols. One institution that needs to transform fundamentally is our architectural education. So change begins in the schools. Unfortunately already for a long time, the client of architecture continues to be the 1%, in the absence of a public client. So while the more robust public investment comes back, there is a responsibility from us all, to help co-produce a more just city with others. As architects with political and ethical commitment, we cannot wait for the client: we need to create them."
-Teddy Cruz & Fonna Forman

ARH 498 is an experimental, thesis level studio focused on community based design. By the end of the semester, you will have constructed the UNITY Pavilion in the Northridge Community Garden in the

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Hunters Point neighborhood of San Francisco. As part of this process you will collaborate, commit and engage with the NCH Garden team, local residents in collaboration with your fellow students and instructors.

The goal of making in this sense is to delve into the real world impact and power of architecture. It's to ensure that as an architecture student, you become a change-makers and can explore the merging of theoretical exploration with professional reality. In our opinion, this is what it means to be a practicing architect.   Along with making, advocacy is at the heart of this course , miming a recent article named "Design is not enough." This suggests that we as architects are in unique position as listeners and designers to be advocates for our cities and neighborhoods through influencing policy with community based design.

Managing Expectations

This course is meant to give you a chance to experience community based design and includes working with different diverse groups of neighbors, non-profits and design and construction professionals. It is not a theoretical studio and it is not about the finished, built product. It is instead about the PROCESS. This is an extremely valuable process as it mimics a true project in an office or a firm. Given that, expect chaos, inconsistencies and abrupt changes; how you respond to and move on from these situations will define you as a designer. The best way to approach this class is to be open to change and to go with the flow in the most professional and diligent way possible.

Semester Process:

- Part 1:
  - **CONSTRUCTION**
  - **RAMP DESIGN AND CONSTRUCTION**

- Part 2:
  - **MASTER PLAN FOR ACCESS**
  - **OPENING EVENT PLANNING**: A workshops around storytelling and food that would tie together local histories with a community cooking session
  - **SPRING 2020 DESIGN AND PLANNING**

Performance Reviews:

As this semester most closely resembles the workings of an office, there will be 3 individual "performance reviews" through the semester. These are opportunities for you to assess and evaluate your own skills, strengths and weaknesses as well as get feedback from your instructors. Topics such as the below will be covered. The goal is to parlay these reviews into helping you plan for your career as well as take stock of the processes and real world architecture skills you are exposed to in this studio.

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- **Quality and accuracy of work.**
- **Ability to meet established goals and deadlines.**
- **Communication skills.**
- **Collaboration skills and teamwork.**
- **Problem-solving skills.**
- **Attendance and dependability.**

COURSE BASICS

ATTENDANCE

Studio meets Monday and Thursday from 10:00 am - 4:30pm. **This course will require SATURDAY WORK SESSIONS per the attached schedule. These are MANDATORY**. Missing classes, as this is a fast paced course, is not an option aside from excused medical reasons and will result in failure.

Students are expected to be present at the start of class. Attendance will be taken, and therefore, late arrivals noted (20 or more minutes = late). Three such late arrivals or complete "no-shows", without due notification to the instructors (i.e. phone call or e-mail at least 2 hours before class) will result in a report and will be officially recorded on the student's transcript, and may result in possible failure. Family, personal or health emergencies are valid reasons for lateness or absence. In the event of an absence (or tardiness), students are responsible for getting the next assignment from fellow students. Be sure to get the telephone numbers of at least two of your colleagues.

COMMUNICATIONS

This class is projected to run as a collaborative studio. As instructors, our goal is to guide you through the design build process VIA working together in partnership with you and the community. To that end, open and clear communication is absolutely critical. We hope to be as transparent as possible throughout the semester and hope that you will be as well.

Google Drive:
All group materials related to the course will be stored on Google Drive. We will send out this info on the first day of the course.
Google Calendar:
To track community events and milestones: will be curated monthly by each student
B.lab Instagram
https://www.instagram.com/b.labaau/
Email: (we are always available for questions)
- aausameena@gmail.com
- eoanna.harrison@gmail.com
Instant Communication

ARH 498 Fall 2019 - *UNITY Pavilion*
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Eoanna Harrison **eoanna.harrison@gmail.com**

- Whats app or facebook messenger group: setup on first day

GRADING

As this is a collaborative studio focused on design build, grading is broken down at 50% participation and 50% projects. The journal will be 30% of the participation grade. Projects include individual and collaborative/group work. Rubrics will be provided , as will comments and feedback which will be specific to each student.

SITE AND OTHER VISITS, RESOURCE LECTURES

Please familiarize yourself with all attached documents for this course.
Students should plan on becoming familiar with the site and the community that resides there. We will visit often as a class; if students wish to go independently, please always contact the NCH project manager (our partners) prior to going and arrange to meet them before walking around the site independently. **When working with community members, please remember to listen, be respectful; you are a visitor in their neighborhood.**

      Contact info:
- Mishwa Lee 415 606 9541
- Antero Fleeton

RESOURCES AND READINGS

Design Build

- Stonorov, Tolya. *Design Build Studio* . 2017, Routledge Press
- Oppenheimer Dean, Andrea and Hursley, Timothy. *Rural Studio: Samuel Mockbee and an Architecture of Decency*. 2002,
- Awan, Nishat, Schnieder, Tatiana, Till, Jeremy. *Spatial Agency: Other Ways of Doing Architecture*. 2011 , Routledge Press
- *Design Build Exchange* http://www.dbxchange.eu/

Hunters Point
History and Context:

- https://web.stanford.edu/~mrosenfe/kfinch_honors%20thesis_sharing.pdf Kelsey Finch: *A Postwar History of Hunters Point*
- http://generalplan.sfplanning.org/Hunters_Point_Shipyard.html
- http://www.antievictionmap.com/bayview-hunters-point/

Redevelopment Programs in Hunters Point:

- HOPE SF (not in our project area but creating a huge impact in Hunters Point, all new construction)
  - http://www.hope-sf.org/
  - http://www.sfchronicle.com/news/article/City-keeps-promise-with-Hunters-View-housing-1107244 0.php

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- RAD Program (federal funding to renovate housing units in our project areas)
  - http://sfhdc.org/rad-project/

Non Profit Partners:
- https://www.sfparksalliance.org/our-work/park-partners/northridge-community-garden
- http://www.northridgecoop.net/

Movies:
- Straight Outta Hunters Point
- Straight Outta Hunters Point 2 (both by Kevin Epps) trailers and excerpts on youtube

Other info:
- http://www.archdaily.com/797893/adjaye-associates-selected-for-san-francisco-shipyard-redesign
- http://thesfshipyard.com/vision-homes-and-workplace/
- http://www.sfweekly.com/topstories/bayview-hunters-point-leads-the-charge-against-a-rising-tide-of-pollution/

Community engagement
- http://www.eskewdumezripple.com/public/uploads/brochure-content/EDR_Toolkit_-_Present.pdf
- https://www.arts.gov/sites/default/files/How-to-do-Creative-Placemaking_Jan2017.pdf

Food in Hunters Point:
- https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/
- https://www.mettafund.org/stories-of-impact/story/neighborhood-groups-coordinate-efforts-to-eliminate-food-deserts-and-swamps-in-san-francisco/
- https://www.sfproduce.org/programs/
- https://hoodline.com/2017/07/bayview-to-pilot-farmers-market-in-august
- http://sfbayview.com/2018/06/bayview-community-farmers-market-launches/
- https://www.sfmfoodbank.org/

ARH 498 Design Build FALL NCH BUILD 2019

WEEK	day	In Class	Events or Lectures	Coordination Notes	Notes
0	th	Sep-5 BUILD Kitchen Table / **Stain Benches** / Ramp Design / Finish Drawings / Signage Design / Paint and Final Finishes	Intro to Class and Expectations / One on one check ins to assign roles, evaluate strengths and weaknesses / review schedules and deadlines, time committments / waivers and contracts and insurance / performance review	Stain Benches on Thursday must be done by Saturday / Benches will be moved to Swift on the 10th / Move Lumber in loading dock to library or shop	Notes
WEEK		In Class	Events or Lectures	Coordination Notes	Notes
1	m	Sep-9 BUILD Kitchen Table / Stain Benches / Ramp Design / Finish Drawings / Signage Design / Paint and Final Finishes	Performance Review		Eoanna OUT
	th	Sep-12 BUILD Kitchen Table / Stain Benches / Ramp Design / Finish Drawings / Signage Design / Paint and Final Finishes	Site Safety Training and Waivers	Schedule Big Creek Delivery at site help unload / bring tarps to protect wood	
WEEK		In Class	Events or Lectures	Coordination Notes	Notes
2	m	Sep-16 BUILD Kitchen Table / Stain Benches / Ramp Design / Finish Drawings / Signage Design	BUILD: Footings Construction ALL WEEK on site		
	th	Sep-19 Prep for Decking Install : collect supplies, tools and plan of action	BUILD: Footings Construction ALL WEEK on site	Need a generator for power at site	
WEEK		In Class	Events or Lectures	Coordination Notes	Notes
3	m	Sep-23 BUILD Kitchen Table / Stain Benches / Ramp Design / Finish Drawings / Signage Design	BUILD: Footings Construction ALL WEEK on site		
	th	Sep-26 BUILD Kitchen Table / Stain Benches / Ramp Design / Finish Drawings / Signage Design	BUILD: Footings Construction ALL WEEK on site		
WEEK		In Class	Events or Lectures	Coordination Notes	Notes
4	m	Sep-30 SITE deck install			SHAUM/SEPIDEH SITE
	th	Oct-3 SITE deck install			As needed
	sat	Oct-5 SITE deck install			As needed
WEEK		In Class	Events or Lectures	Coordination Notes	Notes
5	m	Oct-7 SITE decking install/Prep for columns trellis install			SHAUM/SEPIDEH SITE
	th	Oct-10 SITE columns and trellis install			As needed
	sat	Oct-12 SITE columns and trellis install			As needed
WEEK		In Class	Events or Lectures	Coordination Notes	Notes
6	m	Oct-14 SITE columns and trellis install	Mid Performance Review		SHAUM/SEPIDEH SITE
	th	Oct-17 SITE columns and trellis install			As needed

ARH 498 Design Build FALL NCH BUILD 2019

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WEEK	Day	Date	In Class / Events or Lectures	Coordination Notes	As needed	Notes
	sat	Oct-19	SITE Stain and Paint			
			Events or Lectures	Coordination Notes	As needed	Notes
WEEK 7	m	Oct-21	In Class — Finishing Details		SHAUM/SEPIDEH SITE	Sameena OUT
	th	Oct-24	Finishing Details — IN CLASS WORKING SESSION			Sameena OUT
WEEK 8	m	Oct-28	In Class — Finishing Details	Coordination Notes	SHAUM/SEPIDEH SITE	Notes
	th	Oct-31	Finishing Details	gravel delivery?	As needed	Sameena OUT
WEEK 9	m	Nov-4	In Class — Finishing Details	Coordination Notes — TBD		Notes
	th	Nov-7	SITE RAMP and STAIR build	staking and layout/dig footings		
	sat	Nov-9	SITE RAMP and STAIR build	dig footings and set formwork		
WEEK 10	m	Nov-11	In Class — SITE RAMP and STAIR build	Coordination Notes — Pour concrete		Notes
	th	Nov-14	SITE RAMP and STAIR build	install structure		
	sat	Nov-16	SITE RAMP and STAIR build	install structure		
WEEK 11	m	Nov-18	In Class — SITE RAMP and STAIR build	Coordination Notes — install structure		Notes
	th	Nov-21	SITE RAMP and STAIR build	install decking./stairs		
	sat	Nov-23	SITE RAMP and STAIR build	install decking/stairs		
WEEK 12	m	Nov-25	In Class — SITE RAMP and STAIR build	Coordination Notes		Notes
	th	Nov-28	NO CLASS THANKSGIVING			
WEEK 13	m	Dec-2	In Class — PART 2: Landscaping planning / Opening Event and Community Workshop / Spring Semester Project	Coordination Notes		
	th	Dec-5	TBD			
WEEK 14	m	Dec-9	In Class — THESIS BOOK FINAL DUE and JOURNAL Final	Coordination Notes — Final Performance Review		
	th	Dec-12				
WEEK 15	m	Dec-16	In Class — FINAL REVIEW: Process of construction and Spring Proposal	Coordination Notes		

ARH 498 Spring 2019 - *NORTHEAST COMMunity Garden GATHERING SPACE*

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ARH 498 is an experimental, thesis level studio focused on community design build. By the end of the semester, you will have designed, detailed and constructed an outdoor communal structure in the Northridge Community Garden in the Hunters Point neighborhood of San Francisco. To do this, you will collaborate, commit and engage with the NCH Garden team, local residents in collaboration with your fellow students and instructors.

The goal of making in this sense is to delve into the real world impact and power of architecture. It's to ensure that as an architecture student, you become a change-makers and can explore the merging of theoretical exploration with professional reality. In our opinion, this is what it means to be a practicing architect. Along with making, advocacy is at the heart of this course , miming a recent article named "Design is not enough." This suggests that we as architects are in unique position as listeners and designers to be advocates for our cities and neighborhoods through influencing policy with community based design.

We'll start the semester with a student led community workshop. We will then dive into the project and arriving at a design through a one day collaborative charrette process. This will require exquisite and adroit design. Design, build and community are interdependent and hold equal weight. This course will thrive on the urgency of decision making and the process of building.

Through this course, you will be exposed to budgeting, city regulatory processes, and community/client approval processes. You will become a maker, innovator, community partner, fundraiser, budget guru and material maven.

At the conclusion of the studio we expect to have a completed and fully installed piece. The design, fabrication and installation processes will all be opportunities to engage community members, students, staff and others in creating a positive and creative outcome. Please also note, this course runs hand in hand with ARH 512. Any unfinished work, all openings and documenting of the Gathering space will take place in Summer of 2019, ARH 512.

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Project overview: NCH Community Garden and the Gathering Space Project

Since 2011, the NCH CommUNITY Garden program has been working in our housing community of 300 low-income families to provide a safe place for our youth and young adults to work cooperatively growing and distributing organic produce free of charge to residents. In addition, we have employed over 70 youth and young adults through partnerships with city agencies, community-based organizations, local business and educational institutions.

The youth, young adults, and families we serve live within the 94124 zip code. Most of them (around 80% are African American) and their families have been in the neighborhood for several generations. All are considered low-income as residents of Northridge Coop Homes (NCH) have to meet low-income requirements for residency. We also serve youth who live in the surrounding area and have worked with Chinese American, Latinx, Pacific Islander, and multiracial youth.

Our garden is located in what is considered a food desert; there is a lack of access to healthy food and fresh, organic, affordable produce. Our program counters this by growing and distributing healthy food and providing a connection to the natural world with opportunities to be among plants, insects, birds, fresh air, and sunlight. The garden is a safe place where no violence is acceptable and serves as a sanctuary for many of the young people who come here.

Our garden is thriving and, since we began keeping records, we have harvested and distributed nearly 3 tons of organic produce. In order to further our connection to the community, especially local youth, we are proposing the addition of a gathering space within the garden to serve as a place for cooking, eating and storytelling. The design and program of the gathering space is inspired by the history of food in the Bayview and Hunters Point neighborhoods. Before WWII, the hills and bays of this area were home to vegetable gardens, a shrimping industry, grazing lands and the meat industry. This rich and varied history of food growing, production and distribution is also bound to the many immigrant communities

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that have populated and cared for the land and its buildings. We hope that with the NCH garden this new gathering space can honor and reintroduce this connection to the land.

The structure will be composed of a deck and canopy structure with communal seating, an outdoor kitchen with pump sink, and prep area along with a bbq pit. The design is based on the idea of a circular gathering spot meant to draw in the local community for multiple uses such as: community events, food workshops, storytelling sessions, garden produce display and sales, food education sessions, and simply providing a space to sit and relax. The gathering space will be constructed of hardwoods appropriate for outdoor use and a structurally sound canopy. As part of this process, we will also design clear, vibrant graphics to promote the goals of the NCH garden.

Project Phases

Community Outreach
Our process for partnering includes a particular focus on local youth, growing gardens and integrating produce grown onsite into the community. Our final designs will be derived via a robust community outreach process. Through collaborative workshops and partnership with local residents and stakeholders, we will draw information from the community and collaborate with local youth and residents to create a final design.

Design Workshops
- Youth Workshop
  - Centered around the theme of food justice and the history of food in the area as well a particular focus on how to make this space exciting and usable to local youth
  - Activities: Model-making, Collages

- Community-Wide Event to introduce and get feedback on the design
  - We will present boards, models and graphics and initiate a conversation with residents on the design

Construction Phases
- Youth Built portions (in collaboration with ARH 250)
  - A part of the gathering space will be left for youth-designed and community-built wall panels, tiles or bricks.
  - We will work together on a system and framework through a series of workshops to construct and build these and hope that these will allow for local youth to build and design a part of the structure.
- We will encourage and organize community member and local youth participation in construction

ARH 512 Participatory Design

3 credits
Class meets in person 6 hours per week. Only offered during Summer sessions.

Course Description
Participatory Design is key to creating equity. Working with residents and community, you will develop tools for collaborative decision-making that address the needs of diverse users by putting your communication techniques, design skills, and research methodologies into practice in a real-life project.

Course Learning Outcomes
1. Develop skills for deep listening and for co-creating with community members
2. Apply field research methods to document patterns of human behavior and identify unmet programmatic needs
3. Create interactive design and communication tools for community members to share their lived experiences
4. Incorporate awareness of power imbalance in evaluating design proposals
5. Exhibit professionalism and accountability during service project events

Grading Breakdown
Projects 65%
Participation 25%
Archive 10%

NAAB Criteria
PC 8 Social Equity & Inclusion

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UNITY Pavilion, Spring 2019

Participatory Design (b.lab)

> *As architects and citizens we must take an ethical stand. To remain "neutral" is to be complicit in narratives and agendas that advocate what is unequivocally wrong.*
> **-Teddy Cruz, Architect**

ARH 512 Participatory Design is based on our mission to build relationships and communication prior to, and during the design process. In order to build relationships with communities we seek to serve, we need to place ourselves in the context of the community, the users and the site. As part of the design build course sequence, the summer session builds on these goals through different activities:

Community Outreach:
- Organize and run a youth workshop to create tiles to be used on the concrete bench portion of unity pavilion

Building/Making:
- Continue the UNITY Pavilion Project with bench and Kitchen Table Construction
- Working as volunteers over a weekend , building permanent housing for fire victims in as part of City of Hope in Lake County, California

Documenting Best Practices, Lessons Learned and Community Advocacy:
- Document summer work in the ongoing thesis book from Spring of 2019
- Continue creating and updating the construction drawings set for UNITY Pavilion

COURSE BASICS

ATTENDANCE
This studio meets Monday and Friday from 12:00pm - 2:50pm. **This course will require MANDATORY additional hours outside of studio, for community events and build sessions. In class time will be offset to accommodate.**

Students are expected to be present at the start of class. Attendance will be taken, and therefore, late arrivals noted (20 or more minutes = late). Three such late arrivals or complete "no-shows", without due notification to the instructors (i.e. phone call or e-mail at least 2 hours before class) will result in a report and will be officially recorded on the student's transcript, and may result in possible failure. Family, personal or health emergencies are valid reasons for lateness or absence. In the event of an absence (or tardiness), students are responsible for getting the next assignment from fellow students. Be sure to get the telephone numbers of at least two of your colleagues.

SHOP PARTNERSHIP

This class will be a partnership with shop staff, including Greg, Jared and Gena. We are designated to use the shop on Mondays, Fridays and Saturdays with Jared's support. The shop will be closed sundays for the duration of the summer.

Jared and Greg will be working closely with us to help to streamline the production and building of the UNITY pavilion's furniture and will help to regulate quality and consistency. Please treat them with the respect and attention that you would faculty.

COMMUNICATIONS

This class is projected to run as a collaborative. As ,instructor, my goal is to guide you, but through much of this course we will be working together in partnership with you and the community. To that end, open and clear communication is absolutely critical. We hope to be as transparent as possible throughout the semester and hope that you will be as well.

> **Google Drive:**
> All group materials related to the course will be stored on Google Drive. We will send out this info on the first day of the course.
> **B.lab Instagram**
> https://www.instagram.com/b.labaau/
> **Email:** (I am always available for questions)
> - aausameena@gmail.com

GRADING

As this is a collaborative studio focused on design build, grading is broken down at 50% participation and 50% projects. Projects include individual and collaborative/group work. Rubrics will be provided , as will comments and feedback which will be specific to each student.

GENERAL EXPECTATIONS AND REQUIREMENTS

- **If you miss a class, it's your responsibility to check in with me directly** to catch up and check in with other students. No extensions will be granted for assignments without a doctor's notice.
- **Be on time or you'll be marked late or absent.** When we agree to meet offsite for class, that means you need to be AT the location at the start of class (with the necessary tools) and stay for the duration.
- **Students are responsible for checking out tools before the start of class.** This may mean visiting the shop prior to class or reserving tools. Check with shop staff to see if you have the required materials to do

the job. Bringing the wrong amount of materials (sandpaper for instance) wastes everyone's time and pushes the schedule back. If you need extra help doing this or a tool is unavailable, let me know.

- **Be flexible and patient**. When we are working on site, schedules can shift and unforeseen event happen. The schedule is meant as a guide, especially concerning onsite work.
- **Be respectful and friendly to the community we are working in.** We are guests in their neighborhood. Listen carefully when community members visit or make suggestions. Document any issues or questions on the google drive.

RESOURCES AND READINGS

- Oppenheimer Dean, Andrea and Hursley, Timothy. *Rural Studio: Samuel Mockbee and an Architecture of Decency.* 2002
- Awan, Nishat, Schnieder, Tatiana, Till, Jeremy. *Spatial Agency: Other Ways of Doing Architecture*. 2011 , Routledge Press
- http://www.spatialagency.net/database/centre.for.alternative.technology.cat
- *Design Build Exchange* http://www.dbxchange.eu/
- http://www.eskewdumezripple.com/public/uploads/brochure-content/EDR_Toolkit_-_Present.pdf
- https://www.arts.gov/sites/default/files/How-to-do-Creative-Placemaking_Jan2017.pdf
- http://www.metropolismag.com/cities/teddy-cruz-fonna-forman-manifesto/
- Alejandro Aravena. Elemental: *Incremental Housing and Participatory Design Manual,* 2016 Hatje Cantz; Bilingual edition
- Hope City:
  - Here is a link to the non-profit that is actively building housing for the fire victims
    - http://hcrn.info/
  - Here is a link to a newspaper article and video about the 2015 Valley Fire in Middletown, Ca that destroyed 2000 buildings, most of them houses and apartment buildings.
    - https://www.cbsnews.com/news/california-town-middletown-struggles-to-rebuild-from-the-ashes-of-devastating-valley-fire/
- Urban Think Tank http://u-tt.com/about/
- DigSau http://www.digsau.com/
- Liz Ogbu (Hunters Point Now) (LOCAL) http://nowhunterspoint.org/
- Designing Justice Designing Space (pop up resource villages) (LOCAL) http://www.designingjustice.com/
- RaumLabor https://www.mas.la/
- Santiago Cirugeda
- Estudio Teddy Cruz
- Space Brainz
- Yale Building Project
- Center for Urban Pedagogy http://welcometocup.org/
- LA-Mas https://www.mas.la/
- Baupiloten http://www.baupiloten.com/en/
- Resources:
  - Spatialagency.net

ARH 512 Participatory Design Summer 2019

WEEK	Day	Date	Event	In-studio task	What's Due	Notes
1	m	Jun-24	Intro to Class	Set up Teams		Ask about Sunday Shop Hours
			Review design	Team 1 DESIGN: Prototyping, models, testing		Shop partnership
			Structural update and drawings	Team 2 BENCHES: Benches and counters		
			Schedule and building	Team 3 COMMUNITY: Community Outreach, Documentation (thesis book) and tiles/cushions, drawings		
				Team 4 TABLE: Kitchen Table (2 people)		
	f	Jun-28	SHOP	Order Finishes		
			Meet with Greg and Jared 1pm	Prep CNC Files	Team 1: Updated Drawing Set and plan for protoypes	
					Team 2: Benches prototypes (2x2)	
					Team 3: Community event and plan	
					Team 4: Final Kitchen Design	
2	m	Jul-1	Team Updates	SHOP		
	f	Jul-5	Team Updates	SHOP		
3	m	Jul-8	Team Updates	SHOP		
			Meet with Greg and Jared 1pm			
	f	Jul-12	Check in	Drawing Review with deadlines bench construction team overviews and goals for the semester check in (benches, drawings and community) Hope City Check in and schedule All bench modules DUE August 9th Friday All drawings DUE July 26th	Final Community Plan Draft Drawings Final bench prototype	
4	m	Jul-15	NO CLASS	9-11am Unload Redwood - need 4 volunteers		
	th	Jul-18	HOPE CITY			
	f	Jul-19	HOPE CITY			
5	m	Jul-15	COMMUNITY YOUTH EVENT	Pour and form concrete benches		
	f	Jul-26	Check in	SHOP	Final Sets of Drawings 1/2 of bench modules	
6	m	Jul-29	SITE SURVEY			
			Meet with Greg and Jared 1pm			
	f	Aug-2	NO CLASS		Revised Site Drawing	
7	m	Aug-5	Eoanna Teaches	SHOP	Thesis Book Draft	
	f	Aug-9	PIN UP		All Bench Modules and counter, kitchen progress	
8	m	Aug-12	Archives/Clean Shop and loading dock	Archives	Thesis book and archive	

Name: Eric Lum

Courses Taught (Four semesters prior to current visit)**: 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: Karen YunJin Seong

Courses Taught (Four semesters prior to current visit)**:**
ARH 410 Studio 7 Tectonics & Structure
ARH 420 Structures Systems Investigation

Educational Credentials:
M Arch Columbia University 2000
BA in Architecture UC Berkeley 1995

Teaching Experience:
AAU School of Architecture, Undergraduate Assistant Director 2013-Present
AAU School of Architecture, PT Faculty 2011-2013
UC Berkeley College of Encironmental Design, Lecturer 2011

Professional Experience:
SOM, NY & SF, 2000-2009
Stan Allen Architect, NY, 2001
R. A. Heintges & Associates, NY, 1999
DES Architects & Engineers, Redwood City, 1997
Barrett Quesada Architects, SF, 1996-1997

Licenses/Registration:
CA C31106 since 2007
NY 030444 2004-2010 (inactive)
LEED AP since 2009

Selected Publications and Recent Research:
"SFNOMA Presents: Pass the Mic, Leveraging our Voices" Panelist, 2021
"Finding Authenticity in Fake: The Immigrant Experience," Edition Axel Menges, 2020
"Materiality," ArcCA, 2020
"Portfolio Advice from 20 Architects," Athabasca University Global Studio Portfolio Workshop, Presenter, 2020
"Pedagogical Challenges and Prospects: Lessons Learned from 15 years of Teaching Architecture Online," ACSA Webinar Pivot to Online Learning, Presenter, 2020

Professional Memberships:
NOMA 2021-present
AIA 2005-2012
NCARB 2006-2009

Name: Braden R. Engel

Courses Taught:
ARH 529: From Theory to Practice
ARH 641: Architectural History – Modernism and its Global Impact
LA 123: Design Philosophy
LA 219: Histories of Architecture
LA 274/GLA 905: Art & Architecture of Renaissance Florence (Study Abroad)
LA 319: History of Architecture: Modernity
LA 429: Architecture Theory

Educational Credentials:
PhD – School of Art, Architecture & Design, Leeds Beckett University, United Kingdom
Master of Arts, with Distinction – Histories & Theories of Architecture, Architectural Association, London
Master of Architecture – North Dakota State University, Fargo, ND
Bachelor of Science – Philosophy, North Dakota State University, Fargo, ND

Teaching Experience:
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:
Architectural Consultant, Gauld Architecture, London, UK
Architecture Consultant, Clarke:Desai and CDS:BUILD, London, UK
Intern Architect, Helenske Design Group, Fargo, North Dakota, USA

Licenses/Registration:

Selected Publications and Recent Research:
Teaching through Temptation: Colin Rowe's Gospel of Modern Architecture, book upcoming 2022
Co-Editor, "Architecture Thinks" issue of *The Journal of Architecture*, 2022
"Ambichronous Historiography: Colin Rowe and Teaching History" in *Journal of Art Historiography*, 2016
Co-Editor, "This Thing Called Theory" issue of *Architecture and Culture* journal, Volume 4, 2016
"Framing History: Colin Rowe and the Evasion of Industry" at AHRA Conference in Newcastle, 2014
"Nebulous Terrain" in *PLAT* 2.0, Journal of Rice University School of Architecture, 2012
The Badger of Muck and Brass" in *AA Files 62*, 2011

Professional Memberships:
Society of Architectural Historians
Reviewer: *Architecture and Culture*, *Architectural Review Quarterly*, *Frontiers of Architectural Research*

Name: Doron Serban

Courses Taught (Four semesters prior to current visit)**:**
ARH 180: 2D Digital Visual Media
ARH 230: Color Perception, & Space
ARH 250: Studio 4: Site Culture & Integral Urbanism
ARH 255: Studio 4: Assembly Building & Context
ARH 315 Studio 5: Advocacy in Design
ARH 390: 3D Digital Modeling
LA 123: Design Philosophy: Aesthetics, Logic, and Ethics

Educational Credentials:
MA of Architecture, Syracuse University School of Architecture, 2008
BA of Music/Art History, 2001

Teaching Experience:
Emerging Technologies Coordinator & Studio Faculty: Academy of Art. 2013-Present
Instructor: Academy of Art. 2011-2013
Invited Critic: SCI-Arc, May 2021
Invited Critic: University of Calgary School of Architecture, Planning and Landscape, Dec 2018Invited
Critic: Iowa State University College of Design, April 2018
Invited Critic, University of California Berkeley, 2016-2019
Invited Critic: California College of the Arts Architecture Division, May 2015

Professional Experience:
Co-Founder & Principal. Studio Sideproject, Oakland, CA . 2020-Present
Designer. Doron Serban Design. Lafayette CA. 2006-Present
Illustrator. Autodesk, Inc. San Rafael, CA. 2005-2008

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 Annual Meetings: 108th 2019; 110th 2021

Drawing Attention: *The Digital Culture Of Contemporary Architecture Drawing*s 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 2019; Publication, 2021

Rush Between the Lines. Interactive Drawing and Exhibition of drawings at Rush Hall at the Wilkins Building (Des Moines, IA). 2018

(d)Innovation Symposium. Panelist and Presenter Iowa State University (Ames, Iowa) (2018)

San Francisco Design Week Award. Student Innovation award for the Guerrilla Coffee Unit. (with Sameena Sitabkhan & ARH250). 2018

The Guerilla Coffee Unit: Ad-hoc Activism through Architecture. Accepted article into Plat 7.0 Journal. (with Sameena Sitabkhan). 2018

Panelist and Presenter at the AIASF Next Conference on homeless and social equity, highlighting the work of my design Studio (with Sameena Sitabkhan). 2017

Awarded a George Stout Fellowship for Art in the Public Sphere (Des Moines, Iowa). Residency (2017)

Name: Sameena Sitabkhan

Courses Taught (Four semesters prior to current visit)**:**

      ARH 315OL/ARH 250OL, ARH 498, ARH 180, ARH 512

Educational Credentials:

      Master of Architecture, Southern California Institute of Architecture (SCI-Arc), 2004

      Semester abroad: Kamla Rajeha Vidyanidhi Inst.for Architecture Mumbai India, 2003

      BA Urban Studies, University of California, San Diego, 1995

Teaching Experience:

Studio Instructor 2014-present
Community Outreach Coordinator 2018-present

- Led and developed the Community Based Design Studio, a one year sequence that's an experimental, thesis alternate focused on community based design opporintites in underserved neighborhods in the Bay Area. Students work with real clients, participating in a robust community design process, a fundraising campaign, and the rigorous design, prototyping and fabrication process.
- Licensing Advisor and NOMAS AAU advisor
- Author of online course builds for Advocacy in Design

Professional Experience:

Principal, Studio Sideproject Oakland, CA 2020-present
Associate / Project Architect, DAVID BAKER ARCHITECTS San Francisco CA Sept 2013 - Sept 2016
Senior designer PLUM ARCHITECTS San Francisco CA April 2009 - August 2013

Licenses/Registration:

CA Licensed Architect , 2014-present C34580

Selected Publications and Recent Research:

- "Creative Mind Podcast Episode 14: Community Architecture" 2020
- "We belong here" 2019 ACSA paper: Less Talk | More Action Stanford, CA (w/ Doron Serban. Gabriela Sotomayor, Cristo Staedler)
- "Early Black Migrations and Dislocations Poster Art" 2019
  Published in (Dis)location Black Exodus , the Anti Eviction Mapping Project
  Funded by an SF Arts Commission Grant (w/Claret Cup)
- Common Assembly Project, 2019
  Permanent Temporariness by Sandi Hilal & Alessandro Petti
- The Guerilla Coffee Unit: Ad-hoc Activism through Architecture. 2018 Article in Plat 7.0 Journal. (with Doron Serban)
- Bosnia Green and Clean Workshop, 2019 Invited by the US State Department to create and teach (2) 3 days workshops with local high school students to design and build green stations to raise awareness about air quality in Bosnia.

Professional Memberships:

National Organization of Minority Architects Member