



ACADEMY *of* ART UNIVERSITY

FOUNDED IN SAN FRANCISCO 1929 BY ARTISTS FOR ARTISTS

**Academy of Art University
School of Architecture**

Architecture Program Report for 2014 NAAB Visit for Continuing Candidacy

Bachelor of Architecture 162 Credits

Year of the Previous Visit: 2012

Current Term of Accreditation: “..the proposed professional architecture program:
Bachelor of Architecture was formally granted
candidacy. The candidacy period is effective January 1,
2012. The program is tentatively scheduled for a
continuation of candidacy visit in 2014.”

Submitted to: The National Architectural Accrediting Board
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Part One (I). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

History, Mission, Founding Principles of Academy of Art University (The Academy, AAU)

The Academy was founded in San Francisco in 1929 as the Academy of Advertising Art by fine art painter Richard S. Stephens and his wife, Clara. Mr. Stephens, an art director of *Sunset* magazine, opened AAU based on the philosophy that aspiring artists and designers, with hard work, dedication, and proper instruction, can learn the skills needed to become successful professionals. To make this vision a reality, Stephens hired instructors who were working artists, familiar with the realities and demands of the marketplace. The school attracted a distinguished faculty of practicing artists and designers, and one of its core educational practices was firmly defined: hire established professionals to teach future professionals.

Today, AAU is the largest regionally-accredited private art and design school in the United States. AAU's 15,800 students come from 112 countries to study both in San Francisco, a city known for the vibrancy of its art and design community, and online through AAU's Cybercampus. In addition to offering M.Arch and B.Arch degrees in Architecture, the Academy also offers AA, BA, BFA, MA and MFA degrees in Acting, Advertising, Animation and Visual Effects, Art Education, Art History, Fashion, Fashion Journalism, Fashion Styling, Fine Art, Game Design, Graphic Design, Illustration, Industrial Design, Interior Architecture and Design, Jewelry and Metal Arts, Landscape Architecture, Motion Pictures and Television, Multimedia Communications, Music Production and Sound Design for Visual Media, Visual Development, Photography, Web Design and New Media and an Art Teaching Credential.

AAU continues its essential ties with the Stephens family through the President, Elisa Stephens, the granddaughter of the founder. While AAU's urban location, core values and belief in an education by artists, for artists remain the same, the University has obviously seen tremendous growth in the 84 years since its founding. Today, the school consists of an urban campus encompassing 38 buildings, connected by an extensive Academy transportation service.

AAU is well-placed to serve students in the context of 21st century education, attracting a diverse student body both nationally and internationally. Over 46% of the student body consists of minority or international students. In line with 21st century trends in higher education, AAU serves nearly 5,000 transfer students (45% of the undergraduate student population). AAU's curriculum is delivered both onsite and online, allowing students to select a modality or complete their degree using a combination of both. Thirty-seven percent of AAU students study exclusively online and 58% take at least some of their classes online. AAU's core commitment to promoting equal access to a rigorous art and design education, clearly manifested in its mission-based, inclusive admissions policy for undergraduates, is also in tune with today's students, many of whom have not had access to such training in their secondary schooling. AAU also offers extensive educational support services to ensure that all students have access to the skills they need to succeed.

Mission

Academy of Art University prepares aspiring professionals in the fields of art, design, and communications by delivering excellent undergraduate and professional degree and certificate 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 and who want to obtain a higher education or in-depth learning in a wide spectrum of disciplines in art and design;
- Teaches a disciplined approach to the study of art and design that encourages students to develop their own styles that bend their talents, technical skills and creative aspirations with professional knowledge;

- Enlists a dedicated and capable full-time and part-time faculty of career artists, designers and scholars who are professionals and whose success as educators comes from their ability to teach students through the wisdom and skill they have amassed through years of experience and study;
- Operates in an urban context so that academic programs can draw upon and contribute to the cultural wealth of those communities that are served;
- Provides 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;
- Offers an undergraduate general education program designed to stimulate development of critical thinking and communication skills and to encourage emerging artists to draw upon a variety of disciplines, to look at issues from multiple perspectives and to cultivate the ability to function as educated global citizens;
- Manages in an ethical and efficient manner and administers the finances in a prudent fashion; and fosters optimum quality in all aspects of programs and service.

AAU is regionally accredited by the Western Association of Schools and Colleges (receiving a 7-year grant of initial accreditation in May, 2007) and nationally accredited by the National Association of School of Art and Design (NASAD). AAU also has programmatic accreditations through NAAB (M Architecture program only) and CIDA (Council for Interior Design Accreditation, BFA and MFA Interior Architecture and Design programs).

History, Mission, Founding Principles of the Program

AAU's Architecture Program began in the fall of 2001 as an emphasis within the Interior Architecture and Design program. In the spring of 2002, AAU's graduate Architecture program launched as 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 after proceeding through the NAAB accreditation process, was granted Candidate Status in January 2005 and Initial Accreditation in July 2006. In 2007, the program expanded to include an additional, 87-unit M. Arch degree track. In 2013, AAU was given an 8 year term of re-accreditation by NAAB for the Master of Architecture program. The next NAAB visit for the M. Arch program will be scheduled for 2021.

The B.Arch degree program is founded out of AAU's successful experience with the M. Arch program. The 5-year degree is a 162 unit program designed to guide students through the theoretical and practical preparation necessary to enter the architecture profession via the intern development program and qualifying to sit for a licensing examination. In addition to 45 units of general studies (developing their writing skills and critical thinking, research and retrieval of information, grasp of mathematics and physics, historical awareness and cross-cultural understanding), students will also explore professional architectural studies encompassing current technology, sustainable design, seismic issues, and public initiatives shaping the architectural profession.

Academy of Art University's Bachelor of Architecture curriculum was launched in Fall 2011 as a five-year BFA degree in Architecture; a full-time undergraduate program that, once accredited, would lead to a Bachelor of Architecture Degree. NAAB reviewed the program in a visit in Fall of 2012 and subsequently granted Candidacy as of Jan 1, 2012.

Upon being granted Candidacy, the existing 5 year BFA Architecture became the B. Arch program. The 4 year BFA , which accepted students prior to Fall 2011 will sunset as it is not accepting any new students as of Fall 2011. Students who were then in the BFA 5 year program were transferred into the B.Arch program and those students who had started the program prior to Fall 2011 were given the choice of finishing the 4 year degree or transferring to the B.Arch program. They were informed of the goals we had set for initial accreditation and the impact on their degree.

Location

San Francisco is noted for its vibrant art culture, innovative technology growth, and sustainably aware community. Tangible examples of the city's offering to a student's education are the world-class collections at the Legion of Honor, SFMOMA and Asian Art museums, as well as the Achenbach Foundation's collection of drawings and prints, the largest of its kind in the Western US. The Academy's downtown campus is one block from the Mario Botta-designed Museum of Modern Art, Daniel Libeskind-designed Contemporary Jewish Museum, the Museum of African Diaspora and the Yerba Buena Center for the Arts. Golden Gate Park, which sits among the world's most celebrated landscape designs and urban environments, hosts both the LEED "Double" Platinum-awarded California Academy of Sciences building designed by Renzo Piano and Herzog and de Meuron's De Young Museum. On the waterfront at Pier 15, San Francisco now introduces the new facilities for the Exploratorium; the country's largest net zero energy museum which has been awarded LEED-NC Platinum.

The AIA SF which serves one of the largest chapters with over 2000 members, is located in downtown San Francisco at 130 Sutter Street within close walking distance of the Academy of Art University transportation hub at 79 New Montgomery. Architecture students benefit from on-going lectures, tours and programs offered for free or at discounted rates for students, competitions and awards programs, career services including the AIASF job board, and from the Architecture and the City Festival celebrating the richness and diversity of our local design community every September. Kylie Keller, a graduate student from the Academy of Art University M.Arch program recently completed a year-long term as student representative on the AIASF Board of Directors.

The Pacific Energy Center located within walking distance of the School of Architecture affording field trips for studios and seminar classes, offers educational programs, design tools, and support for the architectural community at large in the creation of energy efficient buildings.

SPUR, formerly the San Francisco Planning and Urban Research Association, is a non-profit organization that offers architecture students more programs and resources that align with their studio and coursework, particularly in their 4th and 5th years. The SPUR program cover eight areas: Community Planning, Disaster Planning, Economic Development, Good Government, Housing, Regional Planning, Sustainable Development and Transportation.

Beyond the city of San Francisco itself, the Bay Area boasts a rich array of museums, galleries, artist's communities and research centers including those at nearby Stanford University, UC Berkeley and St. Mary's College as well as the Oakland Museum of California and a variety of museums in the Sacramento and San Jose metropolitan areas.

This urban laboratory offers one of the unique environments in which to study architecture and prepare for the 21st century needs of the profession.

AAU Online System of Delivery

Academy of Art University has an extensive and mature online educational delivery system, providing the ability for local and distance students to take their coursework in an online format. The AAU Cybercampus provides an extensive infrastructure backend for online services, including online course builds, student and instructor course support, synchronous live video and conferencing, and database archiving and backup. The Department of Architecture began offering online format courses in 2006, and is well in the process of building the entire B.Arch. course curriculum in online as well as onsite formats. Onsite students are discovering that the convenience of taking online courses to fit their personal schedules alongside onsite courses is an effective and powerful combination of learning styles and methods.

The Academy employs its own Learning Management System (LMS) that is specially geared towards the needs of visual arts education, emphasizing the ability to conduct class discussions, review and mark up visual and multimedia documents, and hold live web conferences. Studio design courses and support

classes in media, technology, and history are provided, alongside online support in ESL, technical workshops, and software assistance. The LMS allows for asynchronous education, so that students can acquire course content and interact with the instructor on their own schedule, while also being able to hold live face to face individual or group meetings.

The AAU online system emphasizes small class sizes and close interaction between student and instructor; the online format can provide for closer student-instructor communication than may be typically provided in an onsite lecture style class format. With the success of the online system as a unique and powerful teaching tool, the Architecture onsite courses are taking advantage of the AAU online platform as a common place to upload work, store digital resources, and archive coursework.

The online delivery system gives students who otherwise would not have been able to attend onsite classes, the possibility of studying architecture through a technologically advanced platform; it opens up architectural education to a global audience, with students, instructors, and practicing professionals from around the world. Students who have an existing career are able to learn without disrupting their professional and family lives, while others who may not have the means to study locally may do so at home.

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. Guest lectures, demonstration videos, and onsite studio and thesis reviews are recorded and posted to the Academy's videos website, as well as to YouTube and their iTunes University site. Facebook, Twitter, and other social media networks are employed to connect onsite and online students together; the annual school charrette brings online and onsite students together virtually to work on a design problem.

B.Arch Program Mission:

Offered as a first professional degree, the AAU Bachelor of Architecture program provides an intense design education by developing each student's capacity to synthesize critical thought, artistic vision, and responsible leadership. Our program seeks to offer design theory in the context of making and building and similarly, to frame architectural practice within a body of critical thought that addresses cultural values, historical awareness and sustainable strategies.

Architecture is an adaptive discipline that must evolve with the culture at large. The program encourages students to explore ways in which architecture continues to be relevant to contemporary life. Together we will postulate questions on how best to be active participants in physically shaping the world. Students work with passionate faculty who are professionals in architecture and related fields, collaborating with a diverse student body, and networking with design professionals and artists in San Francisco. Student work will be supported by emerging technologies in digital visualization, and fabrication labs that cultivate a love of making through manually crafting and digitally fabricating physical models. The curriculum is designed to balance rigorous conceptual thinking with design thinking that considers the viability of the design response. Innovation is sought within the constraints of well-defined project parameters. The program advocates sensitivity to the sustainable use of materials and energy, diverse cultural values, and site-specific design solutions that improve the quality of life for all.

The B.Arch. program was designed with the needs of 21st century Architecture students in mind, offering a comprehensive, integrative, collaborative and design-centered curriculum with a particular focus on the relationship between the architects and the cultures and societies in which they work. The program begins the first year with a solid foundation in writing and articulating critical thought, design research, logical problem solving, and rigorous conceptual thinking. The intermediate years focus on the skills and understandings required for the student to have the ability to propose relevant place-specific architectural solutions. The program culminates in a thesis year to bring to maturity the student's own intellectual confidence and the artistic voice in a proposal that addresses the larger issues of culture, urbanism, and ecology.

To achieve these goals, the B.Arch. program presents those courses that provide the theoretical and practical foundations during the first two years of the program. These courses include Drawing and Communication, Design Philosophy, Conceptual Thinking, Spatial Ordering, Design Investigation and Analysis, Mathematics, Physics and Architectural History. The fundamental skills are more fully developed in the second year where design investigation extends to include a deeper analysis of project conditions and programmatic opportunities. In the third and fourth years of the program emphasize studio and design work incorporating fundamental understandings of professional issues related to materials and methods, site design, structures, sustainability and life safety as well as architectural theory, culminating in a comprehensive design project that integrates the feedback of a diverse team of consultants (structural, mechanical, sustainability and codes) set in a potent and shifting urban context and meeting specific user needs. The curriculum and practicing professional faculty will nurture the creation of architecture that is embedded in the cultural, physical and ecological context of a place. We regard these skills as essential to today's practice. In line with the mission of AAU, the program also actively supports technological advancements so that students are fully prepared to engage contemporary architectural practice upon graduation. During the fifth year of the program, each BArch student completes a final thesis project during Studios 9 and 10. This Final Project will be critically appraised by a committee of faculty and professionals at the student's Final Review. In this highlighted event we ask the student to fully engage with the responsibility of presenting and defending a position taken in the proposal of a relevant place-specific architectural solution.

The Architecture program's objectives are outlined in the following statements:

- The B. Arch. program is dedicated to a tradition where studio teaching serves as the primary means of integrating complex design issues: art and experience; site and context; environmental, social, behavioral and cultural factors; technical, material, theoretical, economic, political and professional considerations. All of these must be considered to achieve meaningful, influential, socially responsible, and sustainable design solutions.
- The B. Arch program leverages the department's unique position in a school of art and design.
- The B. Arch. program, building on the cultural diversity of AAU students and the vibrant culture of art, design and communication in the University as a whole, encourages creative-thinking and the diversity of ideas; celebrates the contributions of different cultural traditions; promotes cross-disciplinary knowledge; and emphasizes a strong foundation in the arts gained through learning and association with other departments at AAU.
- The B. Arch program promotes and encourages intellectual inquiry as the basis for design exploration and will seek design excellence based on the principles of an arts education without dictating a specific design aesthetic or ideology.
- The B. Arch program advocates civic responsibility and community awareness; will foster awareness and sensitivity for "place" and understanding of contextual influences on design.
- The B. Arch program introduces the realities of professional practice to students in order to prepare them to be leaders in the issues of environmental sustainability, including the design of communities, buildings, landscapes, and interior environments.
- The B. Arch program stresses design skills, written and spoken communication skills at a professional level to allow them to undertake the Intern Development Program.
- The B. Arch program instills critical thinking skills necessary for graduates to participate in the IDP and take on leadership positions in the profession.
- The B. Arch 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.
- The B. Arch program emphasizes the use of all graphic media available during the design process, including manual drawings in both technical and sketch formats, and digitally created drawings.

- The B. Arch program will support the students' awareness and understanding of the necessity of clear and consistent technical documentation that utilizes the best technology and software available.

Benefit to the Institution

The program benefits AAU in a number of ways, including the creation of new general education (known at AAU as Liberal Arts) courses covering areas such as design philosophy, architecture history, programming and culture, math and physics, and urban theory. These courses and all architectural history courses are open to students across the Academy. The B.Arch, program similar to the M.Arch program, will cultivate collaborations with Fashion, Motion Pictures & Television, Sculpture, Animation, Industrial Design, Game Design, and other departments. The resources required by students in Architecture are available to all AAU students offering insight and inspiration to projects outside of the department. Both the B.Arch and M.Arch programs with our unique studio culture environment continue to expand and partner with our Cybercampus Directors and staff to create an innovative online delivery system. The program enriches community relationships through studio projects focusing on local Bay Area environments and issues. The program enhances the faculty/ student exhibit culture and strengthen undergraduate architectural representation of AAU's traditional art and design portfolios. Finally, the program attracts a new cadre of visiting critics and speakers.

Benefits to the Program

The B. Arch program benefits from the University in terms of intellectual resources (existing academic departments, the library computer labs with a vast array of visual/ graphic software programs), existing administrative departments (admissions, financial aid, advising, career services and so on) and structural/procedural resources. In addition, AAU offers non-profit galleries, wood shops, sculpture studios, a foundry, painting studios, and lecture venues, and the transportation system (AAU buses and shuttles) across the city of San Francisco and for field trips. The B. Arch program benefits from and will be assisted by institutional personnel from the Library, Academy Resource Center (educational support for students as well as Faculty Development), CyberCampus, Campus Life, Business Operations, Information Technology, and the President's Office.

AAU provides: an academic culture that is grounded in studio-based instruction and practicum learning; opportunities for cross-disciplinary studio learning; existing exhibit spaces; student athletics (NCAA Division II membership in Pacific West Conference), as well as recreation and wellness classes, rich Campus Life offerings, including student trips to significant sites in California; existing marketing and communication apparatus (including a vibrant school newspaper) and visibility for the new program because of the strong reputation that the AAU enjoys in the art and design fields.

The proposed program also harnesses the outstanding resources of AAU with its many art, design and communications departments by encouraging both required and elective interdisciplinary study.

Liberal Arts Learning

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 faculty members 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.

The Liberal Arts curriculum is 45 units (credit hours) of coursework covering the arts, humanities, math and sciences. This curriculum fulfills the Liberal Arts programmatic outcomes of critical thinking and analysis, oral communication, written communication, employment communication, art historical awareness, historical awareness, cultural awareness, research and retrieval of information, and quantitative literacy. Liberal Arts offerings are the backbone of the general studies requirement for the B.Arch curriculum. Required general studies areas for B. Arch students include: mathematics, pre-

calculus, physics, English composition, design history and theory, urban sociology and study of the natural world. Learning outcomes in these sequences are designed to build in difficulty, as students develop college-level mastery of the complexity of communication, analysis and abstract thought. Liberal Arts courses required in the B.Arch curriculum in order to achieve NAAB Student Performance Criteria are not considered to fulfill general studies requirements.

Liberal Arts offerings are included in the Studio Arts and Humanities Breadth courses in the B.Arch curriculum. Students have a defined set of choices to further their studies in 4 realms. Within a limited set of choices, Breadth courses give the B.Arch student the option to take courses outside of the architecture department that expose them to a broader set of understandings in the influences in art and design, to take studio courses in other departments, to cultivate a deeper understanding of cultural influences and to enhance their entrepreneurial skills in preparation for the future. These courses can be taken throughout their degree program. As the BArch student begins to define their thesis in the 5th year, the Breadth course choices can align, influence and inform the potential thesis content, and enhance representation and communication methodology.

Study Abroad Programs

Academy of Art University offers several opportunities for students to study abroad during the summer months. Each program emphasizes the art and culture of a particular region. The Liberal Arts department sponsors an annual art history seminar in Europe, which exposes students to the art of featured regions within the broader context of European history and culture. Students explore the extraordinary architectural monuments of the chosen locality while visiting the extensive collections of paintings, sculptures, and decorative objects housed in Europe's world-renowned museums. Countries visited in the past have included Great Britain, Italy, France, Spain, Austria, Germany and the Netherlands. Architecture students can enroll in these courses to fulfill their Architecture Breadth requirement.

The School of Architecture is actively pursuing opportunities to develop study abroad programs that are tailored to the study of architecture. Looking towards Summer 2016 we are evaluating options in Germany and Asia. We have surveyed both students and faculty to identify the interest, the opportunities and the obstacles to students benefitting from a foreign study program. The Architecture School has initiated travel to American cities where students can experience some of the world's most prominent architecture including faculty-lead trips to Chicago and Los Angeles. This past year, the New York City studio was developed in ARH 310 Studio 5: Assembly Buildings and Context. Twenty-three B.Arch students and three faculty members traveled to New York City to study the site of their studio project on the High Line, as well as experience an urban environment in strong contrast to San Francisco. For the diverse student body at Academy of Art University, we see that encouraging domestic travel in the United States is as important as study abroad in order to introduce a wide range of ideas and cultural influences.

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 top design professionals
- Delivering a portfolio based education
- Preparing students for successful careers in art, design, and architecture

I.1.2 Learning Culture and Social Equity

Learning Culture Policies

- Design education at AAU encourages critical discourse based on collaboration, creativity, and learning through making. A healthy learning culture engenders an environment where students and faculty come together to ask questions, make proposals, and innovate through today's knowledge to address tomorrow's challenges. The learning culture supports and develops respect for the diverse backgrounds and approaches to design of faculty and students.
- The BArch program uses a Studio and Learning Culture Policy similar to that used in the AAU's M.Arch program. Because it is important that there be complete investment in the policy and procedures, the learning/ Studio Culture Policy for the BArch was developed collaboratively by faculty, students and staff. The policy includes the development of core values, goals, implementation, assessment, and arbitration. This policy is exhibited on our website and discussed at each semester Orientation Presentation as part of the introduction to the degree program. Per Section 1.4 Policy Review of this report, the Studio Culture policy will be provided on campus in the Visiting Team Room.
- The Architecture department recognizes the inherent value of the open design studio model of learning. Studio learning encourages dialogue, collaboration, risk-taking, innovation and learning by seeing and doing. Studios are kept deliberately free of partitions to allow interaction across all levels of completion within the program. Studios are designed to promote a collaborative learning and work environment where students can come together to ask questions and make proposals. These proposals are developed with discussions among classmates, faculty, visiting professionals, and the public at large. Studio learning offers intensive one-on-one instruction from faculty members and provides the opportunity for each student to develop his/her critical thinking skills as well as material and spatial sensibilities. The Architecture department encourages students to embrace studio-based learning as a unique and valuable educational model that they will take into their professional careers. The AAU purposefully does not keep the Architecture buildings open 24/7, in order to help students develop good time management and healthy learning habits. Building hours are 7: 30am to 11:30pm daily throughout the semester.
- Link to Student Manual
http://www.academyart.edu/assets/pdf/catalog_supplement_and_academic_policies.pdf

Policy Access

- Faculty, students and staff are provided access to the Studio and Learning Culture Policy that is in place for the M. Arch program. The BArch Studio and Learning Culture Policy involved the same faculty and student participation. Please see below for all employee access to the University's Anti-Harassment & Non Discriminatory Policy. Faculty are provided with a comprehensive Faculty Manual at the time they are hired which describes all the University policies.

Implementation and Assessment

- To ensure the effectiveness and implementation of the Studio and Learning Culture Policy-as well as to create the opportunity to amend or change policies outlined therein, the Architecture department's Studio and Learning Culture policy will undergo review every two years by representatives of the faculty, staff and student body. The policy will also be reviewed at the start of every semester in an open forum that invites the participation of all students and faculty members in a meaningful discussion of learning culture. The last review was January 2014.

Participation

- See above

Harassment and Discrimination

- The AAU is committed to maintaining a workplace that is free from harassment and discrimination. Therefore any form of harassment or discrimination against employees, visitors, vendors, and/or customers is prohibited. Please find the Anti-Harassment policy on the following link:
<http://intranet.academyart.edu/webdocs/hr/Anti%20Harassment%20Policy%20Acknowledgement.doc>

Academic Integrity

- The AAU's academic community, in order to fulfill its purposes, must maintain high standards of academic honesty and model clear standards of professional behavior for its students. To help ensure this, Faculty are directed to page 29, of their comprehensive Faculty Manual to learn about the University's Academic Honesty and Plagiarism policies. To help students avoid plagiarism, faculty are directed to the teaching tips section of the Faculty Resources website at <http://faculty.academyart.edu>. Policies are available to students through links in the electronic syllabi.

Diversity

- AAU's current catalog (p. 18) states, "AAU 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." Diversity, harassment/discrimination, and grievance policies appear in the AAU Catalog addendum and in the Faculty Handbook. AAU hiring policy states: "The Academy of Art University is an Equal Opportunity Employer and selects employees on the basis of ability, experience, training, and character. In addition to applicable law, AAU policy prohibits unlawful discrimination based on race, color, creed, sex, marital status, age, national origin, ancestry, disability, or any other consideration made unlawful by federal, state or local laws. 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.
- The Academy has a diverse student body, with a proud emphasis on the international and cultural diversity of its students. Over 35% of the Architecture Department student body is international.
- In addition to the standard considerations of racial and ethnic diversity, cultural diversity, socio-economic diversity, AAU also serves the needs of students with disabilities and of 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), made up of seven educational support departments: English for Art Purposes, English as a Second Language, Student Academic Support, ARC Tutoring, Classroom Services (for students with documented disabilities); and Faculty Development. Campus Life also sponsors many student organizations with a diversity-related focus.

I.1.3 RESPONSE TO THE FIVE PERSPECTIVES

The five perspectives addressed below mirror both the AAU and Architecture Department's commitment to excellent teaching in art and design, celebration of diverse ideas, neighborhood and community engagement, application and the art of making, intellectual curiosity, critical thinking, and innovation.

The program's objectives (see previous description of Program Character) which are derived from these commitments, speak both explicitly and implicitly to the five perspectives. Thus the five perspectives below are tightly stitched into the curriculum, co-curriculum, and learning culture of the architecture program, ensuring their continued importance.

A. Architectural Education and the Academic Community

The B.Arch program is advantageously situated within the larger art, design and communications university. The value placed on interdisciplinary linkages in academic life is reflected in the curriculum as well as in the relationship of the Architecture Department to the University. Building on the art and design

mission of the University, the Architecture Department has from its start (M. Arch Program) emphasized the “art” of architecture through the visual, functional and spatial experience found within the built, natural and social environment.

In the process of developing the B.Arch program dialogue between other departments Liberal Arts, Landscape Architecture, Interior Architecture Design, and other support such as Curriculum, Information Resources, ESL, Faculty Development, Cybercampus, Admissions and Advising has served to inform, enrich and improve the program. Through the sharing and comparing of information, experience and ideas we have enhanced our understanding and capability to meet the needs of the students and continue to prepare them for the future.

The B.Arch program upholds the highest academic and professional standards for both faculty and students. The standards set forth in the M. Arch program are being continued as the B.Arch program has been developed. The expectations of faculty, including (but not limited to) professionalism in the classroom, how to inspire students, grading policies and anti-harassment policies are all addressed in the Faculty Manual given to each new faculty member. The strong expectations of performance in the degree program are outlined in a Student Handbook given to students by the Department, as well as in the Midpoint and Final Review Requirements distributed by the Department. In addition, AAU syllabi outline academic performance criteria and stress academic honesty policies. The program is creating an archive of student work as the B.Arch program evolves that will provide real examples for both students and faculty as to the standards the Department expects in all coursework.

B. Architectural Education and the Students

The B.Arch students participate in establishing their personal learning agendas through one-on-one meetings with their student advisor and the Department Director. The process begins as soon as they are accepted to the program. All new students have access to the B. Arch Director, Online Director and Faculty in the form of “Meet your Director” Meetings and Orientation activities at the start of their degree program at the AAU. Students are encouraged by the department and their advisors to meet with the Directors as needed to address a wide range of academic and professional issues. The Directors have an “open door” policy for most issues. The transcripts and portfolios of transfer students are reviewed by the B. Arch Director. One-on-one meetings/phone calls are set up by request of the Director or student as required to clarify their standing as they enter the department. Throughout their degree program, students are reviewed by the Directors and Faculty at Midpoint Reviews (2nd year and 4th year) and Final Review where the dialogue is focused on the addressing the student’s individual academic growth, as well as gaining general feedback from the student on the obstacles they meet in accomplishing their degree. There are preparatory meetings between the students, Directors and Faculty, prior to the Midpoint and Final Reviews to confirm expectations at each step of the program.

Students enrolled in the B.Arch program have access to general studies courses and electives in other departments. Students in other departments will likewise have access to architectural courses, lectures, and exhibits. The students participate in establishing their learning agendas, curriculum, and facility needs through Town Hall meetings, student representative meetings, e-mail messages and meetings with the B. Arch Director and Executive Director any time at their request.

The B.Arch program student body and faculty reflect the diversity of AAU and the Bay Area itself. The ESL academic support at Academy of Art University enhances the diversity of the Architecture experience. The B.Arch courses offer students the opportunity to engage in projects that address social equity issues. Students in the program learn from a diverse faculty of practicing artists, designers and architects who exhibit a wide range of processes and ideas. Class sizes are small in both the studios and seminar courses, and direct contact between the faculty and students is a priority of the AAU.

The AAU Academic Resource Center is an excellent resource for all students. Their offerings include academic tutoring, accessibility support, coaching, workshops, and a broad range of student support services that goes beyond what the departments can offer the Undergraduate student. Department Directors and Faculty partner with the ARC team to identify students, who have specific needs or circumstances, offer and provide support to keep them on their path to success. ARC is located at 79

New Montgomery St, easily reached by all AAU shuttles from the Architecture buildings. ARC resources are also available to online students, providing for individual coaching sessions via web conferencing.

In Town Hall meetings, the classroom, and in the dedicated group studio space, students are encouraged to cooperate with, assist, share in decision making with, and respect students who may be different from them. In all group contexts, every voice is heard and respected. All students will not only be afforded the opportunity to share their opinions and viewpoints, but will also be encouraged to participate in dialogue. The department believes this is the essence of a dynamic, interactive, and intellectually challenging program. The experience that students will gain by listening to and engaging in dialogue with others with different opinions will allow them to develop leadership skills that will contribute to their roles as students and future roles as professionals. (Please see condition 3.5, Studio Culture).

The current Architectural education at AAU is characterized by a design studio culture. The B.Arch program is centered on the design studio. The emphasis on the studio culture fosters a learning environment based on cooperation, teamwork, respect, and acceptance of differences. Studio reviews are characterized by open exchanges between reviewers and students. The studio review format emphasizes ideas and their expression to contribute to a supportive and dignified learning environment that emphasizes the development of students as unique individuals. We acknowledge each student's learning profiles and the small class sizes help us to differentiate and support student growth. The Architecture Department encourages inclusivity in education and will support the development of unique design solutions that draw from diverse perspectives and experiences. Likewise, in coursework, students are encouraged to draw on their own experiences, values, and cultures and share this with other students. Through this process of sharing, students' diversity, distinctiveness, self-worth, and dignity is nurtured and cross-cultural communication is learned and respected.

Students have access to critical information needed to shape their futures through their professional faculty. In keeping with the AAU mission, the faculty work in or with the Architecture profession and allied disciplines. The faculty brings their everyday real life experiences to the classroom. In addition to the faculty, students have access to the Career Services provided by AAU.

Students are exposed to the national and international context of practice and the work of allied design disciplines through their courses, guest critics, lectures, the work of their faculty, and the library. The library has a large number of international art, design, and architecture periodicals for student use. The AAU is investing in a growing online library collection in order to meet the requirements of online and onsite learning.

C. Architecture Education and the Regulatory Environment

Samuel Mathau serves as School of Architecture IDP Educator Coordinator. Part of his duties is to mentor and act as Supervisor for students enrolled in IDP program while in school. He holds IDP meetings throughout the year for our students. Student Participation at one meeting per semester is strongly encouraged. Attendance is mandatory for the Professional Practice (ARH 475) course. The majority of students attend these meetings regularly early in the program and before they commence internships.

B. Arch students also are made aware of the internship and licensure requirements in California and nationally through literature and resources that are made available on the department bulletin board, blog and through the Professional Practice class. The IDP Education Coordinator works closely with NCARB representatives who occasionally attend organized presentation meetings where students are able to ask questions about licensure directly to the NCARB representative and IDP Education Coordinator. Students are also able to meet with IDP Education Coordinator and the B. Arch Director via one-on-one meetings. Students are introduced to internship requirements, continuing education beyond graduation, and professional conduct through their professional faculty and guest critics. It is important to the program that students be instilled with their own desire and appreciation for continued education. To this end, students are encouraged to keep current with architecture periodicals and books, and to attend design and building industry lectures and seminars. The Professional Practices course (ARH 475) will introduce the Intern Development Program, licensing requirements and process, and professional conduct in great detail. The

program periodically sends announcements to students of local lectures, seminars, and design events to encourage attendance as part of their immersion in the profession.

Students are introduced to the intentions of building codes in the first two years of the design studios where we link accessible design and egress requirements in foundation studio projects. The 3rd and 4th year studios and courses place a higher level of responsibility on the students to exhibit abilities and understandings of how accessibility, egress, zoning, building codes and energy and environmental standards affect the early design phases as well as the final building submission documents. These understandings culminate in the Comprehensive Design Studio (ARH 450) and the Codes and Building Documentation Course (ARH 441) where students are instructed by professional faculty and supported by specialist lectures and consultant reviewers.

While not a requirement, students are encouraged to do Internships for Elective Credit while in the program, to give them firsthand experience in a professional office. Internships are not envisioned to satisfy particular SPC but rather provide professional enrichment to the academic experience. The Department Directors and faculty reach out to the professional community to locate internship opportunities for B. Arch students.

D. Architectural Education and the Profession

The B.Arch program's engagement of the professional community in the life of the school is evidenced in the fact that the Executive Director, Directors, faculty, guest lecturers and critics are all professionals practicing in the art, design, and building industries (architects, designers, landscape architects, urban planners, artists, contractors, material fabricators, attorneys, developers, etc.) They bring firsthand knowledge and experience directly to the life of the school and learning of the student. Faculty members show students by example the need to advance their knowledge of architecture through a lifetime of practice and research. Faculty members are hired based on their active engagement in building industry practice and research in their professional lives. Students also learn an appreciation of the diverse and collaborative roles assumed by architects and consultants in practice by their instructor's experience and role in a firm.

At the core of the B. Arch curriculum is the emphasis on competence in design and the development of a realistic understanding of the varied and sometimes conflicting issues faced by practicing architects. In the design studio, we strive to capitalize on the alignment between studio projects and faculty expertise. Faculty members are strongly encouraged to share with students their professional lives, projects, and their collaboration and interaction with, as well as obligations to both clients and consultants and local jurisdictions (ie planning, or other funding sources besides clients). All of these roles come to play in an office and in the classroom students can be made aware of the opportunities within an architectural firm by the diversity of the faculty. Students also experience the profession in studio and courses through office visits, guest jurors who are professional colleagues, the sharing of drawings and project presentations and other deliverables professionally created by faculty and colleagues. The Department encourages faculty to arrange student field trips to consultant offices to better understand their work in the collaboration with architects and to construction sites to better understand the architect's role and relationship with contractors.

In 2012, the Professional Practice Lecture series was launched. This has attracted a range of professional speakers who are eager to participate in the architectural education. In 2013/ 2014, we formed a relationship with the San Francisco SOM office and the professional practice lecture series is curated and delivered by David Frey, SOM Associate and his colleagues. These lectures are woven into the specific curriculum for classes in B.Arch and M.Arch as well as open to all students.

This professional experience will be particularly highlighted in the Professional Practice class that introduces the student to the practice through a series of office tours highlighting the diverse range of design practices. Students will be interviewing partners, owners and associates in these firms and developing profiles of the business practice as way of understanding the relationship between the client, the design studio culture and the project delivery and business practices in small, mid-size and large

firms. The firms represent a broad array of architectural design identity allowing students to begin to develop their own aspirations and respect the skills required to achieve them.

Professional ethics is addressed throughout the curriculum starting in the first semester, with a focus developed in the architecture classes, design studio and Professional Practice class. In the first semester the Design Philosophy course LA123 is not professionally focused but rather in a broad way helps to allow students to see that all artistic endeavors come from a personal point of view or emerging code of ethics. In the design studio, questions of ethics and diversity are explored and developed as part of the design process. The required professional practice class will provide students with a comprehensive overview of the profession including professional ethics and the roles and responsibilities of architects. The department believes that given real life examples of ethics and integrity in the profession, the mentoring by faculty will shape students entering the profession.

In Spring 2014 the school will introduce an annual Leadership and Ethics Forum which will invite professionals whose practices and endeavors highlight the strong link between the environmental and architectural training, education and practice to the creation of a humane, sustainable and community-minded society. Students will be able to dialogue with professionals who have exhibited the Leadership qualities that allow them to be heard beyond the profession and create change in policy and practice. This exposure to professional challenges is another reason students will be assisted and encouraged to do Internships for Elective Credit while in the program.

E. Architectural Education and the Public Good

Central to the B. Arch program mission, the pedagogy will challenge students to understand the responsibility of designing workable solutions and sustainable environments which identify the values, aspirations and character of specific cultures. The Department, through its curriculum, faculty and staff, will emphasize respect for all contexts of architecture and seek to develop in students the awareness and skills required to build appropriately, sustainably, and with sensitivity to the needs of the culture and context for which the architecture is created.

The department's studio environment will introduce students to the design of environments and buildings as complex processes carried out by the multiple stakeholders who shape built environments. Living in the Bay Area, students will be faced daily with many social and environmental issues such as: chronic homelessness and the need for affordable and supportive housing; the need for support of the growing elderly population; the need for better and more extensive mass transit; the need for affordable and accessible health care; and the need for sustainable practices in development and the building industry to name a few. Students in the B.Arch program will be encouraged to look beyond today and confront the problems faced by society and prepare to become leaders in areas of the profession that will respond to cultural and environmental challenges of the future as well as recognize the ethical and sustainable implications of built environment decisions.

Specific examples of where this takes place in the curriculum are:

Climate and Energy Use: Sustainable Strategies (ARH 430) is a course that supports the studio work by providing the student with a framework to understand the profound environmental issues that confront us and as professionals how we translate these issues into actionable items that support a better built environment. Along with sustainably-minded studio projects (ARH 350, ARH 410, ARH 450 and Thesis) the program goal is to generate the knowledge and desire to mitigate these and other social and environmental issues as well as introduce the ethical implications of built environment decisions.

Housing and Comprehensive Design Studio 8 (ARH450) presents the students with the opportunity to collaboratively present a proposal for a housing development to serve a San Francisco waterfront neighborhood south of the CBD, introduce and extend transportation links, and provide affordable housing for a diverse community including returning war veterans and their families.

The five perspectives play a significant role in the program's long term planning efforts as evidenced in the B. Arch program Strategic Plan outlined in the following section. Strategic Plan Goal #1 clearly

encompasses perspectives A and B. Strategic Plan Goal #2 likewise emphasizes perspective B, D, and E. Strategic Plan Goal #3 embodies perspectives D and E.

I.1.4 LONG-RANGE PLANNING

Departmental Long-Range Planning

A Governance Team forecasts the short- and long-term needs of the Architecture program, both the M.Arch and the B.Arch. This group considers the facilities, faculty needs, support staff and departmental organizational structure necessary to match enrollment projections. Contributors to the 3-year resources forecast include: the B. Arch Director Jennifer Asselstine; M.Arch Director Mark Mueckenheim; Executive Director Mimi Sullivan; Executive Vice President of Enrollment Ray Chan; Executive Vice President of Financial Aid and Compliance Joe Vollaro; Chief Academic Officer Alana Addison; Vice President of Business Operations Gordon North who oversees facilities; WASC Accreditation Liaison Officer Melissa Sydeman; Chief Financial Officer Martha Weeck; Controller Carey Nerad. The most recent, 3-year resource projection for both B.Arch and M.Arch programs, created in February 2014, is included with this APR.

In Fall 2010, the B. Arch Director also convened a departmental Strategic Planning Team charged with drafting a strategic plan for the Architecture program. The first step taken in the Strategic Planning effort was to identify the highlights of Academy of Art University in order to reaffirm the department's context within AAU. Highlights identified included:

- The largest private art & design school in the United States
- 16 different schools of art & design
- Students from 112 countries
- No-barrier undergraduate admissions
- Faculty of working professionals
- Portfolio-based education
- Hands-on, context-based learning
- A tradition of "public learning" through critiques and industry involvement with assessing educational effectiveness.
- Continuous development of cutting-edge delivery of online education via AAU CyberCampus
- An innovative network of Educational Support services
- Urban campus

The program also defined its mission:

School of Architecture Mission Statement

The School of Architecture at Academy of Art University is dedicated to advancing the art and practice of architecture by fostering adaptive critical thinking, artistic vision, and responsible leadership.

The B.Arch program provides an intense, design focused education by developing each student's capacity to synthesize critical thought, artistic vision, and practical knowledge. The program nurtures the creation of architecture that is embedded in the cultural, physical and ecological spirit of a place. While learning rigorous conceptual thought, students are also charged with the responsibility of designing practical solutions and sustainable environments that honor the values of a specific society. In order to fully accomplish the mission we have set about to describe the path in our strategic planning. While drawing from the experience and existing infrastructure of the M.Arch program we also integrate the unique experiences and qualities of the undergraduate architecture student and their educational needs.

In Spring 2011, the B. Arch program then adopted the following concise strategic plan and updated it in Fall 2013 /Winter 2014 with the input of current faculty and Directors. This plan is under development with a commitment to continue to include input and additions from students, particularly 4th and thesis year.

Strategic Plan

Goal I: Develop a highly regarded and collaborative education experience through a balance between theory, design creativity, critical thinking, craft, problem solving, and practice.

Strategies:

- Frame the discussion between theory and practice as a synergistic dialogue where one augments the other. Cultivate a platform where practitioners can engage in theory as guest critics thereby further enriching the synergy.
- Integrate theory and design projects across the curriculum to develop students' theoretical perspectives and awareness by aligning the expertise of the instructors and the curriculum.
- Assemble a body of instructors, lecturers, and guest critics able to share and apply their practical experiences in work that critically negotiates prevalent architectural conditions.
- Develop safe learning environments in the studio, the classrooms, the fabrication shops, the digital labs, and the library where risk-taking is encouraged and thinking-through-making is emphasized. Foster creativity through the craft and love of making.
- Demonstrate our role in society as problem solvers and collaborators, setting a precedent for other departments in the University.
- Advocate the agency of the architectural profession to engage and effect change in the issues relevant to our contemporary culture. Provide the resources for students to confidently engage with the local and global challenges.

Evidence:

- Range and quality of students' ability to position themselves and their work within the contexts of the art, discipline, and practice of architecture.
- Quality of instruction as exhibited in student work.
- Collaborative projects that engage with prevalent world issues both local and global.
- Accessibility to quality resources and spaces for Architecture students and faculty.

Goal II: Engage in a discourse of diverse ideas with student and faculty, to foster responsibility, awareness, and sensitivity to place in the design of high performance environments.

Strategies:

- Schedule site visits to allow students to acquire a sympathetic eye for the interaction between people, places, and events supporting sustainable practices.
- Foster observation, documentation, and sketching as a way of thinking.
- Create respect and understanding for the poetics of space through analysis and evaluation.
- Identify the most up-to-date concepts in building performance and cultivate an outlook that encompasses best practices and a commitment to reducing our ecological footprint.
- Maintain a departmental presence at appropriate and relevant conferences and seminars in order to stay abreast of innovations and current practices for curriculum planning.
- Recruit and retain students and faculty who represent a wide range of races and ethnicities.
- Continue to create and support venues for faculty-to faculty interaction fostering the diversity of experience.
- Continue to support the diversity of our student body through the integration of ESL support in courses and studios.

Evidence:

- Quality of student research case studies that reflect real world situations of place, people, and culture.
- Evidence of collaborative student investigation in sustainability.
- Range and quality of precedents chosen from a variety of countries and cultures.
- Quality of design and appropriate use of high performance measures demonstrated in projects

- Engagement with professionals focused on high performance building issues in lectures, seminars and instruction.
- Evidence of intelligent material use in fabrication and design projects
- Use of parametric and computational practices that are systemic rather than form-making.

Goal III: To instill in students the importance of civic responsibility and community awareness and the connection of their role as architect and designer to the act of creating and facilitating positive change.

Strategies:

- Foster awareness of community activism, non-profit organizations and community design including local Bay Area precedents within the curriculum.
- Introduce students to non-profit organizations serving the community and architects who use their skills to further community causes.
- Incorporate workshops into the curriculum where students can participate in community service through designing, planning and building.
- Encourage student leadership through participation in Town Hall meetings, Department Action Team (DAT) meetings, and professional student organizations.
- Encourage and accommodate student leadership by introducing and highlighting leaders at all levels within the studio system.
- Encourage students to utilize the San Francisco Bay Area as an urban laboratory and raise their awareness and working knowledge of the fabric of the San Francisco Bay area.

Evidence:

- Quality of projects civic in nature.
- Number of students engaged in student leadership opportunities.
- Student participation in student and community activities.
- Quality of projects located in the San Francisco Bay area that integrate community values.
- Students and faculty initiating or collaborating in public events.

The Strategic Planning Team consists of the following members:

- Jennifer Asselstine
- Karen Seong
- Mimi Sullivan
- Braden Engel
- Eric Lum
- Mark Donahue
- Vincent Tijang (student)
- Samantha Buckley (student)
- Beth McKay (student)
- Doron Serban
- Michael Tauber
- Hans Sagan
- Sameena Sitabkhan
- Mark Cruz

The Strategic Planning Team of Faculty and Students plans to continue to meet in Spring and Summer of 2014 to articulate a more detailed and elaborated plan. Working within the infrastructure of a fully developed M.Arch Program with the adequate resources to support our growth, the main goals for the B.Arch has been, up until 2014, to continue to develop curriculum to fulfill the 5 year professional degree, hire professional faculty and serve the growing student body using the goals and strategies laid out in the Strategic Plan. As of Fall 2014 all required curriculum will have been initiated, making way for the discussion of broader and more far reaching goals as well as the assignment of a timeline to accomplish the vision.

Role of five perspectives

As mentioned earlier, the five perspectives are clearly reflected in the program's educational objectives. Long-range, the strategic planning for the program continues to occur within a discussion of these objectives and the five perspectives as shown in the three primary goals of the plan. This virtually guarantees that the five perspectives will continue to play a central role in this ongoing activity.

Continuous Improvement

The architecture program will need to be continually reviewed for relevancy and directional shifts particularly given its emphasis on the diversity of ideas, sustainability, public initiatives, changing technology, and keeping current on the changing roles in the profession. The program will rely upon our practicing faculty, students, alumni, the profession at large, the Vice President of Institutional Effectiveness (serving as the Director of Program Reviews) and the Assistant Director of Institutional Research to analyze these forces and make any necessary changes in vision, mission, and objectives. The Chief Academic Officer, the Curriculum Director and the Curriculum Committee are instrumental in reviewing and amending program changes as identify needs.

The following systems will be used for continually testing and adjusting the direction of the program:

Feedback on the program from faculty

The department will utilize continuing processes to engage program faculty in program self-assessment including: participation in Department Action Team monthly meetings to discuss strategic planning, program issues, and solutions; participation in studio critiques of student work, which are attended by multiple program faculty as well as architects invited from the community; participation in student midpoint and final reviews which take place at the end of 2nd year, 4th year and thesis; participation in semi-annual assessment of student work in curriculum reviews; faculty peer observations (monitoring teaching quality and curriculum delivery).

Feedback on the program from students

In Town Hall Meetings, students communicate with University and program leadership about curriculum, instruction, facilities and equipment issues and requests. ARH Directors meet with student leaders (University M.Arch and B.Arch student representatives, AIAS Executive Board members and studio leaders) every month to discuss student activities and needs and gain feedback. The University also continues to conduct student course evaluations twice per semester. Evaluations offer students the opportunity to provide open-ended responses about their classes and to comment on the suitability of the learning environment (classrooms/labs).

Feedback on the program from alumni

As students graduate, the University's Director of Institutional Research will poll alumni of the program on an annual basis to gather satisfaction data. The program will also monitor pass rates on the Architect Registration Exam. The department continues to monitor alumni employment data for the M.Arch program as in indicator of program effectiveness and will do so for B.Arch when the program has graduates.

Feedback on the program from the Architecture profession

Representatives of the profession continue to give the Executive Director, Program Director, and program faculty input on the student work, which is displayed for public comment at the University's annual Spring Show. This feedback comes in the form of online and onsite surveys, as well as conversations and direct correspondence with the Directors. As B.Arch students begin to move out into their internships we gain feedback from the employers and mentors in the firms. If the student is taking an Internship for credit, the feedback is now built into the course evaluation of the student.

Feedback from Comprehensive Program Review

In this process, the department will be advised and supported by Vice President of Institutional Effectiveness Joan Bergholt (serving as the Director of Program Review) and Director of Institutional Research, Jessie Eckhardt. The School of Architecture conducted a comprehensive program review

completed in 2012 in compliance with the Academy of Art University mandate. The next program review is scheduled for 2017.

The academic program review provides the framework for the department to evaluate quality, effectiveness, currency, and sustainability of the program. 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.

Data and Information Sources

An important source of information will be the results of the annual assessment of learning outcomes, which always have the potential to influence changes in the program. For example, consistent under-performance in an outcome could lead to rethinking of program direction or curriculum design or faculty-student ratios. The Institutional Research, Analysis & Assessment Office will provide enrollment forecasts and trends, student and faculty demographic information, and persistence and graduation data on an annual and multi-year trend basis. Representatives from the profession will provide qualitative input on student work and the curriculum. Program review data (every 5 years) will provide detailed analysis of departmental performance and progress toward strategic objectives. Qualitative feedback from students, alumni and faculty will also provide important information on the program's effectiveness.

The Architecture department currently reviews a supplementary list of data (and data sources) via Directors, Coordinators and faculty. Data relates to hardware/software developments, other technological innovations, salaries, hiring patterns, and economic forecasts, for example. In the future we seek to expand our data gathering sources for this data to a broader circle including architects, technology industry representatives, professional and government organizations, research results, conference presentations, professional publications, and so on. AIA, ACSA and NAAB conferences and seminars and Annual Reports submitted to NAAB contain useful information, as do the NAAB responses and the entire NAAB accreditation and re-accreditation processes.

Institutional Long-Range Planning

Long-range institutional focus areas are guided by the AAU Vision and Mission. This document was developed by the Board of Directors and defines generalized and ongoing areas of strategic attention.

A more specific document defining 10-year strategic focus areas was created in January 2013 as a result of formal input from the academic departments (coming every two to four years at President's Academic retreats) and informal input (coming from ongoing annual meetings between the President, each academic program, and key administrative areas). This document, which was developed relatively recently, is intended to be used as a high-level guide by the President, management and the Board.

The President also defines specific annual goals which are approved and reviewed several times a year by the Board (Annual Strategic Focus Areas and associated progress reports). These are shared on an annual basis with the departments. Specific department-related activities in the President's Annual Strategic Goals come from the departments themselves (e.g., a previous year's item was to achieve NAAB B.Arch candidacy), and thus do not need to be communicated back down the chain.

Through regular conversations, the Vice President of Institutional Effectiveness and Chief Academic Officer work with the academic programs to align their annual and long-range efforts with any of these strategic documents. These documents were purposefully designed to mesh together according to generalized categories in order to facilitate strategic discussion. It is not difficult to align programmatic goals with the relevant categories, as the general mandate is for academic improvement in commonly addressed areas.

Academic departments engage in evaluation, planning and projections to address mission, goals and objectives, operational issues, resource allocation and programs and services offered on the following timelines:

- Annually (budget process);
- Every two years as part of the President's Academic Retreats;
- Every five years as part of Program Review.

For the latter two activities, the programs generate a strategic priorities list that is shared with the Vice President of Institutional Effectiveness, the Chief Academic Officer and the President. The departments are asked to group their goals into short and long term priorities. The Strategic Priorities lists from both the department and the President are loosely used to guide ongoing, annual discussion and more formally used to guide periodically-scheduled discussions about program goals and progress toward those goals. The ongoing conversations (occurring in meetings with the Chief Academic Officer and the President) are organic and flexible; the use of the Annual Goals document to frame strategic program requests should not be understood as a rigid process.

The AAU Board-adopted Entrepreneurial Planning Model describes the AAU planning philosophy. The entrepreneurial model centers on the responsibility of AAU's President to provide leadership for institutional planning. The President is charged with monitoring student needs, art and design industry trends, technological changes, societal developments, requirements to advance academic quality and AAU's reputation in all its facets, and management and other developments within the institution. Monitoring functions involve the collection of student and other constituency opinions; demographic and survey data; information on external environments; institutional quantitative evaluations; governance mechanisms; and advice from instructors and academic administrator, industry, civic, and economic leaders, and Board members. Based upon such background understanding, the President is charged with pursuing appropriate programmatic initiatives based on appropriate planning designs and a pragmatic spirit.

Plans are developed and implemented under the President's leadership that are responsive to the changing climate and conditions that affect AAU and that are congruent with the mission and vision. All academic departments and support units align their annual goals with the President's focus areas and institutional vision and mission. For each focus area, critical success factors provide further guidance to departments as they plan budgets and develop assessment plans. Through the program review process, items identified as departmental priorities are linked to the annual budget process (in which the department works with the President and EVP of Finance).

The Institutional Master Plan (IMP), submitted every two years to the San Francisco Planning Commission, provides an overview of AAU's programs and facilities, as well as five-year and ten-year plans for future growth that guide decision-making regarding future facilities and site improvements. The Planning Commission accepted the 2011 update to the 2008 IMP in November 2011 and the document can be found on the San Francisco Planning Commission website:
http://zasfplan.sfplanning.org/IMP/IMP_docs/AAU_2011_11_17.pdf

The current IMP was submitted to the San Francisco Planning Commission for review in November 2013.

The Board of Directors meets three times a year and includes five Board committees: Academic, Audit, Finance, Executive and Directorship. The Board acquires evaluative data from internal reports provided by the President and from reports of external agencies that monitor AAU compliance with federal accreditation standards. At each Board meeting, the President reports on the Critical Success Factors of the Focus Areas that support the vision and mission of the institution.

The Board may request data on a specific topic as relevant. For example, advancements to the online programs and the Learning Management System (LMS) were reported to the Board in 2013. External reports routinely presented include the annual finance and financial audits, budget parameters, US Department of Education audits, Department of Education cohort default rates, State of

California audits, and accreditation reports (Western Association of Schools and Colleges, National Association of Schools of Art and Design, National Architecture Accrediting Board, Council for Interior Design Accreditation).

The Chief Academic Officer and other AAU Vice Presidents and Directors work with the President to communicate AAU strategic priorities and initiatives to the departments. The President, Chief Academic Officer and Vice President of Institutional Effectiveness hold meetings with each department and periodic retreats to discuss and evaluate department issues.

Twice each semester, the Architecture department submits a Report to the President identifying new changes and improvements as well as issues and concerns that are obstacles to reaching the goals of the department.

Organization Resources: In response to a growing BFA student body and defined curriculum needs, in February of 2013, the President made several appointments to new roles expanding the Bachelor of Architecture Curriculum team to support the B.Arch Director and Assistant Director in developing curriculum, serving students, and evaluating the student work and program learning outcomes.

- Mark Donahue, Comprehensive Design Coordinator.
- Vahid Sattary, Structures Coordinator
- Doron Serban, Emerging Technologies Coordinator.

In June of 2013,

- Braden Engel was appointed B.Arch History/Theory Coordinator.

In August of 2013,

- Kelton Dissel was appointed B. Arch First Year Design Studio Coordinator

Mark Donahue assists the Directors and Faculty to guide curriculum through-out the 3rd and 4th year as professional understandings of sustainability, building systems, structures and life safety are integrated into studio curriculum. Vahid Sattary works with the Liberal Arts Assistant Director, Michael Leitch as well as the professional faculty in the Design Studios in order to align and coordinate the structures sequence. Doron Serban works with the Assistant Directors and Coordinators to craft the arc of student learning as they apply software and technology to their design-thinking methodology. This sequence culminates in a 4th year studio with a structural systems co-requisite that allows the students to both test and integrate their understanding of building systems into an urban high-rise proposal.

Braden Engel plays a critical role in bridging and then sculpting the undergraduate development of verbal communication skills (listening, speaking and writing) and critical thinking from the first year (English composition and Design Philosophy – both Liberal Arts Courses) through the four semester sequence of architectural history and theory into the thesis year where the student presents their own thesis proposal that includes and written statement of intent and analysis. Kelton Dissel coordinates the multiple sections of the ARH 150 Studio 2: Spatial Ordering and Form onsite and online. Kelton has recently updated the course content of ARH 150 Online which includes updates and alignment of projects and assignments as well as additional video demonstrations and dialogue about model-making.

Karen Seong replaced Beverly Choe as B.Arch Assistant Director in June 2013. Karen continues to work closely with the B.Arch Director, Jennifer Asselstine to craft, articulate and review the entire curriculum and student work each semester, develop and implement the strategic plan, work with the Coordinators and serve students.

Mimi Sullivan, AIA, CGBP as continues as Executive Director, Jennifer Asselstine as Undergraduate Program Director, Eric Lum as Architecture Department Online Education Director, Kristen Kraft as full time Department Administrative Assistant and Studio Coordinator and Carolyn Caputo as the full time department Administrator.

Facilities: The Architecture, Interior Architecture and Landscape Architecture departments all reside in a building located at 601 Brannan Street in San Francisco. Additional classroom and studio spaces to serve the IAD and LAN departments were added in Winter 2012 at 460 Townsend located in the immediate neighborhood allowing the Architecture department to expand the undergraduate studios. In January 2013 the Architecture Studios expanded beyond the Architecture building at 601 Brannan to the third floor of 466 Townsend which is on the same city block as 601 Brannan and across Bluxome Street. Third and fourth year B. Arch studios (approx. 48 desks) are housed with their own in – studio computer lab and presentation space. First and second year, 4th year and Thesis studios are housed in 601 Brannan where students share computer labs with the M.Arch program. The 601 Brannan wood working shop expanded in Fall 2013 to include a metal shop.

I.1.5 PROGRAM SELF ASSESSMENT

Procedures for assessing progress towards mission & multi-year objectives

As stated previously, the five perspectives are clearly reflected in the B.Arch program's educational objectives and specific strategic plan goals #1, 2, and 3. Long-range, the strategic planning for the program continues to occur within a discussion of these objectives and continual evaluation of how the five perspectives are achieved as a function of them.

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 B.Arch Director on compliance with the NAAB Conditions and Student Performance Criteria;
- The departmental Strategic Planning Team (2 meetings per year) and Department Governance Team (2 times per month);
- B.Arch Coordinators (once per week meetings to discuss curriculum support and progress)
- The B.Arch 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; and once per month Faculty/Department Action Team Meetings)
- 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 2011- 2012 and will be reviewed again in 2015.
- 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).

Procedures for assessing strengths, challenges and opportunities

The departmental Strategic Planning Team will meet twice per year to assess the B. Arch program's strengths, challenges and opportunities. Data considered at these meetings will include:

Recommendations from Faculty

- Faculty feedback from annual strategic Department Action Team (DAT) meeting dedicated to feedback on strategic planning; Faculty feedback from semi-annual curriculum planning meetings to discuss the specific course learning outcomes. Feedback from curriculum leads and program faculty on the program focus and pedagogy, solicited through ongoing B.Arch Coordinators Meetings and Department Action Team meetings focusing on targeted areas of the curriculum.
- The DAT Meetings, weekly Governance Meetings, and weekly Coordinators 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.

- Surveys of program faculty conducted by the Director of Institutional Research and the department.

Information from and about students

- Graduation and persistence rates in the program;
- Internship data;
- Pass rates on the Architect Registration Exam (once there are graduates of the program);
- Alumni employment data (once there are graduates of the program);
- 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 (once there are graduates of the program);
- Cumulative results of course evaluations (which are conducted twice per semester. Evaluations offer students the opportunity to provide open-ended responses about their classes and to comment on the suitability of the learning environment).

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 (or its opposite) 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 Reviews

In the B.Arch program, the cycle of feedback from faculty to student and from faculty to Program Coordinators and Directors is a constant flow of information. The Midpoint Reviews use the student verbal and visual presentation of studio projects in the ARH 250 Studio 4: Site, Culture & Aggregate Massing and two years later in ARH 450 Studio 8: Housing and Comprehensive Design as the primary evidence but not the only evidence for evaluating the student's progress in achieving the program learning outcomes. The Midpoint 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.

Assessment of student learning in relation to the Student Performance Criteria

The Program Learning Outcomes as well as the specific Course Learning Outcomes are created to incorporate NAAB Student Performance 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 we look towards the future of our profession. In 2011-2012 rubrics were initiated for every course in the existing B.Arch curriculum and the faculty has furthered this initiative as new courses have been developed. In the next evolution initiated in 2013, the Course Learning Outcomes, as well as the NAAB SPC's are embodied in the rubric and tied to the specific deliverables evidencing student abilities. At the end of each semester, these rubrics are used to assess student work by the instructor and presented to the Faculty and

Directors during annual curriculum reviews. In addition, the B.Arch program participated in a campus-wide initiative to create visual rubrics that available to all students online and onsite in all first year courses. This visual rubrics use the previous work of students to exhibit the qualities and differentiation between work that meets, exceeds and does not meet project expectations. These rubrics have recently been initiated in the first year courses.

At the Midpoint and Final Reviews faculty assessment committees will complete formative and summative evaluations of each student's work during their progress through the program (see B. Arch Assessment map below.) These assessments will be conducted on an ongoing basis, each semester. The results will be collated by the department of Institutional Research and Assessment and analyzed by the program director and the undergraduate curriculum coordinator in order to provide detailed insight into student learning results and the effectiveness of the curriculum.

ASSESSMENT MAP

B.Arch | **School of Architecture**

Critical Design Thinking and Representation	Formative assessment	Summative assessment
Develop an intelligent design concept and process	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project
Demonstrate strong fundamental design and ordering skills	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project
Produce a thorough analysis and study of precedents	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project
Compare studio work with global historical precedents	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project
Develop a rigorous material logic for model-making	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project
Construct drawings and models with a high level of craft	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project
Produce architectural drawings with appropriate technical skill	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project
Engage a range of design methodologies to advance a design	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Integrate Landscape Architecture, Art, and Urban Design strategies into the design process	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Integrate Theory and Design	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Develop a design identity which synthesizes critical thought, artistic vision, technical skills, and core	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project

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Comprehensive Design Skills	Formative assessment	Summative assessment
Develop an innovative concept for the comprehensive design of a building	ARH 350 Site Conditions & Building Performance	ARH 450 Studio 8: Housing and Comprehensive Design
Complete a thorough user & programmatic analysis	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Graphically analyze the urban and environmental conditions and systems of a site	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Develop a research-driven strategy for integrating building systems into the design	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Develop an environmental strategy for the building envelope and material selection	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Graphically explain the environmental performance systems of the design	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Employ sustainable strategies in the design	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Integrate structural systems into the design	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Produce thorough technical documentation of a building, which defines the relationship between systems	ARH 350 Site Conditions & Building Performance	ARH 450 Studio 8: Housing and Comprehensive Design
Address accessibility and life safety requirements in the design	ARH 310 Studio 5 Assembly Buildings and Context	ARH 450 Studio 8: Housing and Comprehensive Design

Visual and Verbal Presentation Skills	Formative assessment	Summative assessment
Clearly explain and defend design projects	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project
Create project boards which exhibit logical sequencing and composition	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project

Develop intelligent representational strategies in research presentation	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
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Leadership and Community	Formative assessment	Summative assessment
Engage a collaborative process in the development of a design, with a range of design and engineering disciplines.	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project
Propose design that demonstrates a commitment to community and social responsibility	ARH 250 Studio 4: Site Culture & Integral Urbanism	ARH 550 Studio 10: Final Project
Demonstrate an ability to design for different cultures	LA 292 Programming and Culture	ARH 450 Studio 8: Housing and Comprehensive Design
Create proposals which demonstrate a knowledge of professional practices and contractual conventions.	ARH 450 Studio 8: Housing and Comprehensive Design	ARH 550 Studio 10: Final Project

Feedback from the Architectural profession

The University conducts an annual Spring Show, at which the best student work is on display for the public; members of the profession are invited to attend and will be surveyed by the Director of Institutional Research 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.

Institutional self-assessment Academic program review

Periodically, the B.Arch program will be required to undergo program review. 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 2017.

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. Current and historical data from all the sources identified in this section are considered as part of the program review process.

The self-study process culminates in a retreat for the department leadership (program director and undergraduate curriculum coordinator) to meet with the University President, the Vice President of Institutional Effectiveness, the Director of Institutional Research and the Associate Director of Research Analysis and Assessment. 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.

To date the B.Arch program has reviewed (and continues to review) elements of the program including progress towards achieving program learning outcomes, grading rubrics and student work, staffing and facilities.

Feedback from NAAB and WASC

Feedback from NAAB visiting teams (as part of the candidacy and accreditation process) will be given priority by the department faculty and the Architecture program's Strategic Planning Team, as well as by the University President. AAU also undergoes institutional self-assessment as part of its accreditation by the Western Association of Schools and Colleges (WASC); WASC 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.

AAU is currently going through the WASC re-accreditation process, which began with offsite document review by WASC in Fall 2012 and continues through Fall 2013 with the WASC site visit to be conducted on April 1-3, 2014. All academic departments will participate in this re-accreditation process.

Acting on assessment results for continual improvement Curriculum development

Faculty will make proposed changes to the curriculum with approval from the relevant curriculum lead and from the Program Director, as applicable. All changes to the program, course descriptions and syllabi are reviewed and approved by the AAU Chief Academic Officer and Curriculum Office.

A. All of the courses and studios introduced and integrated since Fall 2012 have been designed to address and incorporate the improvements identified by

- 1) Faculty experience and feedback
- 2) Student learning outcomes in the M.Arch program
- 3) Midpoint Review assessments: Threshold evaluations that occurs at the end of semester four (4) and semester eight (8) to review student performance.
- 4) Curriculum Reviews at the end of each semester.

Via focused Department Action Team meetings, the B. Arch program has drafted course rubrics for all program courses as well as linking all courses to the NAAB student performance criteria in order to support assessment of individual student work. The program will continue to refine these in conjunction with an evaluation of student work.

Based on Student Learning outcomes in the M.Arch program and/or faculty and student feedback:

- Course syllabi and outlines have been developed for the 162 unit curriculum. The Department continues to refine these as the courses for upcoming semesters need to be launched. Since Fall 2012, the following courses have been launched ARH 410, 420, 430, 441, 440, 450, 475 ARH 510, 529 as well as LA123, LA271. (ARH 350 and ARH 330 were underway for the first time during the 2012 Candidacy Visit and were not included in the Candidacy Visit Team Room Exhibit)
- ARH 410 Studio 7: Tectonics and Structure and ARH 420 Structures: Systems Investigations were launched in SP2013 as an exciting co-requisite pairing that integrated the studio project of a urban high rise design with the final structures course that identifies and tests the structural systems employed in the project and articulates the building system configuration necessary to accommodate a contemporary high rise building.
- Housing and Comprehensive Design Studio ARH450 was launched in FA2013 with a studio of 8 students and faculty members, Peter Benoit and Michael Tauber. The design studio was a strong addition to the curriculum which commenced with an initial urban design masterplan, inclusive of a multi-family waterfront housing project. The studio review process incorporated two consultant reviews integrating structural engineers, mechanical engineers, sustainability specialists, codes specialists, as well as the studio design reviews. The co-requisite ARH 440 course was launched at the same time introducing students to the range of integrated systems within a project and culminating in analysis and documentation of their housing scheme including energy analysis and systems identification and diagramming. This course incorporated the instruction by engineers from Arup Engineers from the San Francisco office.

- Thesis Design Studio was launched in Spring 2014 under the leadership of faculty member Janek Bielski. Students commenced a one year thesis year with an investigation of a San Francisco site recently introduced as a Visionary Competition to the Architectural community based on the idea of dismantling the existing freeway infrastructure of highway 280 entering the San Francisco CBD. The studio will challenge each student to analyze and interpret the site opportunities and propose a program and building proposal of their choice. An elective was offered to the students to align with thesis named ARH529 "From Theory to Practice". The majority of students have chosen this elective as part of the completion of their studies. The course supports the students' critical thinking and research as they are challenged to take a position on the course of future urban development in the city of San Francisco.

Examples of amendments based on B.Arch assessment of new courses.

- Based on assessments of the architecture structures sequence, an additional math course LA271 Algebra with Geometry was added to the Architecture curriculum
- Based on assessments towards meeting SPC criteria, ARH 239 Materials and Methods and ARH 310 Studio 5 were amended to more explicitly exhibit understandings and abilities in designing material assemblies.
- Based on assessments of the abilities of students to demonstrate understanding of sustainable strategies; ARH350 Studio 6 and ARH 430 Climate Use and Energy Use: Sustainable strategies were amended to include more explicit activities in research and design methodology.
- ARH410 Studio 7 and ARH450 Studio 8 have adjusted project programs and deliverables

Long-range planning

Based on the annual curriculum review activities described above, enrollment projections, and the advice of the Strategic Planning Team:

- The University President recognized the necessity for re-organization of and additional support for departmental governance. As a result the President made several new appointments discussed previously in the section on Institutional Long Range Planning.
- At the time of writing this report, The Executive Director and Program Director are recommending On-Line course evaluation and re-builds, new faculty hiring, and additional facilities for program growth to the Executive Office.

Part One (I): Section 2—Resources

I.2.1 HUMAN RESOURCES & HUMAN RESOURCE DEVELOPMENT

In the 2010- 2011 year, the Architecture Department spent considerable time focused on the governance structure with several new appointments made as of the Fall 2011. The Department also increased the technical staff in the computer labs to assist faculty and students. The Lab Technicians under the supervision of Chris Becker include: Hank Kellstrom, John Kearns, Arlen Neylon, James Ryan, Kevin Stevenson, and Thomas Donkin. Similarly, the Department has increased the number of Shop technicians to assist students and to expand the support for our expanded metal shop and shop technology. This includes Kerri Conlon, Shop Manager, Justin Mrazik, Lead Shop Technician, Carlo Urmey, Advanced Technologies Lead Shop Technician, Cory Jarman, Lead Metal Shop Technician, Alex Mercuri, Shop Technician, Russell Hilken, Shop Technician, and Clayton Leonard, Shop Technician

In 2012 the Department underwent a re-organization and expansion of program Governance to delineate the following: B.Arch and M.Arch governance with separate Directors and Assistant Directors; provide On Line education oversight and coordination with an Online Director; provide a holistic vision for the School of Architecture with the introduction of an Executive Director.

Mimi Sullivan, AIA, CGBP (former Architectural Advisory Board member and Founding Director of the Architecture Program) was appointed to the Executive Director position of the School of Architecture. Eric Lum, faculty, has been hired as the Architecture Department On-Line Director.

Jennifer Asselstine (former Co- Director of the Architecture Program) was appointed to the B. Arch Director position. Beverly Choe was appointed B. Arch Assistant Director and in the following year 2013, B.Arch Coordinators were appointed to oversee the development of the B. Arch Curriculum.

- Mark Donahue, Comprehensive Design Coordinator.
- Vahid Sattary, Structures Coordinator
- Doron Serban, Emerging Technologies Coordinator.
- Braden Engel, B.Arch History/Theory Coordinator.
- Kelton Dissel, B. Arch First Year Design Studio Coordinator

The Architecture B.Arch and M.Arch Directors, Assistant Directors and Coordinators' duties include: teaching, developing curriculum, recruiting and overseeing the department's faculty, liaising with practicing professionals in the field of architecture, departmental outreach within the school, advising students, and attending campus-wide director meetings. The B.Arch Director also typically teaches two classes per semester.

M.Arch Assistant Director position is currently open. Karen Seong is currently B. Arch Assistant Director, taking over from Beverly Choe. Prior Program Chair, Alberto Bertoli is Chair Emeritus. M.Arch Coordinators include Ben Rice, M.Arch Emerging Technologies, Monica Tiulescu, M.Arch Studio Coordinator and Nicole Lambrou and Richard Smith, M.Arch Midpoint Review Coordinators. Carolyn Caputo is our department Administrator working with full-time Administrative Assistant Kirsten Kraft. Rounding out the departmental staff are seven lab technicians, seven shop technicians, and the IDP Educator Coordinator, Sam Mathau and M.Arch student advisor, David Gill.

Introduction

The Architecture Program employs 14 full time and 65 part-time faculty members for the current semester. Part-time faculty are a vital component in the execution of the Architecture program's mission. The program utilizes such professionals as a means of ensuring that students are receiving up-to-the-minute skills and knowledge from the profession. As they are working professionals (architects /engineers/attorneys), PT faculty typically teach one to two courses per semester. The University is committed to ensuring that an adequate level of staffing including faculty will be in place to support the B.Arch program. The B.Arch program has also been committed to hiring licensed professionals, particularly in the studios and courses in the 3rd, 4th and 5th year.

Presently, the Undergraduate program is unfolding and adding new part-time faculty members to teach the new studios and seminars being offered. Since 2012, the B.Arch has added approximately 25 new faculty to accommodate the expansion of the program. These faculty have been added with the intention that they would be teaching either exclusively or predominantly in the B. Arch program. Some overlap occurs in semesters when there is an unexpected teaching opening. The Architecture Department undergoes a selection of short listed candidates who possess the required credentials commensurate with the position (Practicing architects and designers, licensed structural engineers, architectural historians, etc.) followed by interviews, leading to a final selection for the positions. Please see Part 4 of this report which contains resumes and illustrates the qualified instructors who have been hired by the Architecture Department to teach in the Undergraduate Program.

It is envisioned that the complete Undergraduate program will have most faculty members exclusively teaching the B.Arch program and very few others teaching both programs (B.Arch and M. Arch).

S t u d e n t t o f a c u l t y r a t i o s

Undergrad Students	Grad Students	Total Students	Faculty	Student Faculty Ratio
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Full Time	142	174	316	4	
Part Time	29	69	98	51	
Total	171	243	414	55	7.5:1
Full-time Equivalent (FT + 1/3 PT)					16.5:1

Faculty-Course Matrix

Matrix for faculty teaching in the B.Arch curriculum from Fall 2012 to Spring 2014 are included in Section 3.

Faculty Resumés

Resumés for faculty teaching in the Undergraduate program are included in Section 3.

EEO/AA for Faculty, staff, and students

The AAU and the proposed program are fully committed to equality and diversity in the faculty, staff and student body as outlined in the University's anti-discrimination and diversity policies.

Additional Diversity Initiatives

The AAU and Architecture Department enjoy and benefit from a diverse faculty, staff and student body. Please reference our Diversity statement in Section I.1.2 Learning Culture and Social Equity.

Human Resource Development Opportunities (Professional Development)

Faculty growth inside and outside the B.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 faculty include:

1. One to three full time ARH faculty members are budgeted to attend the Annual ACSA conferences each year. Past participants include Jennifer Asselstine, Mimi Sulivan. Anne Catrin Schultz. In 2014 we are budgeted for one attendee.
2. California Architects Board Meeting, Feb 2014: Mimi Sulican attended a special meeting to discuss the direction of education in regards to licensure
3. One full time Faculty person has been budgeted to attend the Annual AIA Convention , Past participant was Eric Lum.
4. One full time faculty member has been budgeted to attend the Monterey Design Conference held every other year. Past participants are Anne-Catrin Schultz (Assistant Director) and Karen Seong B. Arch Assistant Director
5. Two full time faculty attended the Acadia Conference in October, 2013. Participants were Monica Tiulescu and Doron Serban
6. 3 Participants attended LEED Conference/Green Build in 2013, Eric Lum, Mark Donahue and Leticia SooHoo. This conference is pending in the 2014 budget.
7. The IDP Educator Coordinator, Sam Mathau is budgeted to attend the IDP Educator Coordinator Conference each year.

Other professional development opportunities include faculty observations and participation at the department's annual Visionary Charette which focuses on urban issues. The 2014 Fall Charette is scheduled for the first week in Fall term. The Spring Charrette in 2013 focused on the prominent site on the edge of the city along the Embarcadero at the waterfront. The invited critic was Russell Thomsen from Los Angeles. In addition, several planners and from the San Francisco Planning Department and local design firms are invited to the final presentation and dialogue.

Faculty Appointment, Promotion, and Tenure

AAU does not have a tenure system. The Academy's faculty hiring policy is designed to serve the Mission of the University. The Academy was founded on a simple philosophy...

When the top professionals of a given field of art train the young artists of the future, those young artists will then become top professionals themselves.

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 system.

Lecturers Brought to the School since 2010

The AAU School of Architecture sponsors two lecture series each year. The first is the Public Lecture series inviting speakers of note from the national and international realm and exposing our students to a broad realm of critical discussion about both the history and the future of architectural and environmental design. Last year the Architecture and Landscape Architecture departments hosted Peter Walker, Peter Waker and Partners, Mark Rios, Rios, Clementi Hale, Enrique Laranga, Craig Hartman ,SOM; Jud Marquardt, LMN, Georg Rafailidis, Davidson Rafailidis, Georgina Huljich, P-A-T-T-E-R-N-S, Janek Bielski; Horomi Tabei and Garrett Jacobs , Architecture for Humanity and Marsha Maytum, Leddy, Maytum Stacy Architects.

As of 2012 we also introduced the Professional Practice Lecture Series which takes advantage of our position in a world class city of architects and designers inviting those local professionals often working on projects of note nationally and internationally to share their experience. These lectures are often focused on the practice and directly support key aspects of our curriculum ; sustainability, housing design, materials and methods, and structural design. Key speakers who participated in this series were Ben Tranel, Gensler; David Frey, SOM; Ben Damron, SOM; Amit Patel Price, David Baker Architects and Laurie Dryer, Stantec. This has proven to be a very good tool for introducing our students to the local firms and for introducing our school to the professional community.

Students: Evaluation for Admissions

AAU's educational philosophy is that all students interested in studying art, design architecture and communications deserve the opportunity and access to do so. It is the University's belief that all students willing to make a serious commitment to learning, given the appropriate training, have the ability to attain professional level skills. The University maintains an inclusive admissions policy for all undergraduate programs. Previous experience in the field of study is not required for admission.

Students: Evaluation for Admissions & Recruitment of Underrepresented Students

As a university with an inclusive admissions policy, AAU already attracts many underrepresented student groups (e.g., Hispanic). AAU does recruit at local Bay Area high schools, including some that work specifically to meet the needs of under-served student populations. AAU has granted scholarships for summer study and university scholarships to such students.

Student Support Services

The Architecture Department hosts its own "Orientation" for all incoming B.Arch students which takes place two weeks prior to the start of the semester. Beyond the orientation to the department and its facilities and policies, students are given tours of the city to important landmarks, various AAU facilities and architectural firms. While on the field trips, time is also spent on sketching exercises and discussing the experience of the designed urban environment.

Advising is provided by the department and by Student Services. Architecture students also have access to a tailored professional practices course and professional and internship advice from the IDP Educator Coordinator and AIAS Liaison, Sam Mathau. .

AAU's Industry & Career Development department prepares students and alumni to successfully pursue work as artists and designers.

Resources include:

- **AAU Career Toolkit** - information on resume preparation, business correspondence, professional presentation, job search, interviewing and networking.

http://my.academyart.edu/studentresources/career_resources.html

- **One-on-One Sessions** - available via phone, email and in person to review resumes and cover letters, and practice interviewing.
- **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. <http://online.academyart.edu/innovative-learning/chats/career-development-workshops>
- **Exclusive Online Job Board** - top industry partners across all majors recruit part-time, freelance, project based and full-time AAU talent. Hundreds of new posts 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.

Each May, Career and Entrepreneurial Services, in conjunction with all Academic Departments, hosts the Annual Spring Show showcasing the best work of the year. Over 300 industry professionals travel from all over the United States to attend Spring Show. Industry guests view the entire show and meet with students and graduating seniors for portfolio review and potential hiring.

Student Activities

The architecture program budget has a student activities line that will help to fund off-campus, professionally-related activities for students such as field trips, regional lectures, and professional conferences. AAU has an active American Institute of Architecture Students chapter.

- The AIAS Chapter hosted the Fall 2012 Quad Conference at the School of Architecture. Graduate and Undergraduate AAU Architecture students organized this student conference hosting more than 150 students from 8 states and more than a dozen schools of architecture across the west coast region for four days. The student team engaged keynote speakers, panel discussions, working seminars, project tours and social activities in San Francisco and Oakland. The conference entitled *Renaissance 2.0* looked critically at the future of Architectural careers and the role of architects and designers.
- The AIAS has also sponsored events such as Portfolio Reviews inviting a host of local professionals to review portfolios and give students feedback as they prepare to present themselves to potential employers. In Fall 2013 the AIAS hosted a showing of the student filmed documentary *Archiculture* about architectural education. After the film there was a Q&A panel discussion with the Architecture Directors about the ideas, content and message in the film.
- In January 2013 a group of second year students joined together to support a local non-profit theater company to design and build their set for the production of Lillian Hellman's "Little Foxes". The students lead by part time faculty member Kevin Hackett, learned so much working with a real design build project and while working collaboratively with theater artists who also seek to express ideas through visuals and physical experience.
- This year the AIAS is launching a Freedom By Design program, under student director Faraz Akbarkanzadeh. The program is currently seeking a partnership with a community non-profit in order to support community members in need whose quality of life can be enhanced by small additions or amendments to their living spaces.
- The students are also raising funds in order to participate in LEAP a Sandcastle Competition held every Fall by the architectural community to support Arts programs in the local San Francisco public schools. The fundraising is being spearheaded with a "Napkin Drawing" art auction with drawings donated by faculty and students.
- The Department has continued to develop a unique opportunity for students in the form of week long trips to Chicago and Los Angeles. AAU ARH students (graduate and upper level undergraduate students) are encouraged to participate. In Chicago, the students visit all of the major historical buildings that represent the birth of the Chicago School and the emergence of the Modern

Movement within the context of Chicago including Mies Van de Rohe's Farnsworth House, Frank Lloyd Wright's Oak Park body of work and Robie House, and the historical skyscrapers in downtown Chicago. They see the work of contemporary architects such as Renzo Piano, Frank Gehry and Jeanne Gang, and they visit professional architecture offices in Chicago.

Although it is not a class, the instructor informally introduces the students to a broad variety of topics through walking tours: highlighting the evidence of the famous Chicago City Plan and the work of Daniel Burnham, leading tours outside of the official landmarks which encourage students to see the relationships between culture, context, and the continuum of the Chicago School into contemporary works (at IIT and University of Chicago) and exposing the students in general to a city that most of them have not had a chance to visit. Overall the emphasis is to encourage individual curiosity and exploration. Students create a short presentation to their peers after the trip is over.

- The Los Angeles Architectural tour initiated in 2009 is organized as an interlude between Spring and Fall semesters where students are given an opportunity to take a guided tour of Greater Los Angeles architecture and urbanism. The area is rich in both historic and modern architecture which the students are exposed to during the tour. Architecture Tours and lectures focus on such buildings as Los Angeles Concert Hall, Case Study Houses such as Eames House, Bradbury Building, 1883, Green and Green Houses in Pasadena, Frank Lloyd Wright houses, Morphosis Caltrans Building, Getty Museum in Santa Monica, by Richard Meier and many more.

The tour itinerary commences with inner Los Angeles and LACMA Miracle Mile; followed by Santa Monica & Pacific Palisades to study of case study houses and current trends in housing in Venice. The fourth and final day is dedicated to Pasadena architecture and a tour of Cal Tech campus during the day. In the evening students are expected to attend a lecture presentation and discussion in one of the local firms. Samuel Mathau, AIA is Faculty facilitator.

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 AAU. The office also strives to be a conduit to the Bay Area community through volunteering, promotions and active participation in City events. Students can learn the ethics of service, responsibility and leadership through participation in student organizations.

1.2.2 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

Administrative Structure of Program and Home Units

All academic department directors report directly to the Chief Academic Officer, as AAU employs a relatively flat organizational structure. Each department stands alone (there are no "schools" of related departments). Architecture is currently being structured similarly to other departments with a Program Director and Assistant Director for both the Graduate and Undergraduate programs. The Architecture department also has an Executive Director with oversight of both the Graduate and Undergraduate programs. The Program Directors are supported by Assistant Directors and a team of Faculty Coordinators.

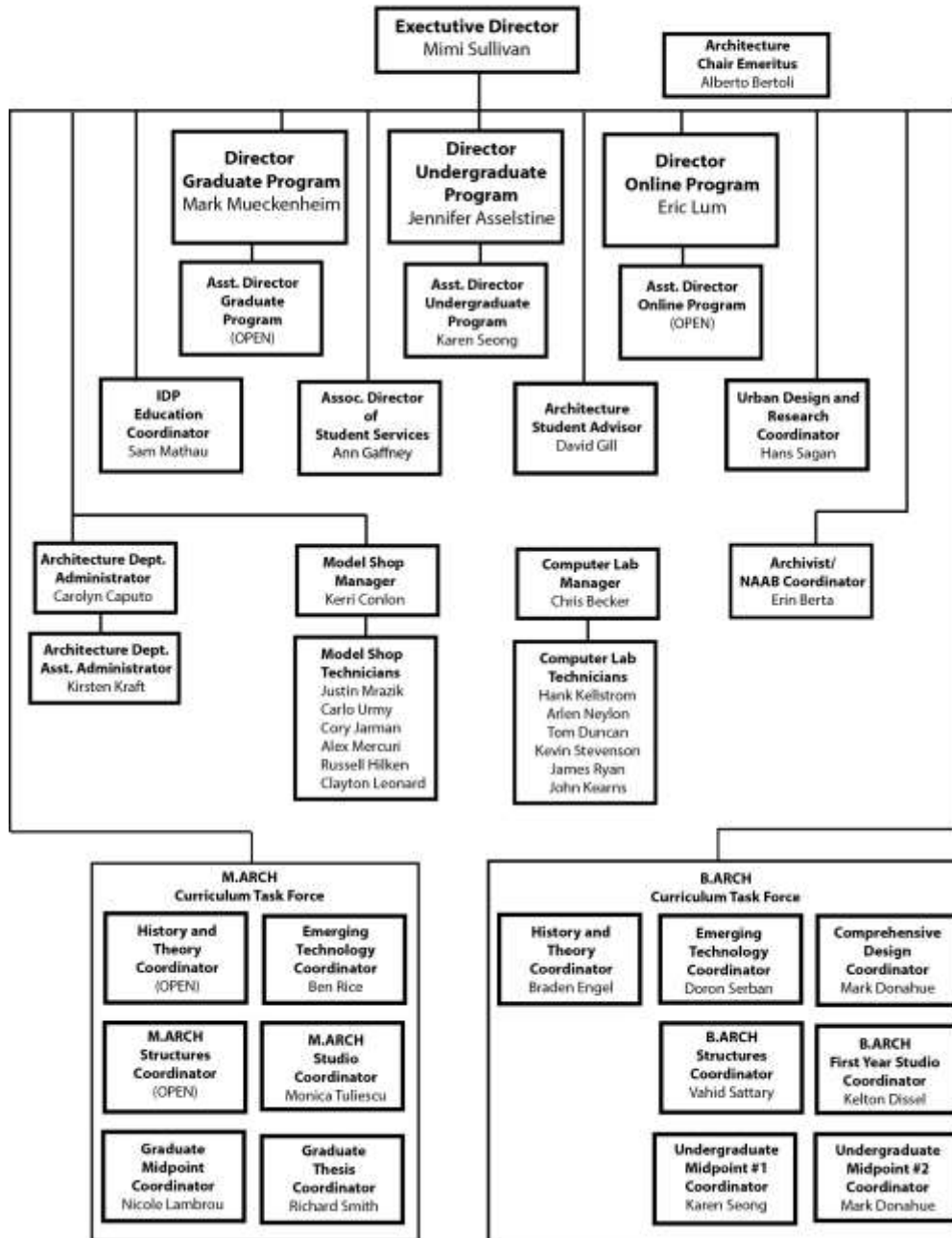
Per Section I.1.4 LONG-RANGE PLANNING, and I.2.1 HUMAN RESOURCES & HUMAN RESOURCE DEVELOPMENT, In 2012 and 2013 the President made several new appointments to increase the Architecture Governance team including Mimi Sullivan, AIA, CGBP as Executive Director, Jennifer Asselstine as Undergraduate Program Director, Eric Lum as Architecture Department Online Director, Kristen Kraft as full time Department Administrative Assistant and Studio Coordinator, and Carolyn Caputo as the full time Department Administrator. In Fall of 2013, Mark Mueckenheim was appointed to the Graduate Director role.

Duties of the Executive Director position include: oversee program's achievement of its mission, provide leadership in developing the program strategic plan, curriculum oversight, budget oversight, faculty and student outreach, marketing, accreditation management, maintain working knowledge of developments and trends in the field, attending campus wide director meetings. (This is for both B.Arch and M.Arch programs).

Duties of the full-time B.Arch Director position include: teaching, developing curriculum, recruiting and overseeing the department's faculty, liaising with practicing professionals in the field of architecture, outreach to other AAU departments, advising students, conducting Town Hall and DAT meetings, and attending campus-wide director meetings.

In the Undergraduate department, a team of Coordinators were named to help coordinate the arc of learning across four realms of the curriculum; Structures, Architectural History and Theory, Digital Communication and Design (Emerging Technologies) and Comprehensive Design. One additional coordinator was added for First Year Studios in Fall of 2014.

**ACADEMY OF ART UNIVERSITY
 ARCHITECTURE DEPARTMENT
 ORGANIZATION CHART**



Governance Opportunities

As mentioned previously in this report, the Architecture Department has spent considerable time focused on the governance structure with several new appointments made in 2012 and 2014.

The DAT Meetings, weekly Governance Meetings, Coordinators meetings and Studio Curriculum Review Meetings are all vehicles by which faculty involvement is being increased and teaching needs addressed. In addition, faculty and student 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, both full-time and part time.

The B. Arch program does have its own curriculum committee, consisting of the Executive Director, Program Director, and Assistant Director. All faculty in the department are encouraged to participate in Department Action Team meetings addressing pressing issues in the programs, and all faculty are also encouraged to participate in the curriculum improvement process. AAU does not have a Faculty Senate. Faculty concerns are directed to the Program Directors and in turn to the Executive Director who can implement changes with approvals from the Curriculum Director, the Chief Academic Officer and the President.

The Strategic Planning Team continued to meet to update and expand the Strategic Planning specific to the B.Arch program. Team members are listed in section I.1.4. The Strategic Planning Team continues to meet in the current Spring 2014 with the goal of accomplishing an updated draft strategic plan by the end of the term.

Degree programs offered in home units

The Architecture Department currently offers a four BFA and the B.Arch degree. (The 4 year BFA does not accept any new students since Fall 2011 and will sunset with the last graduate of the program). The Architecture Department offers a NAAB-accredited M. Arch degree.

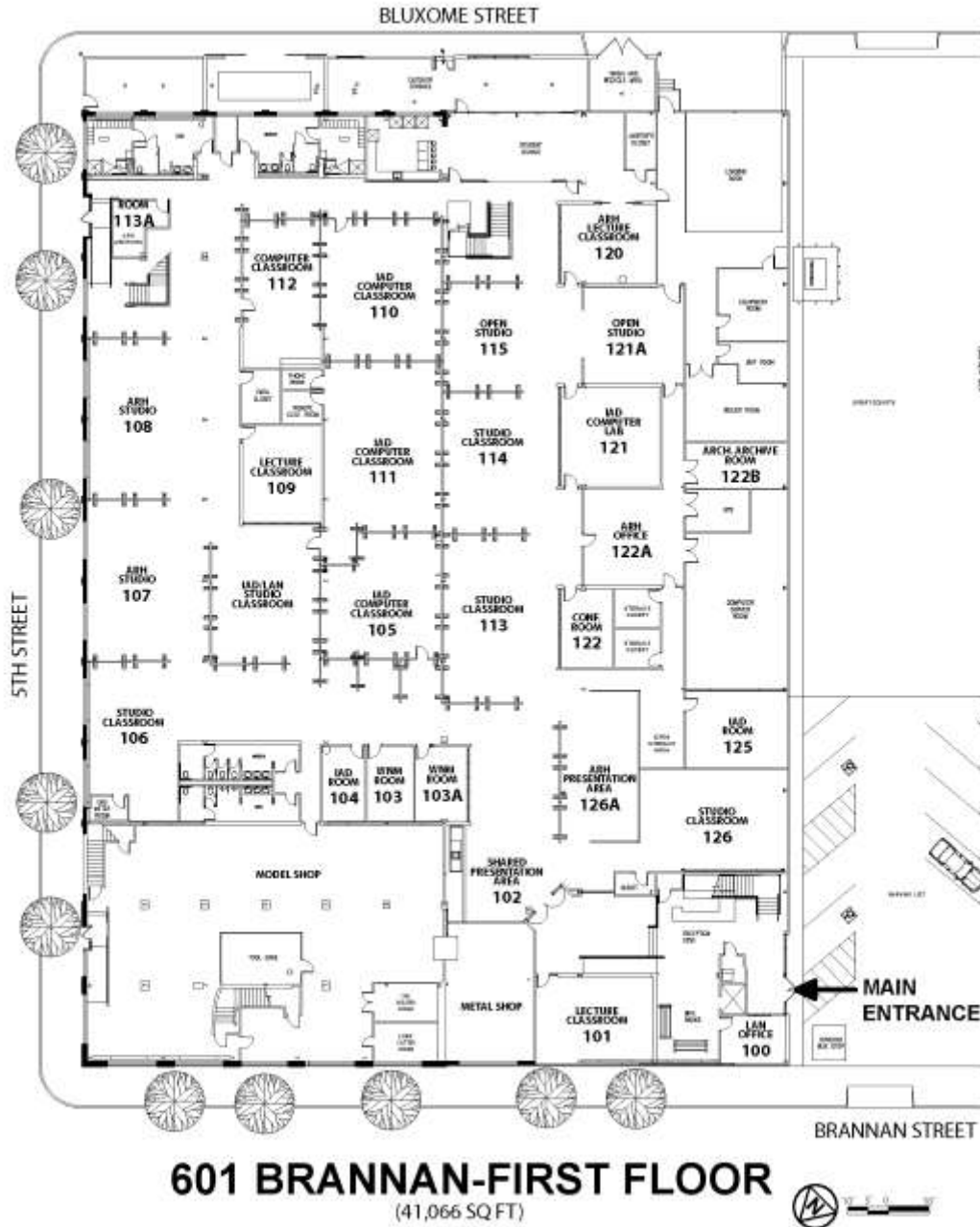
I.2.3 PHYSICAL RESOURCES

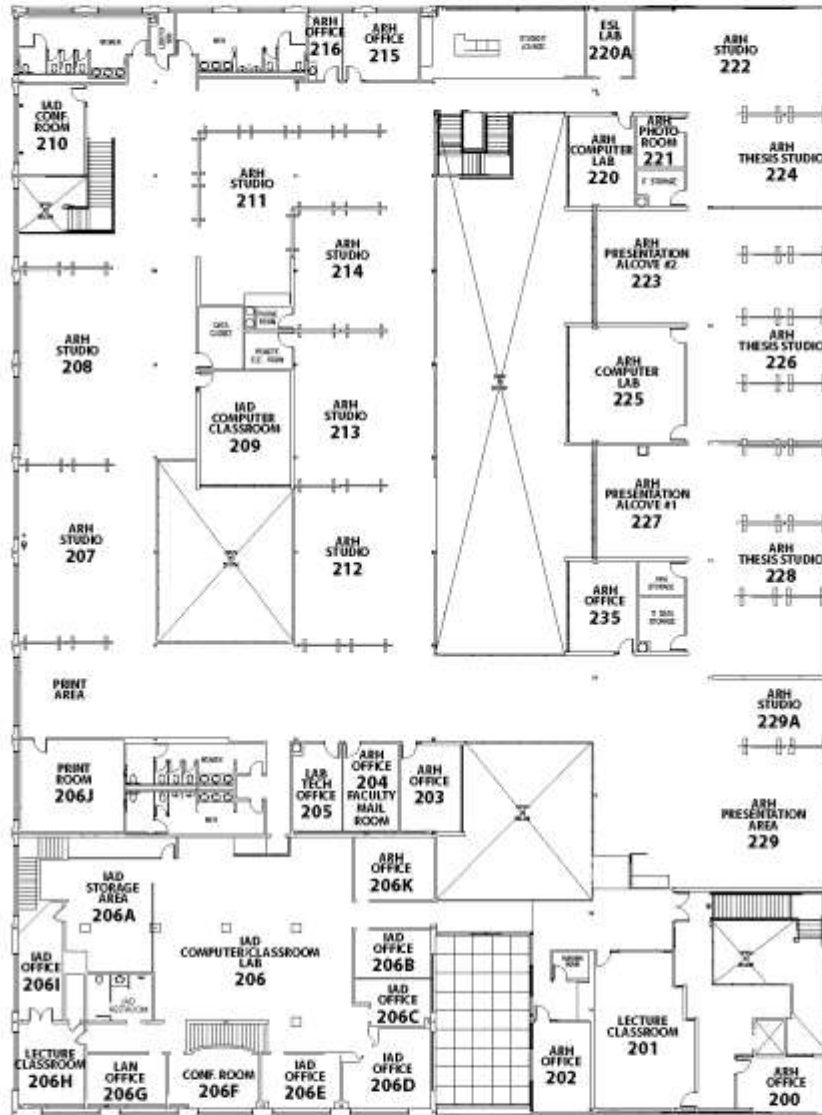
General Description

The department currently occupies approximately 60,000 sf on the first and second floor of a two story building at 601 Brannan Street in San Francisco, formerly the home of a Dot Com company. The Architecture (ARH), Landscape Architecture (LAN), and Interior Architecture and Design (IAD) departments are located in the same building sharing the shop, labs, amenities and services. In addition there are approx.4000 sf of studio and presentation space at 466 Townsend within one block of the 601 Brannan location accommodating additional B. Arch studios. Most of the onsite ARH classes are delivered at 601 Brannan with some taking place at 466 Townsend. Prior to Spring 2012 semester start, IAD relocated several studio spaces to an AAU facility located within the immediate neighborhood at 460 Townsend Street. IAD's relocation of studio spaces allowed the Architecture department to expand architecture studios into that space (approx. 3000 s.f) on the second floor and further expansion took place in January 2013 to allow for more studios on the first floor. 601 Brannan and 466 Townsend include presentation spaces of approximately 2500 s.f. dedicated to ARH.and additional presentation space that is shared with all three departments (LAN, IAD and ARH). 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 B.Arch student will have his/her own desk (after passing the first semester studio class). Other physical resources include a permanent presentation and exhibition areas, additional classrooms and conference rooms, a computer lab, an A/V equipped lecture hall that seats approximately 40, and a fully functioning shop that is naturally lit and well ventilated. The shop has been equipped with a range of hand tools and power tools including table saws, pneumatic nailers, drill presses, a compound miter saw, a bandsaw, and a laser cutter. The full inventory of the shop is listed later in this section. 466 Townsend Studios are equipped with 17 dedicated computers (allocated to ARH studio, but shared among the students at that location. A 3D printer is in the process of being 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. The facilities also have wireless internet access and additional recreational areas, an outdoor basketball court, skateboard park and batting cages. AAU has two large auditoriums for lecture classes and guest speaker events. The following chart identifies the current architecture spaces at 601 Brannan Street.

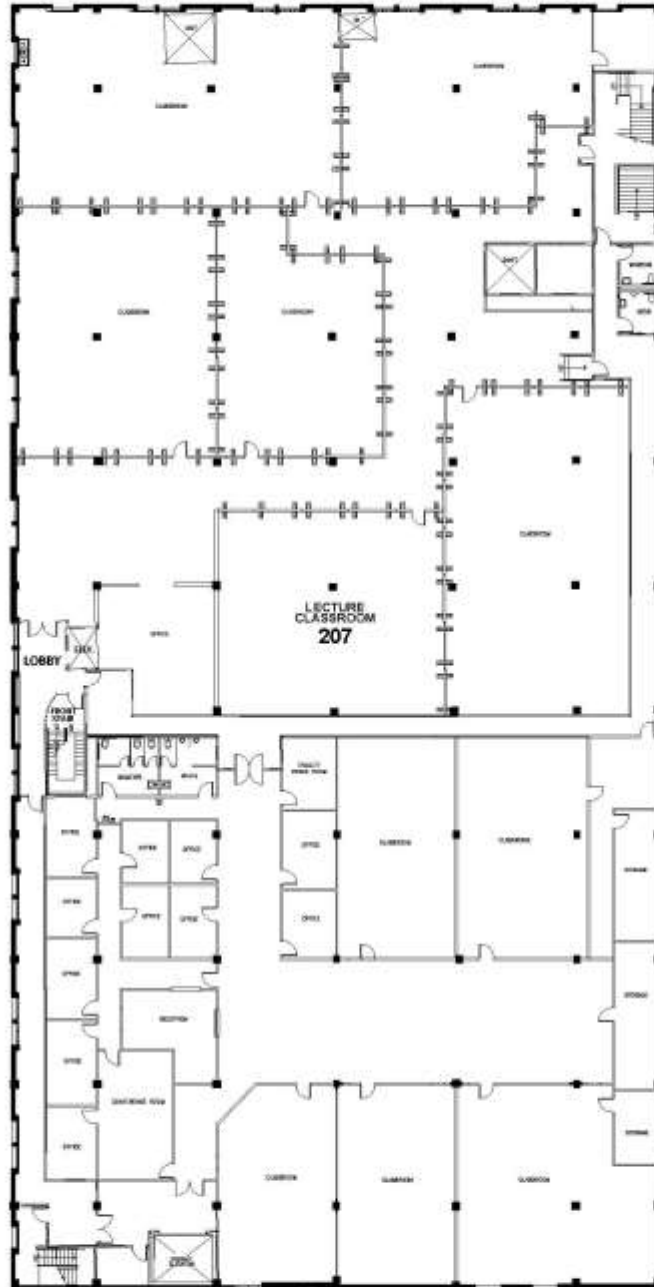




601 BRANNAN-SECOND FLOOR

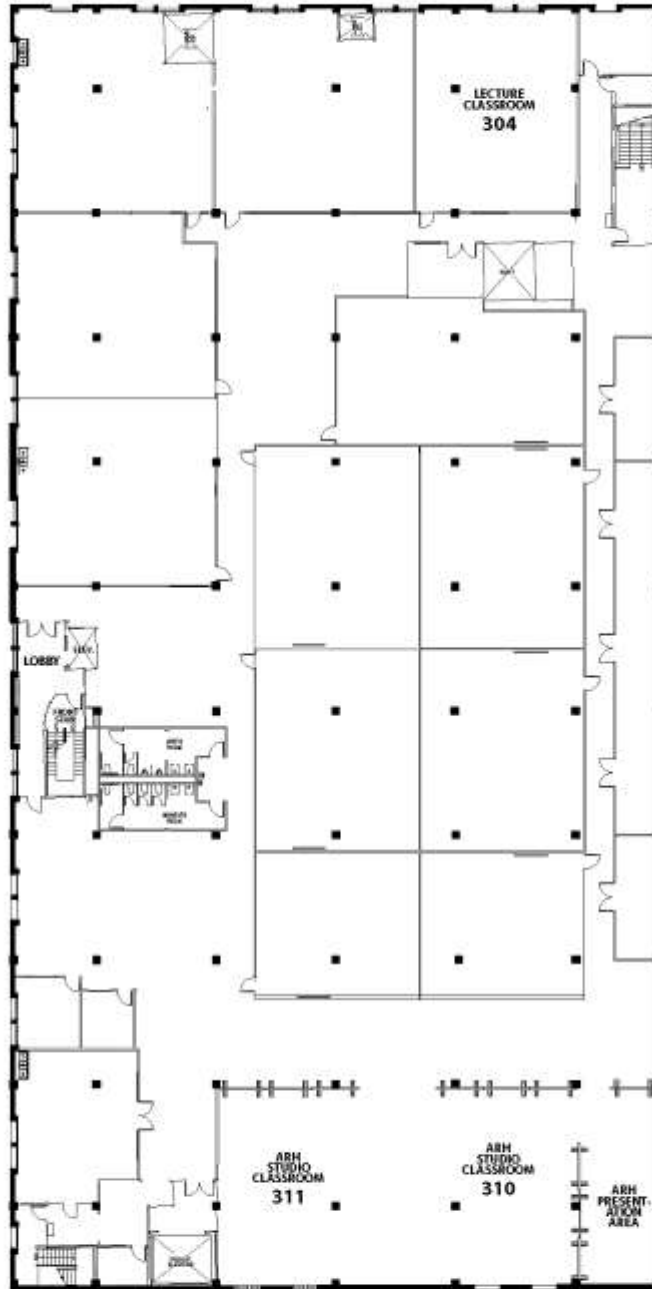
(34,265 SQ FT)





466 TOWNSEND-SECOND FLOOR
(37,321 SQ FT)





466 TOWNSEND-THIRD FLOOR
(37,321 SQ FT)



ARCHITECTURE DEPARTMENT FACILITIES SPACE ALLOCATION				
1ST FLOOR OF 601 BRANNAN	ROOM #	ROOM DESCRIPTION	DEPARTMENT	APPROX. SQUARE FOOTAGE
	100	OFFICE	LAN	181
	101	LECTURE CLASSROOM	IAD	617
	102	PRESENTATION AREA	ARH (SHARED)	350
	103A	CONFERENCE ROOM	WNM	227
	103	CONFERENCE ROOM	WNM	207
	104	MATERIALS LIBRARY	IAD	200
	SHOP	WOODSHOP, METALSHOP, MODEL MAKING	ARH (SHARED)	5,641
	105	COMPUTER CLASSROOM	IAD	695
	105A	STUDIO CLASSROOM	IAD/LAN	897
	106	STUDIO CLASSROOM	ARH	817
	107	ARH STUDIO	ARH	893
	108	ARH STUDIO	ARH	890
	109	LECTURE CLASSROOM	ARH (SHARED)	466
	110	COMPUTER CLASSROOM	IAD	1,040
	111	COMPUTER CLASSROOM	IAD	1,456
	112	COMPUTER CLASSROOM	ARH	675
	113A	ARCHIVE/STORAGE	ARH	148
	113	STUDIO CLASSROOM	IAD	885
	114	STUDIO CLASSROOM	IAD	464
	115	OPEN STUDIO	ARH (SHARED)	470
	120	LECTURE CLASSROOM	ARH (SHARED)	454
	121A	STUDIO CLASSROOM	ARH (SHARED)	590
	121	IAD COMPUTER LAB	IAD	598
	122A	OFFICE	ARH	717
	122B	ARCHIVE/STORAGE	ARH	270
	122	CONFERENCE ROOM/LECTURE CLASSROOM	ARH (SHARED)	250
	125	ARCHIVE/STORAGE	IAD	468
	126A	PRESENTATION AREA	ARH	700
	126	STUDIO CLASSROOM	LAN	908
		OTHER (IT, COMMON, MISC.SHARED SPACE)		18,892
			TOTAL 1ST FLOOR AREA IN 601 BRANNAN	41,066
			TOTAL 1FL AREA USED BY ARCHITECTURE DEPT.	30,893
			TOTAL 1FL AREA USED EXCLUSIVELY BY ARCHITECTURE DEPT.	5,110
			TOTAL 1FL SHARED CLASSROOMS USED BY ARCHITECTURE DEPT.	8,221

2nd FLOOR OF 801 BRANNAN	ROOM #	ROOM DESCRIPTION	DEPARTMENT	APPROX. SQUARE FOOTAGE
	200	OFFICE	ARH	236
	201	LECTURE CLASSROOM	ARH (SHARED)	671
	202	OFFICE	ARH	234
	203	OFFICE/CONFERENCE ROOM	ARH	243
	204	FACULTY MAILROOM	ARH (SHARED)	204
	205	OFFICE	IAD	197
	206	COMPUTER LAB/CLASSROOM	IAD	2,017
	206A	OFFICE/STORAGE	IAD	493
	206B	OFFICE	IAD	145
	206C	OFFICE	IAD	152
	206D	OFFICE	IAD	298
	206E	OFFICE	IAD	198
	206F	CONFERENCE ROOM	IAD	228
	206G	OFFICE	LAN	205
	206H	LECTURE CLASSROOM	IAD	265
	206I	OFFICE	IAD	239
	206J	PRINT ROOM AND PRINTING AREA	ALL	906
	206K	OFFICE	ARH	229
	207	ARH STUDIO	ARH	835
	208	ARH STUDIO	ARH	939
	209	COMPUTER/CLASSROOM	IAD	471
	210	CONFERENCE ROOM	IAD	282
	211	ARH STUDIO	ARH	1,212
	212	ARH STUDIO	ARH	621
	213	ARH STUDIO	ARH	613
	214	ARH STUDIO	ARH	313
	215	OFFICE	ARH	220
	216	OFFICE	ARH	110
	220	COMPUTER LAB/CLASSROOM	ARH	277
	220A	LANGUAGE LAB	ARH (SHARED)	157
	221	PHOTOGRAPHY/STORAGE ROOM	ARH	116
	222	ARH STUDIO	ARH	789
	223	PRESENTATION AREA-ALCOVE #2	ARH	472
	224	STUDIO CLASSROOM	ARH	510
	225	COMPUTER LAB/CLASSROOM	ARH	607
	226	STUDIO CLASSROOM	ARH	1,255
	227	PRESENTATION AREA-ALCOVE #1	ARH	480
	228	STUDIO CLASSROOM	ARH	1,277
	229	PRESENTATION AREA	ARH	937
	229A	ARH STUDIO	ARH	375
	235	OFFICE	ARH	278
		OTHER (IT, COMMON, MISC.SHARED SPACE)		14,443
			TOTAL 2ND FLOOR AREA IN 801 BRANNAN	34,728
			TOTAL 2FL AREA USED BY ARCHITECTURE DEPT.	29,307
			TOTAL 2FL AREA USED EXCLUSIVELY BY ARCHITECTURE DEPT.	13,158
			TOTAL 2FL SHARED CLASSROOMS USED BY ARCHITECTURE DEPT.	1,032
			TOTAL AREA USED BY ARCHITECTURE DEPT. AT 801 BRANNAN	60,200

2nd FLOOR OF 466 TOWNSEND	ROOM #	ROOM DESCRIPTION	DEPARTMENT	APPROX. SQUARE FOOTAGE
	207	LECTURE CLASSROOM	ARH (SHARED)	2,061
3rd FLOOR OF 466 TOWNSEND	ROOM #	ROOM DESCRIPTION	DEPARTMENT	APPROX. SQUARE FOOTAGE
	310	STUDIO CLASSROOM	ARH	1,488
	311	STUDIO CLASSROOM	ARH	1,488
		PRESENTATION AREA	ARH	682
		TOTAL AREA USED BY ARCHITECTURE DEPT. IN 466 TOWNSEND		5,719
		TOTAL AREA USED EXCLUSIVELY BY ARCHITECTURE DEPT.		3,658
		TOTAL AREA USED BY ARCHITECTURE DEPT. IN BOTH BUILDINGS		65,919

SUMMARY	
TOTAL AREA USED BY ARCHITECTURE DEPT. IN BOTH BUILDINGS	65,919
TOTAL AREA USED EXCLUSIVELY BY ARCHITECTURE DEPT.	21,926
TOTAL SHARED CLASSROOMS USED BY ARCHITECTURE DEPT.	11,314

Changes

With a steadily growing Undergraduate population, we expect to need additional studio spaces by Fall 2014 and Spring 2015 to accommodate the B.Arch needs. This may be accommodated by a plateauing enrollment in the Graduate onsite studios. The B.Arch Director is working with the Executive Director and the Graduate Director to monitor enrollment and notify the President of foreseeable future needs. Existing classroom and office space is adequate for the next 3 years. Some of the projected growth in student numbers will be exclusively online students or hybrid students decreasing the demand on space in the facilities.

Computing Resources

The Architecture Department has the following computer /equipment for student and faculty use:

Architecture Department Equipment	
74	Workstations Computer Labs (All computer workstations have Flat Panel Single 24")
2	Workstations in Faculty Mailroom (All computer workstations have Flat Panel Single 24")
6	Workstation in Shop (All computer workstations have Flat Panel Single 24")
15	Workstation for Directors, Faculty, and Staff (All computer workstations have Flat Panel Single 24")
Print/Scan/Copy	
2	Large Format B & W Scanner/Printer/Copier (Ricoh 3601)
1	8/12 x 11 and 11 x 17 B & W Copier (Faculty/Staff only) (Ricoh MP 8001)
1	LG Format Production Printer (Oce Colorwave 800)
1	SM Format Production Printer (Ricoh c901)
Shop Equipment and Tools (Including Metal Shop)	
1	12" Band Saw
1	18" Band Saw
1	Combo Belt and Disc Sander for Wood Shop
1	Disc Sander
1	Spindle Sander
1	Drill Press
1	Compound Miter Saw
2	Mini Table Saw
1	Vertical Panel Saw
1	Horizontal Panel Saw
1	CNC Router, 3-Axis Shop Bot
1	Micro Scanning Arm, Point Plotter
1	Vacuum Former
1	Hollow Chisel Mortiser
1	10" Jointer
1	12" Planer
1	15" Planer
1	Wood Turning Lathe
1	Router Table
2	36 x 24 Laser Engraver/Cutter (Trotec 400 Series, 100 Watt)
1	Vertical Metal Band Saw
1	Combo Shear, Brake, Roller
1	Combo Belt/Disc Sander for Metal Shop
1	8" Bench Grinder
1	Portable Spot Welder
1	TIG Welder
1	MIG Welder
Multi-Media	
5	Video Carts with TV's and DVD/VCR Players attached.
4	Fixed LCD Projectors
3	Overhead Projectors
1	eBEAM Interactive White Board
1	Slide Projector
1	Server including NAS, Tape Backup Unit, Print Server, License Server, DHCP/Domain Server

Software (enough licenses to cover curriculum)	
Autodesk: AutoCAD AutoCAD Architecture Maya Revit ShowCase Back Burner Composite Sketchbook Designer Vasari + Dynamo for Vasari EcoTect 123D Make	3ds Max
Adobe: Bridge Premier Illustrator InDesign After Effects Acrobat Pro Flash Player Plugin	Photoshop
Chaos Group: Vray and PD Player	
Google: Sketchup, and Earth	
Graphisoft: ArchiCAD + Plugins and extensions and Artlantis	
Lumion: Lumion 3	
COMFEN 4.1	
WINDOW 3.6.74	
IGDB 18.2	
eQuest 3.64	
Climate Consultant v 5.4:	
WRPlot (Free version):	
RISA3D	
Rhino3D: Rhino, Grasshopper, Weaverbird, RhinoCam MILL	
Roxio Burning Software	
WinRAR	
Microsoft: Security Essentials, Office (Word, Excel, Power Point, One Note) Update with Windows Update, Windows Movie Maker	
Mozilla: Fire Fox	
VideoLAN: VLC	
Apple: Quick Time Pro	
Evermotion: Archshaders Vol 1 &2	

I.2.4. Financial Resources

The following information is specific to Academy of Art University's institutional financial structure and process and is intended to provide a framework for understanding the Architecture program's budget.

Academy of Art University is a proprietary school whose mission requires a substantial financial commitment for qualified instructors, state-of-the-art educational equipment and campus facilities. AAU must maintain a high level of financial stability in order to meet its educational mission and goals. AAU's profitability allows it to provide students with quality teachers, current state-of-the-art equipment, and expansive classroom facilities in a stimulating urban environment. Annual audits ensure the accuracy of the financial practices.

AAU receives its operating income primarily from student tuition/fees and dormitories. Revenues in 2013 are slightly below 2012.

Financial resources at the AAU are allocated subsequent to a rigorous budgetary review process. Each September the Executive Vice President of Finance sends all Department Directors and managers a budget template to be completed for the next year along with actual current year-to-date expenditures. Each director/manager completes the 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 Executive Vice President of Finance for review and preparation of a draft budget for all departments.

The President, Executive Vice President of Finance, Executive Vice President, Executive Vice President of Enrollment Management, and Director of Finance meet to discuss the draft budget. Special emphasis is given to capital expenditures. The Executive Vice President of Finance makes necessary revisions resulting from these meetings.

Each budget is tied to an income statement. Projected revenue figures are based on past history trends, expected student enrollment and attrition before budget finalization. The President and the Executive Vice President of Finance review each income statement to determine if any additional adjustments are necessary.

Finalized budgets, upon approval by the President, are sent to each director/manager. Every month each director/manager receives a budget to actual variance report to determine if the department is within its budget.

All policies concerning tuition, fees and other charges are detailed in the catalog. Individual course fees are located under each course description in the catalog. AAU refunds all charges less \$120 fee if the Enrollment Agreement is cancelled prior to the first day of instruction. The one-time International Student Tuition Deposit is non-refundable. As the process of applying for an I-20 is a lengthy one, the International Deposit is required to ensure the commitment of the applicant and is collected prior to the issuing of the I-20 to the student. The full amount of the International Deposit is applied towards the student's tuition once the student registers for classes. The tuition refund policy appears on pages 17- 18 of the Spring 2014 Student and Academic Policies. Students who withdraw from school prior to the 5th week of each semester (4th week for the summer term) will receive a refund for the unused portion of tuition and other refundable charges.

Financial resources at the Academy are designated, subsequent to a rigorous budgetary review process. Department directors submit their requests for instructional and equipment needs on a regular basis. The department directors and their faculty members are best equipped to assess the needs of the industry and the students in relation to providing educational career preparation with academic excellence.

Factors considered in this thorough approval and planning process with the President, the Executive Vice President of Finance, and each Department Director/Manager include, but are not limited to:

- 1) Needs derived from growth in each academic department as well as associated instructional equipment/supplies
- 2) Incremental faculty required with requisite experience and qualifications
- 3) Enhancements to curriculum development
- 4) Start-up costs to launch new curriculum offerings.

Departmental budgets are reviewed and allotted each semester. Financial projections are employed to assess the institution's needs on a long-term basis to ensure the maintenance of the requisite financial stability with which to implement the University's mission.

Architecture Program Budget

The Architecture program budget comes directly from AAU's overall financial resources. The program has not received specific endowments, scholarships, or other monies from any program development activities or fund raisers. AAU has allocated the necessary resources to begin the program and is committed to the program's development. The program budget has increased from a total of \$2,173,979 in 2012 to \$5,072,869 in 2013.

2013 tuition per unit is for undergraduate studies \$765 SP \$ \$785 FA and for graduate studies \$865 SP & \$885 FA.

2014 tuition per unit is for undergraduate studies \$785 SP \$ \$810 FA and for graduate studies \$885 SP & \$910 FA.

Tuition increase of 5% projected Fall 2015 and annually thereafter; no increase for course fees.

Comparative Expenditure Report

The following table illustrates the annual expenditures of all other departments within AAU. While the Architecture Department's overall total expenditure is lower than most of the University's other academic departments, the Department has the second greatest expenditure per student ratio in the school. This is due to the large investment in staff, equipment, and facilities AAU has made to expand the program.

Per Student Expenditure Report By Department as of July 31, 2013						
Department	Dept #	Net Expenses Actual	LA, FND, ARC	Headcount	% of Students by Dept	\$ per Student
Advertising	1110	1,129,621	336,218	555	3%	2,641
Graphic Design	1140	1,773,647	653,050	1,078	7%	2,251
Fashion	1170	5,501,618	1,484,205	2,450	15%	2,851
Motion Pictures & Television	1200	3,596,118	817,827	1,350	8%	3,270
Music for Visual Media	1210	480,848	224,751	371	2%	1,902
Acting	1220	574,826	105,409	174	1%	3,909
Game Design	1250	1,111,847	390,740	645	4%	2,330
Animation and Visual Effects	1260	5,463,553	1,224,318	2,021	13%	3,309
Multimedia Communications	1280	1,321,359	227,174	375	2%	4,129
Web Design & New Media	1300	1,589,585	583,383	963	6%	2,256
Fine Arts & Sculpture	1340/70	2,919,794	494,937	817	5%	4,180
Jewelry and Metal Arts	1360	167,765	23,626	39	0%	4,907
Art History	1390	77,022	14,539	24	0%	3,815
Illustration-Traditional	1400	1,712,789	869,926	1,436	9%	1,799
Photography	1460	2,828,184	932,323	1,539	10%	2,443
Visual Development	1470	161,594	66,638	110	1%	2,075
Architecture	1490	2,453,295	282,908	467	3%	5,859
Landscape Architecture	1500	266,850	36,348	60	0%	5,053
Interior Architecture & Design	1520	1,664,002	601,557	993	6%	2,282
Industrial Design Studies	1550	2,037,530	320,467	529	3%	4,457
Teaching Credential Program	1600	100,397	-	-	0%	-
Art Education	1630	233,233	72,090	119	1%	2,566
Liberal Arts	1580	2,547,834				
Foundations	1590	1,216,259				
Academy Resource Center	1610	5,998,339				
Total Academic/Instructional		46,927,911	9,762,433	16,115	100%	2,912
Sources:						
Net Expenses - Dept Margin YTD 2013-07.xls (excluding contra-asset \$)						
Headcount - end of SP13 Term (Excluding Undeclared) - AAC_HEADCOUNT_BY_ACAD_ORG						

Academy of Art University
 Per Student Expenditure Report By Department as of July 31, 2013

Department	Dept #	Net Expenses		Headcount	% of Students by Dept	\$ per Student
		Actual	LA, FND, ARC			
Advertising	1110	1,129,621	336,218	555	3%	2,641
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Art History	1390	77,022	14,539	24	0%	3,815
Illustration-Traditional	1400	1,712,789	869,926	1,436	9%	1,799
Photography	1460	2,828,184	932,323	1,539	10%	2,443
Visual Development	1470	161,594	66,638	110	1%	2,075
Architecture	1490	2,453,295	282,908	467	3%	5,859
Landscape Architecture	1500	266,850	36,348	60	0%	5,053
Interior Architecture & Design	1520	1,664,002	601,557	993	6%	2,282
Industrial Design Studies	1550	2,037,530	320,467	529	3%	4,457
Teaching Credential Program	1600	100,397	-	-	0%	-
Art Education	1630	233,233	72,090	119	1%	2,566
Liberal Arts	1580	2,547,834				
Foundations	1590	1,216,259				
Academy Resource Center	1610	5,998,339				
Total Academic/Instructional		46,927,911	9,762,433	16,115	100%	2,912

Sources:

Net Expenses - Dept Margin YTD 2013-07.xls (excluding contra-asset \$)

Headcount - end of SP13 Term (Excluding Undeclared) - AAC_HEADCOUNT_BY_ACAD_ORG

3-Year Resource Forecast, Fall 2014 – Fall 2016

In February 2014, the Architecture department updated its 3-year forecast of necessary resources, based on actual enrollment and recent enrollment trends.

Facilities Assumptions

- Studios classes will be capped at 15 students
- All other Architecture classes, including the architectural history and structures will be capped at 15 or 20 students.
- Beginning in the second semester of the 5-year undergraduate program, each student will be allocated 60 square feet of dedicated studio space
- All M.Arch students will be allocated 80 square feet of dedicated studio space

Faculty Assumptions

- The University is committed to maintaining a low student to faculty ratio as the program grows. Using a straight calculation of total students to total faculty in the program, the overall student to faculty ratio in the Architecture department at the time of the initial resource forecast (Fall 2010) was 10.1 to 1. This is the ratio used in projections. As of Fall 2013, the ratio in the Architecture programs was 8.1 to 1.
- Faculty usually teach both undergraduate and graduate classes. As AAU is a teaching university, its faculty are expected to be working professionals who mainly teach, advise students, and so on, with a dedicated cadre of FT and PT faculty who contribute to the administration of the department. Some PT faculty are solely dedicated to teaching; while others are contractually assigned administrative responsibilities, such as coordinating IDP advisement
- Full-time Architecture faculty will teach four courses in addition to performing administrative duties
- The Program Directors will typically teach two to three courses
- The Program Assistant Directors will teach, on average, two courses each
- Part-time Architecture faculty will teach, on average, two courses each

FACILITIES PROJECTIONS

Fall 2014 (Projected)

- 170 onsite, continuing B.Arch students @ 60 sq. feet dedicated studio space per student = 10,200 sq. feet
- 125 onsite M.Arch students @ 80 sq. feet dedicated studio space per student = 10,000 sq. feet
- Total studio space needed = 20,200sq. ft.

Fall 2015 (Projected)

- 185 onsite, continuing B.Arch students @ 60 sq. feet dedicated studio space per student = 11,100 sq. feet
- 138 onsite M.Arch students @ 80 sq. feet dedicated studio space per student = 11,040 sq. feet
- Total studio space needed = 22,140 sq. ft.

Fall 2016 (Projected)

- 200 onsite, continuing B.Arch students @ 60 sq. feet dedicated studio space per student = 12,000 sq. feet
- 150 onsite M.Arch students @ 80 sq. feet dedicated studio space per student = 12,000 sq. feet
- Total studio space needed = 24,000 sq. ft.

Facilities Notes

1. In Spring, 2013, the university provided the Architecture department with an additional 4,000 sq. ft. of facilities located at 466 Townsend.
2. If additional space needs are projected in future forecasts, the university would be able to provide the Architecture department with additional space located on the 3rd floor of 466 Townsend (up to 37,812 sq. ft.).

Academic Facilities (in square feet)

	PROJECTED ONSITE ENROLLMENT (B.ARCH + M.ARCH)	ADDITIONAL CLASSROOM SPACE	STUDIO SPACE
Fall 2014	295	No additional	20,200
Fall 2015	323	No additional	22,140
Fall 2016	350	No additional	24,000

Other Facilities (in square feet), based on Onsite Enrollment

	OFFICES + MEETING SPACE	SHOP SPACE	COMPUTER + PRINTING SPACE	STORAGE SPACE
Fall 2014	6,000	5,050	2,165	700
Fall 2015	6,500	5,500	2,465	800
Fall 2016	6,500	5,500	2,465	900

FACULTY PROJECTIONS

In Spring 2012 (when the APR for B.Arch. Candidacy was submitted to NAAB), the student-to-faculty ratio in the department as whole (the B.Arch. and M.Arch. programs combined) was 7.5 to 1 (414 total students to 55 total faculty, with 4 of those faculty being full-time). The university is committed to maintaining a low student-to-faculty ration in the program, with a target of roughly 10:1 or better. As of Fall 2013, the ratio in the Architecture programs was 8.1 to 1.

In Fall, 2012, the B.Arch Architecture Program Director proposed an administrative structure requiring additional full-time faculty and faculty with administrative duties as the undergraduate program grows.

The proposed positions for 2015, which have been approved by the President, are outlined below. We will be monitoring our needs as our enrollment grows.

Fall 2015

Second year Coordinator
 Fifth year /Capstone Project Coordinator

STAFF PROJECTIONS

Administrative and Technical Staff

	TOTAL ADMINISTRATIVE STAFF NEEDED	TOTAL SHOP AND LAB STAFF NEEDED
Fall 2014	Three full-time	Seven staff positions in Shop Seven staff positions in Lab
Fall 2015	Three full-time	Seven staff positions in Shop Seven staff positions in Lab
Fall 2016	Three full-time	Seven staff positions in Shop Seven staff positions in Lab

I.2.5 INFORMATION RESOURCES

Overview of the Library

At Academy of Art University, all architecture and architecture-related materials in the Library collection are housed and serviced at a central library. 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.

The Library Director, Systems Librarian, Visual Resources Librarian, Cataloging Librarian, Access Services Manager/Reference Librarian and Information Literacy Librarian all hold MLS degrees. Additionally, the Library employs 11 paraprofessional library staff members and 8 work-study employees.

Student use of the library averages around 1,100 students per day during the Spring and Fall semesters and 500 students per day during the Summer semester. Circulation rates average 4,500 items per month during the Spring and Fall semesters and 2,500 items per month for Summer semester. In-house use counts also indicate a robust use of the Library's non-circulating collections, including Reference and Periodicals.

An information literacy session is a required component of Composition for the Artist (LA 108), Introduction to Fashion (FSH 111), and some ESL courses. The Library also offers information literacy instruction to any class upon request; instructors have the option to bring their class to the library for instruction or to have a librarian visit their classroom.

Librarians also present library workshops for Academy of Art University faculty members at the Spring and Fall Teaching Expo. The Visual Resources Librarian showcases the digital image database LUNA, and other librarians present workshops on library resources, visual literacy, and how faculty can assist students in conducting better research.

Library Facilities

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 screenplays, 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.

There are three primary service points in the Library. The Circulation Desk is the primary service point for all patrons, and is open when the Library is open, 8:15 AM to 10:00 PM Monday through Thursday, 8:15 AM to 7:00 PM Friday, and 10:00 AM to 6:00 PM on the weekends. The Reference Desk is staffed from 11:00 AM to 3:00 PM Monday through Saturday, and librarians will assist with reference questions at times when the desk is not staffed. Additionally, reference services are offered over email, by phone, and through online offices in Adobe Connect. The final service point, Special Collections, is staffed from 10:00 AM to 5:00 PM on weekdays.

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 needed.

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 230 magazine subscriptions are related to the fine and visual arts, and all of the titles were requested by faculty or art 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.

Holdings & Resources	<i>Number in Collection</i>	Expenditures		
		2012	2013	2014 (projected)
Books	40,000 volumes	\$43,000	\$47,750	\$36,850
E-Books	5,600 volumes	\$8,000	\$8,000	\$8,000
Periodicals	230 current titles/subscriptions 117 back issue titles	\$39,000	\$40,000	\$27,760
Database Subscriptions	21 databases	\$81,100	\$86,300	\$77,100
Digital Images	Luna Collection 380,000 AP Images Collection: Over 12 million	\$3,500	\$11,545	\$11,200

	images			
Videos/Films	4,600 VHS & DVD	\$5,000	\$5,000	\$3,000
Sound Recordings	128 (28 Music CDs and 100 sound effect CDs)	\$250	\$250	\$150
Electronic Access	Software: Library Catalog & Digital Image Delivery	\$26,000.00	\$26,000.00	\$36,000
Picture File	10,000 items	\$0	\$0	\$0
MFA Archives	3,500 projects	\$0	\$0	\$0
Total	45,600 volumes 347 past and current periodical titles 12,380,000 digital images 4,725 multimedia items	\$205,850	\$224,845	\$200,060

Periodicals for Architecture

The Library has an extensive periodical collection with 60 titles directly related to the field of architecture. 40 of these titles are current subscriptions while 20 additional titles are included in our bound back issues. Many architecture periodicals are available through our subscription databases in full-text, 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 21 subscription databases and websites. The website features subject guides that highlight Library materials relevant to each major. The website also has many online tutorials that cover topics including library research, using databases, image searching, MLA citation, information literacy, and computer literacy. 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.

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. Two of our electronic databases, Avery Index to Architectural Periodicals and BuildingGreen, are devoted exclusively to architecture. We also have full-text access to 119 architecture titles through the EBSCO Art Source database.

The following databases and online resources are available to all Library patrons:

ABI/Inform Trade and Industry (via ProQuest): In-depth coverage of business topics.

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.

Berg Fashion Library: Contains over 100 new and classic books on fashion.

Building Green: Provides access to accurate, unbiased, and timely information designed to help building-industry professionals and policy makers improve the environmental performance, and reduce the adverse impacts, of buildings.

The Chronicle of Higher Education: News and information for college and university educators.

Digital Tutors: Provides access to over 12,000 videos for over 30 software applications including Photoshop, Illustrator, InDesign, Maya, RenderMan, and many more.

Ebrary: A collection of ebooks with over 4,500 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.

Hoover's Company Profiles: Information on international and domestic companies including personnel, budgets, products, operations, and competitors.

IMDB Pro (Internet Movie Database): Provides students with access to IMDbPro, which contains market information including professional contacts, films currently in production, and actor and movie rankings.

Journal of Interior Design: Full text articles from the *Journal of Interior Design* are available from 2007 through the current issue.

Mintel: Market research and analysis covering the U.S. and some International marketplaces. Mintel gives insight into the trends and consumer behavior that will shape tomorrows' markets.

Music Library: Over 4,000 Audio Clips available to download in WAV file format.

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.

RedBooks: Detailed profiles of nearly 13,500 U.S. and international advertising agencies.

Vogue Archive (via ProQuest): A complete searchable archive of American Vogue, from the first issue in 1892 to the current month, reproduced in high-resolution color page images.

Women's Wear Daily (WWD): Daily news on trends and developments in fashion, textiles, accessories, and beauty and provides a keyword searchable archive back to 1994.

WGSN: Provides access to 4 million images, information on trade shows, fashion trend analysis as well as information on interiors and beauty.

Digital Visual Resources for Architecture

The LUNA Digital Image Collections database provides users with access to over 370,000 high-quality digital images. Several of the collections are architecture-specific:

- Academy of Art University
- Alice Weston Great Houses
- Archivision
- AMICA Library
- Architecture and Urban Planning Collection
- Catena-Historic Gardens & Landscapes Archive

- Museum and the Online Archive of California

The Library also links to many free online image resources for architecture from on the Digital Images page:

- Digital Imaging Project, Bluffton University
- Europeana
- Flickr Commons
- Getty Research Institute Digital Collections
- 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
- WorldImages (California State University)
- Yale Digital Content

Books and Films for Architecture

Academy of Art University Library Architecture Books and Films - February 2014			
Books:			
Call Number Ranges	Subject	Unique Titles	Volumes
HT	Urban Planning	76	84
KFC813	California Building Laws	7	10
NA	Architecture	2341	2651
NC750	Drawing: Perspective	36	54
NC825	Drawing: Buildings / Interior Design / Interiors	19	24
NK	Interior Architecture and Design	2021	2425
SB	Landscape Architecture and Design	144	155
TA	Structural Engineering / Transportation Engineering	111	130
TF	Architecture of Transportation	4	4
TG	Bridge Engineering	11	11
TH	Building Construction	260	328
TK425 - TK4399	Lighting Design	31	44
TR659	Architectural Photography	27	29
TITLES RELEVANT TO ARCHITECTURE IN EBOOK COLLECTION (NO ITEM RECORDS ATTACHED)		676	
TITLES RELEVANT TO ARCHITECTURE IN OTHER CALL NUMBER RANGES:		469	548
TOTAL BOOKS:		6233	6497
Films:			
VIDEO-ARH	Architecture and Architects	95	102

VIDEO-IAD	Architecture and Architects	7	7
TOTAL BOOKS AND FILMS:		6335	6606

Library Material for Sustainable Architecture and Energy Efficient Design

Material on Sustainable Architecture		
Material Type	Unique Titles	Volumes
Books	76	84
E-books	25	N/A
Movies	11	12
Total	112	96

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 art and design 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 administration to ensure that the research needs of the Academy community are met by our collection and services.

Risks to the Library

One risk to the quality of the Library's offerings is the gap between the move to the digital environment in traditional scholarship vs. the availability of quality digital art and design resources. While STEM (Science, Technology, Engineering and Math) disciplines are moving swiftly and, arguably, effectively to a digital environment there is a lack of development in this area in the Arts due to the image rich environment necessary to support artistic research due to the lack of revenue generation in this field. Our students want information to be made available to them electronically and the library is anxious to provide those services, however, occasionally we find that the resources requested simply are not available electronically or they are not offered as institutional subscriptions.

Another risk to the overall quality of the collection is that the budget for physical materials, primarily books, movies, and periodicals, was reduced in 2014, resulting in the Library needing to decrease its expenditures on materials for all academic departments.

Access by Unauthorized Persons

The Library has a public-use policy in place to limit access to the Library by the general public to those with legitimate research interests. Members of the public must submit a Guest Researcher form to the Library Director requesting access to the library and provide identification before entering the building. The security desk in the lobby of 180 New Montgomery helps deter unauthorized access to the building, and ensures that anyone entering the library who is not a current student or faculty member has a Guest Researcher approval letter.

Recommendations for the Next 3 Years

The library will need to improve in these primary areas in the next three years in order to meet the growing needs of Academy of Art University:

- **Increase outreach and marketing of the library-** While the Library enjoys near-capacity use from students and faculty on a daily basis, we feel that there is room for an increased presence in many areas, including an integrated Information Literacy curriculum for the major departments and a stronger presence in the online LMS.
- **Information Literacy Program -** Redesign Library Information Literacy sessions for mandatory classes (LA 108, FSH 111, and ESL) to include specific learning outcomes for each session. Increase the number of introductory Information Literacy sessions across the major departments. Develop and apply learning outcomes to one-off Information Literacy sessions that meet the goals of the research assignment. Continue to develop the relationship between Faculty Development and the library to formalize faculty/librarian relationships and to develop Information Literacy curriculum for department specific research goals.

I.3. Institutional Characteristics

I.3.1 STATISTICAL REPORTS

NA

I.3.2 ANNUAL REPORTS

NA

I.3.3 FACULTY CREDENTIALS

Credentials of faculty who are teaching in the undergraduate program may be found in Part 3 of this document.

I.4. Policy Review

The Department of Architecture understands the undergraduate program shall provide a number of documents for review by the visiting team and will be placed in the team room. Rather than being appended to the APR, they are listed here per Appendix 3 of the *2009 Conditions*.

- Studio Culture Policy
- Self-Assessment Policies and Objectives
- Personnel Policies including:
 - Position descriptions for all faculty and staff
 - Rank, Tenure and Promotion (Note: AAU does not have Tenure)
 - Reappointment
 - EEO/AA
 - Diversity (including special hiring initiatives)
 - Faculty Development, including but not limited to research, scholarship, creative activity or sabbatical.
- Student to Faculty Ratios for all components of the curriculum (studio, classroom/ lecture, seminar)
- Square Feet per student for space designated for studio based learning
- Square Feet per faculty member for space designated for support of all faculty activities and responsibilities
- Admissions Requirements
- Advising Policies (including policies for evaluation of students who transferred from BFA to B.Arch curriculum)
- Policies on use and integration of digital media in architecture curriculum
- Policies on academic integrity for students (e.g. cheating and plagiarism)
- Policies on library and information resources collection development

- A description of the information literacy program and how it is integrated with the curriculum.

Part Two (II). Educational Outcomes and Curriculum

II.1.1 STUDENT PERFORMANCE CRITERIA

This has been designed as a holistic curriculum where the key performance criteria will be revisited throughout a student's progress through the program. The matrix on the following page represents the key coverage of performance criteria. Please see the curricular framework in the next section which describes the degree breakdown of credits

ACADEMY OF ART UNIVERSITY STUDENT PERFORMANCE CRITERIA MATRIX BACHELOR OF ARCHITECTURE 2013-14		Swarm A: Critical Thinking and Representation										Swarm B: Integrated Building Practices, Technical Skills and Knowledge										Swarm C: Leadership and Practice																				
		1A	2A	3A	4A	5A	6A	7A	8A	9A	10A	11B	12B	13B	14B	15B	16B	17B	18B	19B	20B	21C	22C	23C	24C	25C	26C	27C	28C	29C	30C	31C	32C	33C	34C	35C	36C	37C	38C	39C	40C	
1. DESIGN STUDIO																																										
APR110	Studio 1: Conceptual Design Studio																																									
APR1150	Studio 2: Spatial Ordering & Form																																									
APR1210	Studio 3: Site Operations & Technical Systems																																									
APR1250	Studio 4: Site, Culture, & Aggregate Massing																																									
APR1310	Studio 5: Assembly Building & Control Subgrid/IC																																									
APR1350	Studio 6: Field Conditions & Subgrid/IC																																									
APR1410	Studio 7: Technical & Structure Design																																									
APR1450	Studio 8: Housing & Comprehensive Design																																									
APR1510	Studio 9: Mixed Use, Urbanisms																																									
APR1550	Studio 10: Final Project																																									
2. MEDIA & PROCESS																																										
APR1170	Project Drawing & Perspective																																									
3. SYSTEMS & TECHNOLOGY																																										
APR1240	Site Design & Mapping																																									
APR1239	Materials & Methods																																									
APR1320	Structures: Wood & Steel																																									
APR1330	Structures: Concrete, Masonry, & Tensile Systems																																									
APR1420	Structures: Systems Investigation																																									
APR1430	Climate & Energy Use: Sustainable Buildings																																									
APR1440	Building Systems: Mechanical, Electrical, & Plumbing																																									
APR1441	Technical Code Analysis & Building Documentation																																									
5. HISTORY & THEORY																																										
LA 219	History of Architecture 1																																									
LA 319	History of Architecture 2																																									
LA 428	Architecture Theory																																									
6. SOCIETY & THE PROFESSION																																										
LA 262	Programming and Culture																																									
APR1475	Professional Practice																																									

○ ○ ● ●

I.2. Curricular Framework

II.2.1. Regional Accreditation

Please find here the most recent letter from the regional accrediting agency regarding the AAU's term of accreditation.

WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
 ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES



July 13, 2007

Elisa Stephens
 President
 Academy of Art University
 79 New Montgomery Street
 San Francisco, CA 94105

Dear President Stephens:

At its meeting on June 20-22, 2007, the Commission considered the report of the Educational Effectiveness (EE) Review team that visited the Academy of Art University (AAU) on February 26-28, 2007. The team visit was conducted within the parameters of the Commission action following the March 1-3, 2006, Capacity and Preparatory Review (CPR), which allowed the team the option of recommending acceleration of the review process, counting the Educational Effectiveness Review for Initial Accreditation rather than for Candidacy. The Commission had access to the Institutional Presentation for the Educational Effectiveness review, the team report from the visit, and the response submitted by the institution to the team report. It also had access to the Letter of Intent, dated May 13, 2005, which detailed the institution's goals and strategies for the review process. The Commission appreciated the opportunity to speak with you, ALO Melissa Sydeman, and Executive Vice President Joe Valero. Your comments were helpful.

The team report was based on an institutional visit that had been extended to three full days in order to provide a more thorough evaluation of the institution's readiness to demonstrate its core commitment to educational effectiveness at a substantial level. The Commission concurred with the team report that AAU was fully and insightfully involved in its preparation for both the Capacity and the Educational Effectiveness reviews, that it had produced thorough, reflective, and visually compelling institutional reports, and that the institution demonstrates more than a few exemplary practices. The Commission noted that, in some instances, AAU exceeded its own intended goals, such as by conducting a rigorous review of its substantial online program using the WASC document *Good Practice in Electronically Offered Degree and Certificate Programs* (Criteria for Review (CFR) 4.4 and 4.5).

The institutional report (pp. 163, 164) described how AAU had responded to the six recommendations made by the CPR team, including a more extensive

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Mark Hoffman
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Michael A. White
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deployment of program learning outcomes and the establishment of a system of program review. The EE team specifically examined and verified each of the institution's assertions.

The Commission also acknowledged the extensive and effective range of support services provided to ensure student success, which is critical in view of the institution's open-access policies (CFR 2.12). Generous staff and technology resources, especially for students who are not native English speakers, were demonstrated as effective in helping students achieve their goals. Moreover, AAU has begun to use multiple methods for assessing complex areas of student learning in the creative arts (CFR 2.6).

AAU has also implemented a broad range of structures and processes for organizational learning (CFR 4.4). This practice includes obtaining an extensive number of key performance measures and using them to improve outcomes relating to student achievement and institutional responsiveness to its market sectors.

Furthermore, the team report concluded that the infrastructure in support of online learning, across a significant array of courses and programs, can be regarded as exemplary in both its design and implementation. As noted in the team report,

The Online Faculty development program is especially thorough and commendable. A section in the institution's EE Report entitled "Effects of Online Teaching on Onsite Teaching Practices" by Rachel Levin, Shalle Leeming, Marian Shaffner, and Alexis Melnicki, is an impressive examination of the impact of online teaching on both students and faculty. It is clear that the institution has accounted for the challenges of translating a classroom curriculum to an electronic interface in terms of pedagogy and content and ensured the consistency of outcomes."

The Commission, in accepting the team report, endorsed the findings and recommendations of the team and urged that they be given consideration. In addition, the Commission highlighted the following issues for continuing institutional attention:

Understanding its Diverse Community. AAU has opened its doors wide to students from many different cultural, linguistic, and socioeconomic backgrounds, and has made significant commitments to help each student succeed (CFR 1.5). The degree to which the multiple categories of students are in fact being served and how they succeed is a more recent focus of analysis. In keeping with CFR 2.6, 4.3, and 4.7, the Commission affirmed AAU's efforts to obtain more precise quantitative and qualitative measures of its effectiveness in supporting diverse student populations, and to use such data to inform policy and practice. AAU will need to continue to reflect on this information, disaggregated by various student characteristics, and, where appropriate, set targets or benchmarks for improvement. In addition, AAU should focus institutional attention on the continuing need for AAU's faculty and staff to more closely reflect the demographics of its student population.

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Academy of Art University
July 13, 2007

Enhanced Program Review. The commitment that faculty and staff have made to classroom evaluation is creative and ongoing. The practice of collective faculty reflection on the results of such assessment, in the form of systematic program review at the program, school, and institutional levels, is a more recent development. AAU has created an impressive program review template to guide its many units as they move more fully into this institutional practice. It is critical that AAU sustain its present high level of commitment to improvements in curriculum design, pedagogy, and assessment strategies by not relaxing its efforts to implement fully its program review strategies in all units, including in the online and co-curricular programs (CFR 2.6, 2.7, and 2.13).

In recognition of the degree to which the AAU has demonstrated its commitments to institutional capacity and to educational effectiveness, the Commission acted to:

1. Receive the Educational Effectiveness Review team report and grant Initial Accreditation to Academy of Art University.
2. Schedule the Proposal to be due on May 1, 2010, the Capacity and Preparatory visit in fall 2012, and the Educational Effectiveness visit in spring 2014.
3. Pursuant to the policy on Initial Accreditation, set the effective date of accreditation as May 25, 2007.
4. Request that five (5) copies of a progress report be submitted by March 1, 2010, addressing the issues raised in this letter and the team report. Enclosed is a memorandum providing guidance on the format and content of a progress report.

Institutions granted the status of Accreditation must use the following statement if they wish to describe the status publicly:

“Academy of Art University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges, 985 Atlantic Avenue #100, Alameda, CA 94501, 510-748-9001.”

The phrase “fully accredited” is to be avoided, since no partial accreditation is possible. The accredited status of a program should not be misrepresented. The accreditation granted by WASC refers to the quality of the institution as a whole. Since institutional accreditation does not imply specific accreditation of any particular program in the institution, statements such as “this program is accredited” or “this degree is accredited” are incorrect and misleading.

Institutions granted Initial Accreditation are required to:

1. Submit an Annual Report form in the format required by the Commission.

B.ARCH PROGRAM SEMESTER BREAKDOWN			
YEAR 1 Semester 1			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
ARH 110	STUDIO 1: Conceptual Design Studio (EAP LEVEL 4)	3	PROFESSIONAL STUDIES-REQ.
FND 113	Sketching for Communication	3	GENERAL STUDIES-REQ.
LA 161 OR LA 123	Golden Section/ Sacred Geometry (EAP LEVEL 3) Design Philosophy: Aesthetics, Logic, and Ethics	3	GENERAL STUDIES-REQ (LA 161 WAS LA-352)
LA 255	College Math (EAP LEVEL 4)	3	GENERAL STUDIES-REQ.
		12	TOTAL SEMESTER UNITS
YEAR 1 Semester 2			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
LA 108	Composition for the Artist (EAP LEVEL 4)	3	GENERAL STUDIES-REQ.
ARH 150	STUDIO 2: Spatial Ordering & Form (ARH 110)	6	PROFESSIONAL STUDIES-REQ.
ARH 170	Projective Drawing & Perspective (ARH 110,FND 113)	3	PROFESSIONAL STUDIES-REQ.
ARH 180	Digital Visual Media (EAP LEVEL 3)	3	PROFESSIONAL STUDIES-REQ.
LA 271	College Algebra with Geometry (LA 255 , C- or higher)	3	GENERAL STUDIES-REQ.
		18	TOTAL SEMESTER UNITS

<i>YEAR 2 Semester 1</i>			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
ARH 210	STUDIO 3: Site Operations & Tectonic Systems (ARH 150, 170, 190)	6	PROFESSIONAL STUDIES-REQ
LA 219	History of Architecture 1 (LA 108)	3	PROFESSIONAL STUDIES-REQ
ARH 230	Color, Perception, and Space (ARH 170)	3	GENERAL STUDIES-REQ
LA 293	PreCalculus (LA 271)	3	GENERAL STUDIES-REQ (WAS LA-256)
ARH 390	3D Digital Modeling (ARH 190)	3	PROFESSIONAL STUDIES-REQ
		18	<i>TOTAL SEMESTER UNITS</i>
<i>YEAR 2 Semester 2</i>			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
ARH 250	STUDIO 4: Site Culture & Integral Urbanism (ARH 210)	6	PROFESSIONAL STUDIES-REQ
LA 292	Programming & Culture (LA 108, 219)	3	PROFESSIONAL STUDIES-REQ
ARH 240	Surveys & Mapping (ARH 170)	3	PROFESSIONAL STUDIES-REQ
LA 249	History of Architecture 2 (LA 219)	3	PROFESSIONAL STUDIES-REQ
LA 296	Applied Physics (LA-293)	3	GENERAL STUDIES-REQ
		18	<i>TOTAL SEMESTER UNITS</i>
MIDPOINT REVIEW #1			
<i>YEAR 3 Semester 1</i>			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
ARH 310	STUDIO 5: Assembly Buildings & Context (ARH 250 LA 219, LA 296)	6	PROFESSIONAL STUDIES-REQ
LA 319	History of Architecture 3 (LA 249)	3	PROFESSIONAL STUDIES-REQ
ARH 320	Structures: Wood & Steel (LA 296)	3	PROFESSIONAL STUDIES-REQ
ARH 239	Materials & Methods (ARH 150)	3	PROFESSIONAL STUDIES-REQ
LA 359	Urban Sociology (LA 108)	3	GENERAL STUDIES-REQ
		18	<i>TOTAL SEMESTER UNITS</i>

YEAR 3 Semester 2			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
ARH 330	Structures: Concrete, Masonry, & Tensile Systems (ARH 320)	3	PROFESSIONAL STUDIES-REQ
ARH 350	STUDIO 6: Field Conditions and Sustainability (ARH 310, LA 249)	6	PROFESSIONAL STUDIES-REQ
ARH 190	Building Information Modeling (ARH 180)	3	PROFESSIONAL STUDIES-REQ
LA 115	The Natural World 1: The Base Layer (EAP LEVEL 4)	3	GENERAL STUDIES-REQ
LA 429	Architecture Theory (LA 108)	3	PROFESSIONAL STUDIES-REQ
		18	TOTAL SEMESTER UNITS
YEAR 4 Semester 1			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
ARH 410	STUDIO 7: Tectonics and Structure (ARH 350, co req 420)	6	PROFESSIONAL STUDIES-REQ
ARH 420	Structures: Systems Investigation (ARH 320, ARH 330, co req 410)	3	PROFESSIONAL STUDIES-REQ
ARH 430	Climate & Energy Use: Sustainable Strategies (ARH 310)	3	PROFESSIONAL STUDIES-REQ
VARIES	STUDIO ARTS AND HUMANITIES BREADTH COURSE	3	GENERAL STUDIES-BREADTH
		15	TOTAL SEMESTER UNITS
YEAR 4 Semester 2			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
ARH 440	Building Systems: Mechanical, Electrical & Plumbing (ARH 410, co req 450)	3	PROFESSIONAL STUDIES-REQ
ARH 441	Tectonics: Code Analysis & Building Envelope Documentation	3	PROFESSIONAL STUDIES-REQ
LA 449	Urban Design Theory (LA 429)	3	GENERAL STUDIES-REQ
ARH 450	STUDIO 8: Housing and Comprehensive Design (ARH 410, 420, 430, co req 440, & 441)	6	PROFESSIONAL STUDIES-REQ
		15	TOTAL SEMESTER UNITS
MIDPOINT REVIEW #2			

YEAR 5 Semester 1			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
ARH 475	Professional Practices for Architects (ARH 450)	3	PROFESSIONAL STUDIES-REQ
ARH 510	STUDIO 9: Mixed Use Urbanism & Research (ARH 450)	6	PROFESSIONAL STUDIES-REQ
ARH 529	From Theory to Practice (LA 429)	3	PROFESSIONAL STUDIES-ELECTIVE
VARIES	STUDIO ARTS AND HUMANITIES BREADTH COURSE	3	GENERAL STUDIES-BREADTH
		15	TOTAL SEMESTER UNITS
YEAR 5 Semester 2			
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE
ARH 550	STUDIO 10: Final Project (ARH 510)	6	PROFESSIONAL STUDIES-REQ
VARIES	TBD	3	PROFESSIONAL STUDIES-ELECTIVE
VARIES	STUDIO ARTS AND HUMANITIES BREADTH COURSE	3	GENERAL STUDIES-BREADTH
VARIES	STUDIO ARTS AND HUMANITIES BREADTH COURSE	3	GENERAL STUDIES-BREADTH
		15	TOTAL SEMESTER UNITS
		162	TOTAL PROGRAM UNITS
FINAL REVIEW			

Breakdown of professional content & general education in the Five Year BFA (162 credit hours total)

**B.ARCH PROGRAM
GENERAL STUDIES COURSES**

COURSE NUMBER	COURSE NAME	UNITS
FND 113	Sketching for Communication	3
LA 115	The Natural World 1: The Base Layer	3
ARH 230	Color, Perception, and Space	3
LA 108	Composition for the Artist	3
LA 123 or LA 161	Design Philosophy: Aesthetics, Logic, and Ethics Golden Section/ Sacred Geometry	3
LA 255	College Math	3
LA 271	College Algebra with Geometry	3
LA 293	PreCalculus	3
LA 296	Applied Physics	3
LA 359	Urban Sociology	3
LA 449	Urban Design Theory	3
	BREADTH #1 (SEE EXAMPLES BELOW)	3
	BREADTH #2 (SEE EXAMPLES BELOW)	3
	BREADTH #3 (SEE EXAMPLES BELOW)	3
	BREADTH #4 (SEE EXAMPLES BELOW)	3
TOTAL GENERAL STUDIES UNITS		45

B.ARCH PROGRAM GENERAL STUDIES COURSES

COURSE NUMBER	COURSE NAME	UNITS
FND 113	Sketching for Communication	3
LA 115	The Natural World 1: The Base Layer	3
ARH 230	Color, Perception, and Space	3
LA 108	Composition for the Artist	3
LA 123 or LA 161	Design Philosophy: Aesthetics, Logic, and Ethics Golden Section/ Sacred Geometry	3
LA 255	College Math	3
LA 271	College Algebra with Geometry	3
LA 293	PreCalculus	3
LA 296	Applied Physics	3
LA 359	Urban Sociology	3
LA 449	Urban Design Theory	3
	BREADTH #1 (SEE EXAMPLES BELOW)	3
	BREADTH #2 (SEE EXAMPLES BELOW)	3
	BREADTH #3 (SEE EXAMPLES BELOW)	3
	BREADTH #4 (SEE EXAMPLES BELOW)	3
TOTAL GENERAL STUDIES UNITS		45

STUDIO ARTS AND HUMANITIES BREADTH COURSES		
(STUDENTS TO CHOOSE ONE COURSE FROM EACH REALM)		(COURSES
MARKED WITH AN ASTERISK (*) HAVE BEEN INCLUDED IN THE COURSE DESCRIPTIONS		PROVIDED IN THE APR AS EXAMPLES OF EACH BREADTH CATAGORY)
BREADTH #1 : MUSIC & ART INFLUENCES		
COURSE NUMBER	COURSE NAME	UNITS
LA 140 *	Music Appreciation	3
LA 221 *	California Art in Cultural Context	3
LA 279 *	Seminar in Italy	3
LA 114	Art of Music	3
LA 118	History of Industrial Design	3
LA 142	Film Music Appreciation	3
LA 182	Genres in Film	3
LA 222	20th Century Art	3
LA 224	Woman, Art & Society	3
LA 244	History of Fashion	3
LA 274	Seminar in Spain	3
LA 276	Seminar in Europe	3
LA 278	Seminar in France	3
LA 282	Film History 2 : 1940-1974	3
LA 283	Examining Film Noir	3
LA 307	History of Aesthetics	3
LA 361	The Artist in the Modern World	3
LA 408	Analog Before Digital: Punk/No Wave Film & Music	3
MPT 133	Short Film 1: Principles of Short Film	3
MUS 101	Music Theory & Basic Notation	3
MUS 110	Harmony 1	3
PH 101	Photo History and Concepts	3
BREADTH #2: STUDIO & MEDIA ARTS		
COURSE NUMBER	COURSE NAME	UNITS
FASCU 270*	Ecorche	3
FND 131*	Figure Modeling	3
ANM 180	Introduction to Animation Principles & Techniques	3
FA 143	Silkscreen 1	3
FA 145	Printmaking	3
FA 241	Book Arts	3
FASCU 130	Sculpture 1	3
FASCU 231	Sculpting in Ceramics 1	3

FASCU 235	Metal Fabrication Skills	3
FASCU 338	Wheel Formed Sculpture	3
FSH 164	Fashion Sewing Techniques	3
FSH 184	Styling	3
FSH 274	Applied Textiles 1	3
JEM 110	Jewelry & Metal Arts 1	3
JEM 238	Papermaking/Mixed Media	3
MPT 105	Cinematic Storytelling	3
MPT 110	Nonlinear Computer Editing 1: Principles of Editing	3
MPT 285	Production Design: Script to Screen	3
PH 103	Digital Photo for Artists	3
WNM 249	Web Design 1	3
BREADTH #3: LANGUAGE, CULTURE, HUMANITIES & SCIENCES		
COURSE NUMBER	COURSE NAME	UNITS
LA 435*	The Power of Signs: Semiotics & The Visual Arts	3
LA 260	French 1	3
LA 263	Chinese 1	3
LA 267	Italian 1	3
LA 268	Spanish 1	3
LA 270	U.S. History	3
LA 343	Comparative Religion	3
LA 345	Art of Science/Science of Art	3
LA 368	Culture: Anthropology for Today's Artist	3
LA 462	Power of Myth & Symbol	3
BREADTH #4: GRAPHICS, MARKETING & ENTREPRENEURIAL SKILLS		
COURSE NUMBER	COURSE NAME	UNITS
LA 381 *	Marketing Essentials	3
LA 480 *	The Small Business Entrepreneur	3
GR 102	Digital Tools: Design Applications	3
GR 105	Principles of Graphic Design	3
GR 107	Principles of User Experience	3
LA 287	Green Marketing	3
LA 306	Creatively Speaking: Presentation for Designers	3
LA 347	Business Law	3
LA 365	General Psychology	3

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Off-Campus

Per the 2011 Procedures for Accreditation, because the AAU plans to eventually deliver more than 40% of the curriculum online and there is currently no residency requirement, by definition the online program will be considered an additional site.

For this report the AAU is providing responses to the Appendix 2. Branch Campus Questionnaire below:

Name of Institution: Academy of Art University

Title of Degree: Bachelor of Architecture

Name of Person Completing this Form: Mimi Sullivan, Executive Director

Location of Branch Campus: Online learning is provided by the AAU CyberCampus, the online division, located in San Francisco as part of the main campus.

Distance from Main Campus: Same location, San Francisco.

Number of Courses from Curriculum Leading to a NAAB Accredited Degree offered Online: Currently 24 courses outlined below:

List of offerings

Semester 1 (12 units):

ARH 110 – Studio 1 Conceptual Design

FND 113 – Sketching for Communication

LA 161 – Golden Section and Sacred Geometry

LA 255 – College Math (if required)

Semester 2 (18 units):

ARH 150 - Studio 2 Spatial Ordering & Logic

ARH 170 – Projective Drawing

ARH 180 – Digital Imaging

LA 108 – Composition for the Artist

LA 271 – Algebra with Geometry

Semester 3 (18 units):

ARH 210 – Studio 3: Site Operations & Tectonic Systems

ARH 230 – Color, Perception & Space

ARH 390 –3D Digital Modeling

LA 219 History of Architecture 1

LA 293 Pre-calculus

Semester 4 (18 units):

ARH 250 – Studio 4: Site, Culture & Aggregate Massing

ARH 240 – Site Mapping & Design

LA 249 – History of Architecture 2

LA 292 – Programming and Culture

LA 296 - Applied Physics

Semester 5 (6 units of 18):

ARH 190 – BIM & Design Graphics (ready to launch in the Fall 2014)

LA 319 – History of Architecture 3

Semester 6 (9 units of 18):

ARH 239 – Materials & Methods

LA 429 - Architecture Theory

LA 359 – Urban Sociology

Semester 8 (3 units of 18)

LA 449 Urban Design Theory

In addition, some of the choices for ARH Breadth Courses are also available Online from other departments

The NAAB Accredited Degree program on campus does not require online learning for completion of the NAAB-Accredited Degree program.

Eric Lum, Online Director for the Department of Architecture has administrative responsibility for the Online Program in conjunction with CyberCampus staff. Eric Lum reports to the Undergraduate Program Administrator (Director). Program Administrators report to the Executive Director.

Financial decisions are made via a Departmental Budget request approved by the President and Executive Vice President of Finance of the University. CyberCampus also has a budget for development, staffing and maintenance of the online campus wide Learning Management System.

AAU does not have a tenure track program for either on campus or online programs. The online program does not have a separate curriculum committee. The B.Arch curriculum committee is one and the same for onsite and online learning. The online program does not have its own admissions committee. The University has an inclusive admissions policy for the undergraduate architecture program, onsite or online.

The online program does not have a separate grievance committee. The online program does not have its own resources for faculty research and scholarship. Faculty teaching architecture courses in the online program are expected to be practicing professionals, the same as faculty teaching on campus.

The online program does not have its own AIAS or NOMAS chapter. The Department does have a chapter of both that is available to online students.

The online program does not have its own membership in ACSA. The Department does have an ACSA membership.

II.2.3 CURRICULUM REVIEW AND DEVELOPMENT

The current B. Arch program was initially designed by the former Program Undergraduate or B-Arch for clarity/ consistency Chair and the former Undergraduate Curriculum Coordinator, and was reviewed by an external consultant from a peer program at U. Mass Amherst and by the University's Curriculum Committee, chaired by the Chief Academic Officer. Since its inception, the program has been amended by the current B.Arch Director and Assistant Directors based on the input of the NAAB Visiting Team in 2012, Faculty feedback received each semester, and most recently based on the January 2013 Curriculum Review. All changes to Curriculum are reviewed by the AAU Curriculum Committee, Curriculum Director, and Chief Academic Officer. The Changes or additions to the program are identified by the self-assessment procedures described in section I.1.5.

With the new governance structure identified earlier in this report, the Undergraduate B.Arch Director and the Undergraduate Assistant Director are responsible for the design of the program and course curricula, in conjunction with the B. Arch Coordinators and faculty (who continue to design courses and refine/evaluate learning results by participating in Department Action Team meetings and targeted assessment and rubric evaluation activities). The active contributions of working professional faculty are at the center of the AAU's efforts to design topical classes, evaluate educational effectiveness and improve learning results. Learning results will be reviewed annually by representatives of the profession (through the University's Spring Show). The B. Arch program faculty are also conducting ongoing assessment of student achievement in relation to the NAAB Student Performance Criteria (see B.Arch Assessment plan, developed by the B.Arch Director in conjunction with AAU's Associate Director of Research Analysis and Assessment) which is reviewed by the B. Arch Assistant Director and B. Arch Coordinators and the Executive Director on a semester basis as the program unfolds.

A faculty Curriculum Committee (currently the Undergraduate Program Director, Undergraduate Assistant Director, Online Director, and Executive Director) exists for the B. Arch program for reviewing effectiveness and currency of the program. Architecture Coordinators are engaged in this process for applicable courses and their recommendations for improvement arising from all of these processes will be made to the Undergraduate Program Director, the Undergraduate Curriculum Coordinator, and the Executive Director. Improvements will be enacted directly by the department faculty where possible; AAU Curriculum Committee approval is required for adding or removing classes and amending syllabi.

Ensuring an effective and continually improving curriculum is part of the charge of the department's Strategic Planning Team. By setting clear educational goals, evaluating and acting on educational results, seeking and acting on advice from the profession, and committing necessary resources for improvement, the department and the University will ensure continuing educational quality and a culture of excellence in the B.Arch program.

Part Two (II): Section 3—Evaluation of Preparatory/Pre- Professional Education

In the case of transfer students from community colleges and other undergraduate programs, including those within Academy of Art University, the B.Arch Director reviews transcripts and portfolios to determine if previous coursework or design experience meets major course or studio requirements, in the event that the applicant is requesting course waiver and transfer to meet the requirement of a B.Arch course or studio carrying SPC's. In addition, a representative from the Office of the Registrar Transfer Department reviews transcripts for Liberal Arts course work to determine if previous coursework meets the General Education / Liberal Arts requirements. The review of the student work includes requests for course descriptions, course outlines and the student work produced in the way of projects, research papers, and homework

Part Two (II): Section 4—Public Information

The University maintains the program web site. A "Public Information" link will lead to a page that contains the following statements and links.

II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES

All catalogues and promotional materials for this program will include the Statement on NAAB-Accredited degrees, exactly as worded in Appendix 5 of the *NAAB Conditions for Accreditation*.

II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES

The following documents will be directly linked to the AAU Architecture program website:

<http://www.academyart.edu/architecture-school/index.html>

2009 NAAB Conditions for Accreditation

2011 NAAB Procedures for Accreditation

II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION

The following resources is linked to AAU's architecture program website under "Helpful Architecture Information" (<http://www.academyart.edu/architecture-school/index.html>):

www.ncarb.org

www.aia.org

www.aias.org

www.acsa-arch.org

www.ARCHCareers.org

http://www.ncarb.org/Publications/~//media/Files/PDF/Guidelines/IDP_Guidelines.pdf

Intern Development Guidelines

<http://www.aias.org/website/download.asp?id=312>

Toward an Evolution of Studio Culture

<http://www.epcompanion.org/>

The Emerging Professional's Companion

II.4.4 PUBLIC ACCESS TO APRS AND VTRS

The following documents pertaining to accreditation will be available in the Undergraduate and M.Arch Program Director's offices as they are available.

All *Annual Reports*, including the narrative

All NAAB responses to the *Annual Report*

The final decision letter from the NAAB

The most recent *APR*

The final edition of the most recent *Visiting Team Report*, including attachments and addenda.

II.4.5 ARE Pass Rates

N/A for the program to date, however the following resources will be linked to AAU's architecture program website under "Helpful Architecture Information":

<http://www.academyart.edu/architecture-school/index.html>

http://www.cab.ca.gov/pdf/reports/school_summary_report_2009.pdf

<http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School.aspx>

Part Three (III): Progress Since Last Site Visit

1. Summary of Responses to the Team Findings [Year]

A. Responses to Conditions Not Met

Most of the criteria that the Visiting Team has determined was not met when the program was reviewed in 2012 was due to the fact that the courses responsible for meeting those SPCs had not been taught yet. Consolidated all of those SPC's below in each realm. We have also included the General Team Commentary for each realm. In the cases where evidence was placed in the room from courses previously taught we have documented specific Team comments and given an AAU Updated Response on progress towards meeting the criterion.

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

A.5 Investigative Skills: *Ability* to gather, Assess record, apply and comparatively evaluate relevant information within the architectural coursework and design processes.

[X] Not Yet Met

2012 Team Assessment: the criterion is not yet met because courses assigned these criteria have not yet been taught (A.4 and A.5)

AAU Updated Response: Courses assigned these criteria have now been offered and evidence will exist in the VTR for review for all Realm A criteria.

REALM A. General Team Commentary: The program is clearly providing students with the ability to think abstractly and critically; to use research in creating ideas; and to understand the complexities of the cultural and environmental context of architecture. Students are able to clearly express themselves orally, through writing and through hand drawn and digital graphics. They understand and respect diverse cultures and how to assess community needs. Students are not yet prepared for technical documentation and still require a deeper ability to investigate the design process in its entirety.

B.2 Accessibility: *Ability* to design sites, facilities and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities

[X] Not Yet Met

2012 Team assessment: The team room evidence was insufficient to demonstrate the ability of all students to meet the criterion

AAU Updated Response: The ARH 310 studio had only been taught once and in the first semester it was taught, this studio was not explicitly assigned this criteria. ARH 410 and ARH 450 studios had never been taught. Since the visit, ARH 310 has revised the curriculum to include substantial introductions to accessibility principles and now requires accessibility planning diagrams and further abilities are exhibited in subsequent studios ARH410 and ARH450. ARH 240 Site Design has also been revised to include site planning issues of accessibility.

- B.3 Sustainability: *Ability* to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**
- B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.**
- B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:**
 - A.2. Design Thinking Skills**
 - A.4. Technical Documentation**
 - A.5. Investigative Skills**
 - A.8. Ordering Systems**
 - A.9. Historical Traditions and Global Culture**
 - B.2. Accessibility**
 - B.3. Sustainability**
 - B.4. Site Design**
 - B.5. Life Safety**
 - B.8. Environmental Systems**
 - B.9. Structural Systems**
- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**
- B. 8 Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**
- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**
- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture**

transfer, durability, and energy and material resources.

B. 11. Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

B.12 Building Materials and Assemblies: *Understanding* of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

[X] Not Yet Met

2012 Team Assessment: the criterion is not yet met because courses assigned these criteria have not yet been taught (B.1, B.3 and B.6-11)

AAU Updated Response: Courses assigned these criteria have now been offered and evidence will exist in the VTR for review for all Realm B criteria.

Realm B. General Team Commentary: The Student Performance Criteria for Realm b: Integrated Building Practices, Technical Skill and Knowledge are largely not met at this time. However the curriculum intent is clear that appropriate content will be provided in courses yet to be taught, including emphasis on sustainable design, assessibility, life safety, and constructability.

C.1 Collaboration: *Ability* to work in collaboration with others and in multidisciplinary teams to successfully complete design projects.

C.2 Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.

C.3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

C.4 Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

C.5 Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

C.6 Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

C.7 Legal Responsibilities: *Understanding* of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

C.8 Ethics and Professional Judgment: *Understanding* of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

C.9 Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors*

[X] Not Yet Met

2012 Team Assessment: the criterion is not yet met because courses assigned these criteria have not yet been taught (All Realm C criteria)

AAU Updated Response: Courses assigned these criteria have now been offered and evidence will exist in the VTR for review for all Realm C criteria.

Realm C. General Team Commentary: Due to the high number of practicing part-time faculty, students are able to interact with individuals involved in the profession, helping to reinforce the learning objectives in Realm C.
Given the program's infancy, the learning objectives have not yet been fulfilled because courses have not yet been taught. However, the richness of the part-time faculty gives an indication that the criterion is expected to be met as the program advances.

B. Responses to Causes of Concern

IMPLEMENTATION OF B.Arch DEGREE

2012 Team: "The proposed B.Arch. program, established in 2011, has transferred BFA students into the program with the hope and expectation that achieving accreditation by 2016 will provide the equivalent of an accredited degree for students scheduled to graduate in 2014."

AAU Updated Response: The first cohort of students graduating from the B.Arch. will be graduating in Spring 2015. Based on NAAB 2012 Procedures (amended) section 4.1.b, the program is eligible for Initial Accreditation in 2015. The School will be formally requesting a Fall 2015 Initial Accreditation Visit in May 2014.

ONLINE INSTRUCTION

2012 Team: "The program has not yet completed development of online courses demonstrating that ALL studio and support courses can be taught with student outcomes equal to onsite learning."

AAU Updated Response: The B.Arch Online set of courses is still in development, particularly studios. Since the last NAAB visit, Studios ARH 150, ARH 210 and ARH 250 as well as ARH180, ARH230, ARH240, ARH239, ARH390, LA219, LA249, LA319, LA429, LA292, LA271, LA293, LA296, LA449 courses have been written and launched.

IMPROVING SYSTEMS and SUPPORT ONLINE DELIVERY AND INSTRUCTION:

Interaction and Interactivity: In addition to the AAU LMS text based online discussion and chat, online instructors have their own virtual office spaces, and design studios can conduct live group meetings via web conferencing. Facebook, Twitter, Google Hangouts, and other social media tools have been used on an informal basis to connect students and instructors. The school blog site lists current events and speakers.

Access to Resources: Online resources include: public lectures, demos, ebrary, digital art and architectural image database, Architectural Graphic Standards, USGBC LEED Reference guide, building, fire, electrical, mechanical, life safety code texts, ICC Accessibility reference.

Student Evaluation and Rubrics: Faculty instructs both onsite and online students allowing for very clear comparisons of student achievement. We benefit from their ability to speak to the quality of the student work and the system of course delivery. Course rubrics are the same for onsite and online. First year rubrics have helped to make evaluation consistent.

Student Support: Online student support includes ESL, ARC (Academic Resource Center), Digital Tutors (software training)

Faculty Support: Cybercampus Support, ARH support

The AAU M. Arch. Program was awarded an 8 year continuing accreditation term in 2013. This graduate program has a fully developed set of courses and studios delivered online and a high percentage of exclusively online students. As of Fall 2013 the M.Arch. program has produced graduates who studied exclusively online. B.Arch. has a much lower percentage of exclusively online students and we recognize that the Undergraduate experience raises unique issues. We have seen a trend towards growing population of hybrid students (students who take coursework both online and onsite) including students moving between online and onsite studio delivery and vice versa. These trends allow us to look to serve future student profiles and needs as the profession seeks to attract strong students to this education.

2. Summary of Responses to Changes in the NAAB Conditions (N/A)

Part Four (IV): Supplemental Information

1. Course Descriptions

LA 108: Composition for the Artist (3 Credits)

Course Description:

This is an introductory writing course that prepares students for coursework and the professional world. This course will welcome incoming students into the Academy community and help them establish and maintain academic and peer support. Emphasis is placed on spelling, grammar and punctuation.

Course Goals and Objectives:

- Utilize the writing process to analyze and articulate artistic backgrounds and processes
- Demonstrate understanding of organizational tools in written work
- Use grammatically correct language in written work
- Articulate purpose and thesis in written assignments
- Assess writing in terms of clarity, cohesion, and effectiveness
- Use elements of narration and description to articulate a personal artistic purpose
- Conduct research to support thesis statements
- Evaluate the credibility of research sources
- Correctly cite sources, when relevant, using MLA method of citation
- Analyze and articulate a personal or professional artistic process
- Develop an understanding of the value of clear communication as a professional artist
- Meet assigned deadlines
- Accept and apply critiques
- Analyze and discuss work using industry specific terminology
- Prepare for and contribute to class discussions and critiques

Student Performance Criteria:

N/A

Topical Outline:

15% Artistic Values
5% Artist's Autobiography and Narrative Structure
20% Analyzing the Artistic
20% Compare and Contrast
20% Art Review
20% Networking and Resume

Pre-reqs: On campus English as a second language students must pass EAP level 4.

Textbooks/ Learning Resources:

Writing Fiction: A Guide to Narrative Craft
Author(s): Janet Burroway and Elizabeth Stuckey-French

Offered: Fall, Spring, Summer

Faculty: Kelly Holt

ARH 110: Studio 1: Conceptual Design (3 Credits)

Course Description:

Students will learn principles for making places for people through the examination of design, procedures, and the use of space-making principles in general. Design studio projects and exercises will introduce fundamental concepts and considerations in environmental design, and knowledge and skills needed in subsequent landscape, architecture and interior design studios.

Course Goals and Objectives:

- Exhibit spatial visualization and communication skills.
- Use a journal for sketching.
- Describe a variety a spatial organizations exhibiting a fundamental understanding of formal systems.
- Articulate how environmental design is an integrative process.
- Exhibit an understanding of scale.
- Present a design proposal both narratively and visually.

Student Performance Criteria:

N/A

Topical Outline:

30% Design Principles

25% Analysis and observation skills

25% Interdisciplinary relationships

20% Problem definition and establishing criteria

Pre-reqs: On campus English as a second language students must pass EAP level 4

Textbooks/ Learning Resources:

Form Space and Order, Francis Ching

Visual Notes for Architects and Designers, Norman Crowe and Paul Laseau,

Offered: Fall and Spring

Faculty: Jennifer Asselstine, Ethen Wood, Yasmine Farazian, Jordan Brown, David Kesler, Heather Clendenin, Carol Buhrmann, Eva Chiu, Brett Marsengill

FND 113: Sketching for Communication (3 Credits)

Course Description:

A firm grasp of drawing principles empowers artists and designers to visually communicate concepts and ideas. In this course students will learn how to draw objects, figures and environments to scale and in perspective. Employing basic sketching techniques, students will create drawings utilizing compositional strategies and camera angles that can be used in sequential imagery.

Course Goals and Objectives:

- Sketch a variety of subjects including figures and objects in interior and exterior environments in a representational manner. Will be able to demonstrate fundamental accuracy in scale and proportion of elements
- Utilize linear and atmospheric perspective techniques to indicate spatial depth in compositions
- Indicate light and shadow on forms using the five-value system and demonstrate correct application of form and cast shadow edges
- Compose elements into organized, readable designs and compositions
- Accomplish conceptualization of ideas utilizing thumbnail sketch processes and reference material
- Utilize conventional drawing media such as graphite and markers for the technical application of line and tone
- Ability to critique and discuss assignments using standard art vocabulary
- Ability to learn from critiques and make corrections
- Organization and preparedness
- Ability to meet project deadlines
- Professionalism in presentation of projects

Student Performance Criteria:

N/A

Topical Outline:

25% Drawing Fundamentals, Value and Composition
25% One & Two point Perspectives
20% Figure Drawing
30% Viewpoints

Pre-reqs: None

Textbooks/Learning Resources: None

Offered: Fall, Spring, Summer

Faculty: Jim Gleeson

LA 115: The Natural World 1: The Base Layer (3 Credits)

Course Description:

This course provides the opportunity to gain a deeper understanding of the natural landscape. By exploring local sites, students will learn to identify and analyze soil types, geological forms, watersheds, and other topographical feature, and how they affect design decisions. Strategies for mapping and recording this information will be introduced.

Course Goals and Objectives:

- Develop methods and strategies for clearly recording site observations and analysis.
- Identify various soil types, their physical properties, and appropriate various activities and structures for those soil types.
- Discuss personal relationship to the natural world.
- Discuss the opportunities and constraints of basic ecological elements.
- Describe the complex set of factors and site characteristics that result in a “sense of place.”
- Prepare for and contribute to class discussions and critiques.
- Meet assigned deadlines.
- Uphold the AAU Academic Honesty Policy.
- Interact professionally with peers and the instructor.
- Analyze and discuss course topics using discipline specific terminology.

Student Performance Criteria:

N/A

Topical Outline:

30% Global context and Principles of environmental ecology
30% Topography, Geology and Mapping
20% Watersheds
20% Case studies and the Transect

Pre-reqs: On campus English as a second language students must pass EAP level 4

Textbooks/ Learning Resources:

A State of Change: Forgotten Landscapes of California
Author(s): Laura Cunningham

Offered: Fall and Spring

Faculty: Carlisle Becker

LA 123: Design Philosophy: Aesthetics, Logic, and Ethics (3 Units)

Course Description:

This course investigates the role of the designer through the lens and critical methods of philosophy. Design related questions regarding beauty, imagination, originality, abstraction, and phenomenology will be explored through the philosophic branches of metaphysics, epistemology, logic, ethics, and aesthetics. This course provides a framework from which students ground their own evolution as designers.

Course Goals & Objectives:

- Discuss, compare and contrast a range of philosophers and design related philosophical problems.
- Discuss the relevance of philosophy and methodology in the design process
- Develop and apply reasoning techniques.
- Construct a reasoned case in support of one's views while respecting multiple viewpoints.
- Discuss and debate how philosophy and methodology shape the production of art and architecture.
- Meet assigned deadlines
- Accept and apply critiques.
- Analyze and discuss work using industry specific terminology.
- Prepare for and contribute to class discussions and critiques.

Student Performance Criteria:

(N/A)

Topical Outline:

- 10% What is Philosophy?
- 10% Socratic Method and the nature of critique
- 10% Inductive, abductive and deductive reasoning
- 10% Romanticism and Historicism
- 10% Quantitative vs. qualitative understanding
- 10% Epistemology and Kant
- 10% Knowledge, truth and belief
- 10% Aesthetics and Beauty
- 10% Fashion vs. Design
- 10% Ethics and Design

Prerequisites: On campus English as a second language students must pass EAP level 4

Textbooks/Learning Resources: (N/A)

Offered: Fall and Spring

Faculty assigned:

Carol Buhrmann
Braden Engel
Kevin Hackett

FND 131: Figure Modeling (3 Credits)

Course Description:

The principles and concepts of the three dimensional nude human form are presented in this sculpture course. Human proportion, structure, geometry, balance and anatomy will be explored in projects designed to enhance understanding of 3-D form, volume and space.

Course Goals and Objectives:

- Execute the human figure in clay, demonstrating fundamental accuracy in proper anatomical proportions, three-dimensional form, inner structure and balance.
- Execute skills in three-dimensional aspects of design and composition.
- Model form using sculpture materials.
- Meet assigned deadlines.
- Accept and apply critiques.
- Analyze and discuss work using industry specific terminology.
- Prepare for and contribute to class discussions and critiques.

Student Performance Criteria:

N/A

Topical Outline:

10% Armature Construction

20% The Geometric Figure: The Skeleton & Anatomy

40% Contrapposto: Weight Shift, Anatomy & the Seated Figure

20% Portrait Sculpture

10% Character Design

Pre-reqs: None

Textbooks/Learning Resources: None

Offered: Fall, Spring, Summer

Faculty: Cameron Brei Harris

LA 140: Music Appreciation (3 Units)

Course Description:

This course is an historical and critical survey of classical music as an art form. Special attention is placed on music of specific composers and understanding the place of classical music in culture and civilization.

Course Goals & Objectives:

- Identify sixty masterpieces of western music .
- Identify and describe the work of forty-five great composers, and discuss their place in history and culture.
- Learn to hear, identify, and apply musical concepts of rhythm, pitch, melody, harmony, form, and timbre.
- Identify and categorize meters, rhythms, scales, and chords.
- Discuss and write about music of the Medieval, Renaissance, Baroque, Classical, Romantic, and 20th Century eras, and how each reflected the aesthetic and historic concerns of its time.
- Prepare for and contribute to class discussions and critiques
- Meet assigned deadlines
- Uphold the AAU Academic Honesty Policy
- Interact professionally with peers and the instructor
- Analyze and discuss course topics using discipline specific terminology

Student Performance Criteria:

(N/A)

Topical Outline:

- 10% Overview of the study and appreciation of Western Classical music.
- 10% Analysis of fundamental elements of music.
- 10% How sounds are combined into rhythms, melodies, harmonies, and forms.
- 10% First musicians and early musical instruments.
- 10% Musicians and music in the Ancient World and Medieval Period.
- 10% Analysis of fundamental elements of music: rhythm and rhythmic notation.
- 10% Examples of the oldest existing music in the Western tradition.
- 10% Musicians and music of the Renaissance.
- 10% Sacred polyphony, the Counter-Reformation, and secular music.
- 10% Analysis of fundamental elements of music: the keyboard and staff.

Prerequisites:

LA 108 (Students with start terms of Spring 2013 and beyond must achieve a C- or higher in LA 108)

Textbooks/Learning Resources:

Music: An Appreciation
Author: Kamien, Roger
ISBN: 9780078025082

Offered: Fall and Spring

Faculty assigned: Craig Griffeth

ARH 150: Studio 2: Spatial Ordering and Form (6 credits)

Course Description:

This studio emphasizes conceptual thinking, program and culture as a design approach. Students analyze clients to reconsider the program of a house and generate a design. Students use diagrams of cultural analysis, and iterative models to define and develop the relationship between the two programs to create a spatial organization to the building.

Course Goals and Objectives:

- Analyze, diagram, and model a case study as a way to generate a new spatial proposal.
- Solve design problems through idea generation, observation analysis and personal experience with an emphasis on models.
- Recognize the complexity and rigor of the design process.
- Utilize a vocabulary of physical elements and design principles.
- Employ spatial ordering systems.
- Research and investigate hybrid programs through a design proposal.
- Effectively articulate the ideas and intentions of design.

Student Performance Criteria:

A.7 Use of Precedents

A.8 Ordering Systems Skills

Topical Outline:

30% Case Study

30% Spatial Ordering Systems and Transformation

40% Hybrid Spaces and Design

Pre-reqs: ARH 110, ARH 170 (may be concurrent)

Textbooks/ Learning Resources:

Thinking Architecture, Peter Zumthor

Pamphlet Architecture 11: Hybrid Buildings, Joseph Fenton

The Diagrams of Architecture, Mark Garcia

Juhani Pallasmaa, The Eyes of the Skin

Complexity and Contradiction, Robert Venturi

Steven Holl, Anchoring

Offered: Fall and Spring

Faculty: Kelton Dissel, Geoffrey Gibson, Beverly Choe, Vivek Anand, Ethen Wood

LA 161: Golden Section & Sacred Geometry (3 Credits)

Course Description:

The study of unique geometric constructions and proportions that form the structure of the universe. Artistic, mathematical, philosophical, and aesthetic aspects will be explored. Students examine the symbolic and practical theories and applications of these divine principles from both classical and contemporary sources. Open to all majors.

Course Goals and Objectives:

- Draw specific geometric constructions used by artists, designers, architects, masons, and geometers for practical and spiritual ends
- Be aware of science of art
- Develop working models that express the design intent of their projects
- Analyze Art/design/architectural/historical references
- Analyze Ancient, classical, and contemporary sources
- Meet assigned deadlines
- Accept and apply critiques
- Analyze and discuss work using industry specific terminology
- Prepare for and contribute to class discussions and critiques

Student Performance Criteria:

N/A

Topical Outline:

25% Radial Symmetry

25% The Golden Section

25% Fibonacci Sequence

25% Geometry: Squares, Rectangles, Spirals, Ovals, Ellipses, Curves

Pre-reqs: On campus English as a second language students must pass EAP level 3

Textbooks/ Learning Resources:

The Power of Limits

Author(s): Gyorgy Doczi

Geometry in Design

Author(s):Kim Elam

The Elements of Dynamic Symmetry

Author(s):Jay Hambidge

Offered: Fall, Spring, Summer

Faculty: Mark Reynolds, Stephen Hoffpauir, Molly Ness

ARH 170: Projective Drawing and Perspective (3 Credits)

Course Description:

This course aims to develop three-dimensional thinking and communication through the practice of rigorous constructed architectural drawings. Techniques involving line weights, line quality, and composition will be explored. Selectively applying transparency and articulating details that reinforce the building design will serve as tools to aid in the communication of design intent.

Course Goals and Objectives:

- Construct a perspective drawing using a wide range of line weights and high quality of line work.
- Selectively draw out certain details and/or forms of the building that communicate the building's design intent.
- Interpret building forms by abstracting essential qualities that reinforce the building's design intent.
- Synthesize two-dimensional drawings and images of a building or space into three-dimensional perspective views.
- Use critical vocabulary to defend opinions and to apply critique.

Student Performance Criteria

A.3 Visual Communication

Topical Outline

25% Axonometrics, Transparency, Line Weights

25% Two Point Perspective Drawing

25% One Point Perspective Drawing

25% Line weights, tone, shadows, poche, composition

Pre-reqs: ARH 110, FND 113

Textbooks/ Learning Resources:

Freehand Graphics for Architects, Landscape Architects and Interior Designers, Martha Sutherland
Architectural Graphics, Francis Ching

Graphic Thinking for Architects and Designers, 2nd Ed., Paul Laseau

Perspective Drawing – A Visual Approach, 2nd Ed., John Montague

Offered: Fall, Spring, Summer

Faculty: Nicole Lambrou

ARH 180: 2D Digital Visual Media (3 Credits)

Course Description:

This class introduces students to basic skills required for 2D image processing. Students learn how to use industry-standard software to edit virtually all scanned images as well as renderings produced in 3D modeling. These applications are critical applications to produce layouts and enhance graphics to support the intended design message

Course Goals and Objectives:

- Manipulate 2D images and create sheet layouts using industry-standard software.
- Apply basic tools of Photoshop, Illustrator, and InDesign to architectural investigations and presentations.
- Create and deliver architectural presentations using basic industry-standard digital tools.
- Generate appropriate representational images, during the programming, rendering, design, and presentation stages of the design process.

Student Performance Criteria:

N/A

Topical Outline:

45% Scanning & Photoshop basics
35% Illustrator basics and layouts
20% AutoCAD basics

Pre-reqs: On campus English as a second language students must pass EAP level 3.

Textbooks/ Learning Resources:

Software Manuals

Offered: Fall, Spring, Summer

Faculty: Doron Serban,

Tobi Adamolekun, Steven Brummond

ARH 190: Building Information Modeling (3 Credits)

Course Description:

Introduces computer concepts and techniques of building information modeling (BIM) for architectural design and how BIM supports and enhances design thinking, systems integration, and documentation.

Course Goals and Objectives:

- Utilize BIM emphasizing it as a design and process tool
- Digitally build holistic, three-dimensional ideas
- Discuss digital means by which architects communicate through drawings - Integrate digital modeling and traditional media

Student Performance Criteria

N/A

Topical Outline

70% BIM as a Design Tool applied to a project

15% Converting BIM data to 2-D AutoCAD format

15% Integrating digital and traditional media in process and presentation

Pre-reqs: ARH 210, ARH 390

Textbooks/ Learning Resources:

Software Manuals

Offered: Fall, Spring, Summer

Faculty:

Edward Pertcheck

Benjamin Rice

ARH 210: Studio 3 Site Operations & Tectonic Systems (6 Credits)

Course Description:

In this course, students investigate the phenomenological implications of occupying space, conceiving and generating space from the perspective of the user. Studio demands that students understand and approach design from multiple scales. Students examine the elements of sensorial experience, including temporal sequencing, texture, light, color, scale, and pattern.

Course Goals and Objectives:

- Communicate their design process and apply design skills in their projects.
- Demonstrate fundamental design thinking and making skills.
- Develop and apply visual communication skills and conceptual skills.
- Apply site analysis and site design in their projects.
- Demonstrate programming and circulation.
- Demonstrate scale and the relationship of body to building.
- Develop appropriate design concepts which reflect program, user aspirations, and context.

Student Performance Criteria:

A.3 Visual Communication Skills, A.6 Fundamental Design Skills

Topical Outline

25% Mapping, Vector field diagramming, and Site Modeling

25% Site Tectonics and programmatic mapping narratives

25% Development of design and site strategies based on movement and site analyses/
sectional sequencing

25% Development of design with computational design strategies

Pre-reqs: ARH 150, 170, 180

Textbooks/ Learning Resources:

Allen, Stan; Diagram Matters

Corner, James, ed.; Recovering Landscape: Essays in Contemporary Landscape Architecture; 1999, Princeton Architectural Press.

Hensal, Michael & Menges, Achim, eds; Versatility and Vicissitude: Performance in Morpho-Ecological Design; 2008, Wiley.

Ibelings, Hans, et. al; The Artificial Landscape – Contemporary Architecture, Urbanism and Landscape Architecture in the Netherlands; 2000, NAI Publishers.

Pamphlet Architecture 28; Allen, Smout, Augmented Landscape; Princeton Architectural Press; 2007

Waldheim, Charles; The Landscape Urbanism Reader; 2006, Princeton Architectural Press.

Offered: Fall and Spring

Faculty: Monica Tiulescu, Alex Neyman

LA 219: History of Architecture 1 (3 Credits)

Course Description:

This course provides a critical investigation into the major developments in architecture from approximately 3,000 B.C. through the start of the 15th century. Students will study Egyptian, Mesopotamian, Greek, Roman, Pre-Columbian and Medieval architecture. This course develops students writing, research and critical thinking skills.

Course Goals and Objectives:

- Discuss the basics of architectural history from pre-history to the start of the 15th century.
- Analyze cultural, societal, and political influences on architecture through the ages.
- Recognize global architectural traditions
- Demonstrate critical reading, writing, and research skills.

Student Performance Criteria:

A.9 Historical Traditions and Global Culture

Topical Outline

100% Pre Architectural History to the start of the 15th century, including Ancient India, China, and Japan, Europe, and the Americas.

Pre-reqs: LA108

Textbooks/ Learning Resources:

Architecture: From Pre-History to Post Modernism, Marvin Trachtenberg and
Isabelle Hyman Classical Architecture – The Poetics of Order, Alexander Tzonis and
Liane Lefaivre

Offered: Fall, Spring, Summer

Faculty: Braden Engel

ARH 230: Color, Form & Perception (3 Credits)

Course Description:

This course explores painting as a medium for spatial thought. Through the introduction of color theory, color mixing and oil painting techniques, students learn to use color fields as a way to both formulate design problems and develop solutions.

Course Goals and Objectives:

- Produce paintings that demonstrate tactical correspondence between critical thinking, design, and spatial visualization skills
- Demonstrate understanding of color theory, color mixing and oil painting techniques
- Applying methods of painting to design situations with an emphasis on problem definition and concept formation.

Student Performance Criteria:

N/A

Topical Outline

30% - Design Process and theory

35% - Oil painting techniques

35% - Problem definition and concept formation via painting

Pre-reqs: ARH 170

Textbooks/ Learning Resources:

“Whitescapes” from *Chromophobia*, by David Batchelor

“Beginnings” from *Outside Lies Magic* by John R. Stilgoe

“Introduction” from *The Elements of Color* by Johannes Itten

Excerpts from “Colour” by David Batchelor

Excerpts from *Theory of Colors* by Goethe

“The Psychological Working of Colour” and “The Language of Form and Colour” from *Concerning the Spiritual in Art* by Wassily Kandinsky

Excerpts from *The Elements of Color* by Johannes Itten

“Balance” from *Art and Visual Perception* by Rudolf Arnheim

“Chromophobia” from *Chromophobia* by David Batchelor

Offered: Fall and Spring

Faculty:

Todd Brown

Nancy Elkus

Ken Frieders

Drake Hawthorne

Wafaa Sabil

ARH 239: Materials & Methods (3 Credits)

Course Description:

This course teaches a conceptual and hands-on approach to the assembly and research of contemporary materials and methods. Students examine the behavior of a range of materials, investigate the assembly of materials, and use the shop to fabricate and test their ideas.

Course Goals and Objectives:

- Select materials appropriate to embody specific concepts.
- Identify the properties of a range of materials.
- Fabricate and assemble a range of traditional and contemporary materials for a project
- Research and test a range of traditional and contemporary materials.
- Apply basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.
- Gather, assess, record, apply, and comparatively evaluate relevant information within material assembly and design processes.

Student Performance Criteria:

B.12 Building Materials and Assemblies

Topical Outline

35% - Material behavior and types

20% - Connectors Tectonics and Detailing

35% - Fabrication Techniques

10% - Life Cycle Costs

Pre-reqs: ARH 150

Textbooks/ Learning Resources:

Transmaterial Catalog Series, Blaine Brownell

Offered: Fall, Spring, Summer

Faculty: John Onken

ARH 240: Surveys & Mapping (3 Credits)

Course Description:

This course will instruct architecture students in the skills necessary to understand and produce drawings and models (digital and analog) necessary to design a building on a site. The class will learn through lecture, site visit, and design projects the logic, legal, and discreet information and process architects and clients use in their development of architectural projects.

Course Goals and Objectives:

- Demonstrate understanding of surveying technology, equipment, and techniques
- Recognize surveys necessary for project permitting, etc.
- Identify the allowable development of sites: lots, parcels, total envelope, etc.
- Identify the access and application of municipal planning and building code databases
- Discuss the documentation of site data including surveys, site plans and landscape drawings

Student Performance Criteria

B.4 Site Design

Topical Outline

30% - Surveying Techniques

35% - Site Plans and Civil Engineering Drawings

35% - Site Documentation techniques

Pre-reqs: ARH 170

Textbooks/ Learning Resources:

Elementary Surveying: An Introduction to Geomatics (Tenth Edition) by Paul R Wolf, Charles D. Ghilani, Prentice Hall Publishers, 2001.

Offered: Fall and Spring

Faculty:

Christopher Pizzi
Sara Peschel
Benjamin Ron

LA 249: History of Architecture 2 (3 Credits)

Course Description:

This course provides an in-depth examination of the European Renaissance, understood through its architecture. Students will study the significant visual, intellectual, social, technical and economic developments that supported the evolution of the Italian Renaissance; and the distinct regional expressions of that movement in Germany, England and France.

Course Goals and Objectives:

- Demonstrate understanding of the basics of architectural history from the Renaissance.
- Analyze cultural, societal, climatic, economic, and political influences on architecture through the ages.
- Discuss Western architectural traditions
- Develop critical reading, writing, and research skills.

Student Performance Criteria:

N/A

Topical Outline

100% Western Architectural History

Pre-reqs: LA 219

Textbooks/ Learning Resources:

Architecture: From Pre-History to Post Modernism, Marvin Trachtenberg and Isabelle Hyman
Vitruvius –The Ten Books on Architecture, Morgan
Palladio, James Ackerman

Offered: Fall, Spring, Summer

Faculty:

Huey Ying Hsu
Agostino DiTommaso

ARH 250: Studio 4: Site, Culture & Aggregate Massing– (6 Credits)

Course Description:

This studio requires an in-depth examination of an urban area, and programmatic analyses that informs the needs of the inhabitants within a specific territory. This construction of the program, integrated with a deep understanding of the site, is used as a starting point for designing a building complex in the city. The manifested architecture on this site will employ a multitude of strategies, having to address the complex internal systems of the city while harmonizing with its environmental exteriority. It is the intention to imbed a vessel of public architecture on the selected site in an effort to fully engage the totality of layers that permeate the edge zone.

Course Goals and Objectives:

- Analyze site and context influences
- Demonstrate a thorough grasp of a detailed site investigation
- Write a mission statement as a foundation for conceptual development
- Evolve a building program for a specific site
- Articulate a stance in architectural theory
- Create a massing study through the use of diagrams and models
- Design environments that are integrative and sustainable
- Demonstrate an awareness of the effects that place, culture and climate have on design
- Develop clear architectural ideas, organizing a complex program and developing a cohesive architectural design appropriate to its context

Student Performance Criteria:

B.1 Pre-Design

Topical Outline:

35% Urban Analysis and Precedent Study
35% Site Identification and Conceptual design process
30% Integrated Design development

Pre-reqs: ARH 210

Textbooks/ Learning Resources:

Steven Holl, 'Urbanisms, working with doubt' Princeton Architectural Press. 2009
Ben van Berkel and Caroline Bos, 'Delinquent Visionaries' Uitgeverij. 1993
Holl, Pallasmaa, Perez-Gomez, 'Questions of Perception – Phenomenology in Architecture'
William Stout. San Francisco. 2007
Scott and Soja, 'The City' University of California. 1998
Nan Ellin, 'Integral Urbanism', Routledge, New York. 2006
Marilyn Hamilton, 'Integral City – Evolutionary Intelligences for the Human Hive' New Society
Publishers, 2008

Offered: Fall and Spring

Faculty:

Kevin Hackett
Peter Strzebnik
Mark Cruz
Clifford Minnick
Doron Serban
Sameena Siabkhan

LA 255: College Math (3 Credits)

Course Description:

This course provides the opportunity for the artists to strengthen basic math skills.-Topics include fractions, percents, ratio, and proportion, probability, converting units of measurement, and fundamentals of algebra and geometry.

Course Goals and Objectives:

- Identify the three main types of fractions and be able to add, subtract, multiply, and divide each.
- Explain a decimal, and perform addition, subtraction, multiplication, and division with each.
- Calculate whole numbers including adding, subtracting, multiplying and dividing.
- Compute simple interest, discounts, commissions and taxes.
- Convert units from one system of measurement to another (metric system and the English system).
- Read and create the most common types of graphs: bar graph, line graph, circle graph and pictograph.
- Apply basic math in their daily lives and in their academic work.
- Prepare for and contribute to class discussions and critiques.
- Meet assigned deadlines.
- Uphold the AAU Academic Honesty Policy.
- Interact professionally with peers and the instructor.
- Analyze and discuss course topics using discipline specific terminology.

Student Performance Criteria:

N/A

Topical Outline:

15% Arithmetic with fractions and decimals
15% Conversion between decimal, fraction, and percent
5% Percent change
5% Finance and interest calculations
15% Conversion of units
15% Basic statistics
15% Basic algebra
15% Basic geometry

Pre-reqs: On campus English as a second language students must pass EAP level 4.

Textbooks/ Learning Resources:

Basic College Mathematics: An Applied Approach, 9th Edition
Author(s): Richard N. Aufmann

Offered: Fall, Spring, Summer

Faculty: James Nguyen, Maya Akpinar, Samuel Tsitirin

FASCU 270: Ecorche (3 Units)

Course Description:

Students will learn to sculpt an anatomical representation of all or part of the human body with the skin removed, thereby focusing on and displaying skeletal construction and musculature. This course is beneficial for students from all disciplines interested in expanding their knowledge of the human figure.

Course Goals & Objectives:

- Use clay tools and armature to create precise details and proportions
- Apply anatomical knowledge to figurative work in clay, animation or 3D work.
- Meet assigned deadlines
- Accept and apply critiques
- Analyze and discuss work using industry specific terminology
- Prepare for and contribute to class discussions and critiques

Student Performance Criteria:

(N/A)

Topical Outline:

- 10 % Creation of a half life-size armature.
- 10% Characteristics and qualities of a working studio
 - 5% Écorché through history
 - 5% Tools.
- 10% Massing and Application of clay onto the armature.
- 20% Construction of the skull or skeleton of the head.
- 20% Study of the large, medium, and detailed forms of the head.
- 20% Refinement of the details of the face.

Prerequisites: ARH 450 & students must be concurrently enrolled in ARH 510

Textbooks/Learning Resources:

Artistic Anatomy
Author: Richer, Paul
ISBN: 9780823002979

Offered: Fall and Spring

Faculty assigned:

Daniel Burt
Deborah Samia

LA 271: College Algebra with Geometry (3 Credits)

Course Description:

This course introduces the mathematical modeling of lines and quadratics, and thoroughly covers area and volume calculations with a focus on composites. Exponential forms, polynomials, systems of inequalities, and fractals are introduced.

Course Goals and Objectives:

- Solve and graph linear and quadratic equations
- Solve and graph linear systems
- Graph and solve systems of inequalities
- Solve and graph quadratic equations
- Solve and graph conic sections
- Apply similarity and congruence properties
- Solve area, surface area and volume applications, including compositions

Student Performance Criteria:

N/A

Topical Outline:

45% Algebraic modeling and graphing
5% Systems of inequalities
5% Radians and coordinate systems
40% Perimeter, area, surface area, and volume of polygons and spheres
5% Introduction to fractals

Pre-reqs: LA 255 (C- or higher) or test score of: 200 = AAU Quantitative Literacy; 28 = ACT or pass ACT Level I or II; 3 = AP Exam; 5 = IB Math; 500 = SAT II Mathematics; 600 = SAT I Mathematics. On campus EAP students must pass EAP level 4.

Textbooks/ Learning Resources:

(none)

Offered: Fall, Spring, Summer

Faculty: Michael Leitch

LA 279: Seminar in Italy

Course Description:

This course provides an opportunity for students to study the art and architecture of Italy while touring the cities of Naples, Rome, Siena, Florence, Venice, and Milan.

Course Goals & Objectives:

- Visit a variety of cities in Italy.
- Study the archaeology, art, architecture in each city.
- Draw, paint, and create travel sketches of sites visited
- Discuss and write about museums visited
- Gain an understanding of the history and art
- Prepare for and contribute to class discussions and critiques
- Meet assigned deadlines
- Interact professionally with peers and the instructor

Student Performance Criteria:

(N/A)

Topical Outline:

10% Naples: Archaeological Museum & Pompeii, Capodimonte Museum & Paestum
40% Rome: Ancient Rome, Hadrian's Villa, Pax Romana, Renaissance, Baroque, Pantheon
10% Siena: Cathedral, Palazzo Pubblico and Allegory of Good and Bad Governments
20% Florence: Opera del Duomo, Bargello, Uffizzi and Palazzo Vecchio
10% Venice: Visit Peggy Guggenheim & Academia & Scuola Grande di San Rocco (Tintoretto)
Vicenza: Palladio's Villa Rotunda
10% Milan: Milan Cathedral, Sforza Castle & Leonardo's Last Supper

Prerequisites:

LA 108 (Students with start terms of Spring 2013 and beyond must achieve a C- or higher in LA 108)

Textbooks/Learning Resources: (N/A)

Offered: Summer Intersession

Faculty assigned:

David Riffert
Gabriela Sotomayor
Stephen Williams

LA 293 Pre-Calculus (was LA 256)

Course Description:

This course focuses on the precalculus topics most relevant to architecture. The course begins with a thorough foundation of mathematical modeling. The subsequent material is heavily weighted in all aspects of trigonometry, augmented with practical applications of vectors and an introduction to calculus.

Course Goals and Objectives:

- Solve and manipulate linear-quadratic, exponential, and logarithmic models
- Explain and apply periodic functions
- Solve right triangle problems
- Solve trigonometric equations
- Apply trigonometric identities
- Apply the laws of sines and cosines
- Perform vector addition, multiplication, and decomposition

Student Performance Criteria:

N/A

Topical Outline

25% Linear, quadratic, exponential, and logarithmic models

15% Periodic functions and right triangle problems

25% Applications of trigonometric functions

10% Trigonometric functions properties and identities

15% Vectors

5% Introduction to differential calculus

5% Introduction to integral calculus

Pre-reqs: LA 271

Textbooks/ Learning Resources:

Precalculus with Trigonometry: Concepts and Applications, 2nd Edition (Forester, 2006)

Offered: Fall, Spring, Summer

Faculty: Edward Pertcheck

LA 292: Programming & Culture (3 Credits)

Course Description:

Students will consider how humans respond to the arrangement of spaces, and whether this reinforces, expands, or questions ingrained cultural patterns. Using tools such as maps, graphs, and photography, this course critically explores the intersection of human behavior, society, and design.

Course Goals and Objectives:

- Demonstrate understanding of the theories behind social and cultural behavior.
- Apply methods of social science research on the built environment, using tactics of field work and data gathering to make sense of real world behavior.
- Utilize applications of social science research on the built environment, using examples of socially and culturally aware designs.
- Recognize and evaluate a design's responsiveness to social and cultural needs.

Student Performance Criteria

A.10 Cultural Diversity, A.11 Applied Research
C.2 Human Behavior, C.9 Community and Social Responsibility

Topical Outline

10% Sociology, culture, design, environment-behavior studies
20% Theoretical & Methodological Overview
10% Field Work Overview
10% Cities and Neighborhoods, Gender and Ethnicity
10% Cities and Parks
10% Housing
10% Designing for Health Care
10% Public Buildings and POE
10% Program Development Pt.

Pre-reqs: LA 108, LA 219

Textbooks/ Learning Resources:

Environmental Design Research: the Body, The City and the Buildings In Between. Crank, G. and Pelvises, E., eds. Cornella Publishing: San Diego, 2010.

Offered: Fall, Spring, Summer

Faculty:

Hans Nicholas Sagan
Lusi Morhayim
Aditi Rao

LA 296: Physics for Architects

Course Description: This fundamental physics course emphasizes the concepts and math-based applications most essential for architectural practice. Topics include vibrations and waves, sound, seismology, laws of motion, forces and moments, gravity, energy, heat, properties of materials, properties of light, and electrical circuits.

Course Goals and Objectives:

As a result of successfully completing this course, students will be able to:

- Use physical units for quantities and convert units.
- Apply Newton's Laws of motion to a variety of math-based problems.
- Recognize and apply the concepts of work and energy.
- Describe and apply properties of matter.
- Recognize and describe the principles of vibrations and waves.
- Calculate the moment of a set of forces.
- Describe the fundamental principles of electrical circuits.
- Analyze case studies with respect to all of the above criteria.

Student Performance Criteria:

N/A

Topical Outline

10 % Vibrations, waves, and seismology
10 % Sound and Acoustics
10 % Laws of motion
15 % Force and torque
15% Statics and moments
10 % Work, energy and power
5 % Heat
10 % Properties of materials
10 % Properties of light
5% Electrical circuits

Pre-reqs: LA 293

Textbooks/ Learning Resources:

Physics: Principles with Applications Volume I (Ch. 1-15), 6th edition (Giancoli, 2004)

Offered: Fall, Spring, Summer

Faculty: Samuel Tsitrin

ARH 310: Studio 5: Assembly Building & Context (6 Credits)

Course Description:

In this course, students study design principles, process, and thinking in the design of an assembly building. As part of their study, students will focus on architectural programming, diagramming, and a critical analysis of site and context. Students will explore the role of society, community, and culture in the development of a critical viewpoint. Introduction of structural systems and architectural access will be integrated in the design process.

Course Goals and Objectives:

- Design an assembly building represented with well-developed plans, sections, and model.
- Respond thoughtfully and critically to the characteristics of the site.
- Analyze and develop program in the design of a project.
- Interpret design principles and precedents critically and architecturally.
- Clearly articulate the architectural ideas behind their projects both verbally and diagrammatically.
- Learn and apply principles of accessibility to the design of a building.
- Apply a structural system to the design of a building.
- Discuss and apply sustainable design principles for conserving natural and built resources- Design environments that are integrative and sustainable.

Student Performance Criteria:

A.2 Design Thinking Skills
B.2 Accessibility

Topical Outline

20% Assembly Building Precedent Study
20% Site Analysis
20% Materiality and Sustainability
40% Assembly Building Design

Pre-reqs: ARH 250, LA 219, LA 293, LA 296

Textbooks/ Learning Resources:

Tschumi, Bernard, "Operative Drawing"
Allen, Stan, "Notations and Diagrams: Mapping the Intangible"
Lewis Tsurumaki Lewis, "Over Drawing"
Rowe and Slutzky, "Transparency: Literal and Phenomenal"
Corner, James, "The Agency of Mapping"
Holl, Steven, "Anchoring"
Frampton, Kenneth, "Megaform"
Tschumi, Bernard, "Transprogramming"
Allen, Stan, "Dirty Realism"

Offered: Fall and Spring

Faculty:

Carol Buhrmann
Karen Seong
Beverly Choe
Ethen Wood

LA 319: History of Architecture 3 (3 Credits)

Course Description:

This course focuses on the development of architecture and urbanism stemming from the Industrial Revolution, considering its cultural and technological origins as well as its influences on contemporary design. Students will understand the roots of contemporary architecture and urbanism.

Course Goals and Objectives:

- Identify key moments and products of architectural history from the Industrial Revolution to today.
- Analyze key points of Western and Eastern architectural traditions.
- Demonstrate critical reading, writing, and research skills.

Student Performance Criteria:

A.1 Communication Skills, A.9 Historical Traditions and Global Culture

Topical Outline

100% Modern Architecture

Pre-reqs: LA 249

Textbooks/ Learning Resources:

Architecture: From Pre-History to Post Modernism, Marvin Trachtenberg and Isabelle Hyman
The Pelican History of Art: Architecture – Nineteenth and Twentieth Century's, Henry Russell Hitchcock
Course Reader and Periodicals for Contemporary Content

Offered: Fall, Spring, Summer

Faculty:

Hans Sagan
Braden Engel

ARH 320: Structures: Wood & Steel (3 Credits)

Course Description:

This course introduces students to the structural analysis and design of 2 prevalent local building materials: wood and steel. The properties and nature of failure for each of these materials will be considered individually. Students will learn the unique responses of these different systems to gravity and lateral loads.

Course Goals and Objectives:

- Demonstrate understanding of basic forces in structural analysis of wood and steel structures .
- Demonstrate understanding of the relationship between structure, material, space and building form.
- Develop structural intuition, structural configuration and engineering judgment.
- Utilize an integrated design process inclusive of systems and implement it.
- Analyze the mechanics, strengths, and properties of wood and steel, and their structural behaviors.
- Demonstrate understanding of static and lateral analysis, design criteria, and loads.
- Demonstrate understanding of the nature of trusses, beams, columns, walls.

Student Performance Criteria:

N/A

Topical Outline

45% Wood structures – short and long span
45% Steel structures –short and long span
10% Integrated design approach with systems

Pre-reqs: LA 219, LA 293, LA 296, ARH 250

Textbooks/ Learning Resources:

Masonry Structures: Behavior and Design, 2nd Ed., Drysdale, Hamid, Baker
The Architect's Studio Companion, Allen
California Building Code
Graphic Guide to Frame Construction, Thallen
Structures or Why Things Don't Fall Down, New York Plenum Press Structures, Schodek

Offered: Fall, Spring, Summer

Faculty: Vahid Sattary

ARH 330: Structures: Concrete, Masonry & Tensile Systems (3 Credits)

Course Description:

This course introduces students to the structural analysis and design of concrete and masonry systems, and tensile structures. Students will learn about the load bearing properties of concrete and masonry, both as monolithic cast elements and as systems of modular units. The unique dynamics of tensile systems are also covered.

Course Goals and Objectives:

- Analyze the properties and nature of failure in concrete, masonry & tensile structural systems.
- Calculate the structural capacity and failure points of concrete, masonry & tensile structural systems when forces are imposed upon them.
- Analyze basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of concrete, masonry & tensile structural systems.
- Identify fundamental structural principles present in relevant precedents.
- Demonstrate understanding of the relationship between structure, material, space and building form.
- Demonstrate structural intuition, structural configuration and engineering judgment.
- Utilize an integrated design process inclusive of systems and implement it.
- Identify the fundamentals of concrete construction and how to take construction methods into account when designing with concrete.

Student Performance Criteria

N/A

Topical Outline

50% Concrete Systems

25% Masonry Systems

25% Tensile Systems

Pre-reqs: ARH 320

Textbooks/ Learning Resources:

Masonry Structures: Behavior and Design, 2nd Ed., Drysdale, Hamid, Baker

Design of Concrete Structures, Arthur Nilson

California Building Code

Offered: Fall, Spring, Summer

Faculty: Vahid Sattary

ARH 350: Studio 6: Field Conditions and Sustainability (6 Credits)

Course Description:

This studio approaches site and context as a generative force in shaping a structure. A rigorous, focused site analysis becomes the basis for a site approach and building design. Students will develop sustainable strategies for material and building envelope systems, including daylighting and ventilation, in relation to overall building performance.

Course Goals and Objectives:

- Complete a thorough site analysis as a basis for a design approach.
- Develop schematic design with a clear conceptual basis that demonstrates an understanding of form and structure.
- Utilize sustainable design principles for conserving natural and built resources.
- Pursue the design of environments as integrative and sustainable.
- Propose environmental, structural, and building envelope systems integral to the design.
- Prepare design documents that communicate effectively and demonstrate the ability to use verbal and architectural graphic skills.

Student Performance Criteria:

A.7 Use of Precedents, B.3 Sustainability, B.4 Site Design, B.8 Environmental Systems,
B.12 Building Materials and Assemblies

Topical Outline:

40% Site Investigation and Genius Loci
30% Strategies for Integration – structure and sustainability
30% Integrated Design Process, Documentation, and Presentation

Pre-reqs: ARH 310, ARH 320, LA 249

Textbooks/ Learning Resources:

Collins, Brad, Juliette Robbins and Antoine Predock, Antoine Predock Architect
Mazria, Edward, The Passive Solar Energy Book
Kwok, Alison, The Green Studio Handbook: Environmental Strategies for Schematic Design
Heschong, Lisa, Thermal Delight in Architecture
MacDonald, Angus, Structure and Architecture
McHarg, Ian, Design with Nature
McPhee, John, Basin and Range

Offered: Fall and Spring

Faculty:

Mark Donahue
William Hansell
Paul Haydu

LA 359: Urban Sociology (3 Credits)

Course Description:

This course gives an introduction to the concept of urban settings, their institutions, and their social and cultural systems. The course will focus on internal relationships within the community, power structures, and how community members seek individual expression.

Course Goals and Objectives:

- Compare and contrast dominant political, economic, and psychologically-based social theories in the framework of urban life.
- Explain how the experience of urban living varies for individuals and groups, depending on variables such as ethnicity/race, social class, and gender.
- Summarize the role of the city and its relation to the growth of civilization throughout recorded history.
- Demonstrate ability to conduct sociological research by collecting qualitative empirical data through observations and interviews, and by collecting quantitative data through library and internet research.
- Integrate ideas of key sociological thinkers into the context of current observed phenomena within a local urban area as part of the final project.
- Demonstrate familiarity of important sociological terminology by incorporating concepts within papers and discussions
- Meet assigned deadlines.
- Accept and apply critiques.
- Analyze and discuss work using discipline specific terminology.
- Prepare for and contribute to class discussions and critiques.

Student Performance Criteria:

N/A

Topical Outline:

20% Urban World

20% American Urban Growth

20% Global Urbanization

20% Problems of Urbanization: Poverty, Homelessness, Inequality, Crime, Social Deviance

20% City of Today and Tomorrow

Pre-reqs: LA 108 (or LA 110)

Textbooks/Learning Resources: None

Offered: Fall, Spring, Summer

Faculty: Robert Goldie

LA 381: Marketing Essentials (3 Units)

Course Description:

This course exposes students to the world of marketing through the study of creating and managing profitable customer relationships and understanding consumer needs. This course will introduce students to the essentials of basic marketing and reinforce the notion that marketing is the strategic underpinning of product market development.

Course Goals & Objectives:

- Translate product features into consumer benefits
- Develop product concepts consistent with the consumer's point of view
- Define and segment markets
- Develop attractive value propositions
- Build strongly positioned brands
- Price offerings to make them attractive and affordable
- Choose and manage intermediaries to make products available to customers
- Adapt marketing strategies and management to a host of new technological and global realities
- Prepare for and contribute to class discussions and critiques
- Meet assigned deadlines
- Uphold the AAU Academic Honesty Policy
- Interact professionally with peers and the instructor
- Analyze and discuss course topics using discipline specific terminology

Student Performance Criteria:

(N/A)

Topical Outline:

10% Introduction to Marketing
10% Strategic Thinking and Planning
10% The Marketing Environment and Market Research
10% Segmentation and Targeting
10% Products, Services, and Branding
10% Consumer Behavior, Pricing, and Marketing Channels
10% Retailing and Wholesaling
10% Advertising and Public Relations
10% Personal Selling and Sales Promotion
10% The Global and Digital Marketplace

Prerequisites:

LA 108 & LA 291 or have Junior status. (Students with start terms of Spring 2013 and beyond must achieve a C- or higher in LA 108)

Textbooks/Learning Resources: (N/A)

Offered: Fall and Spring

Faculty assigned: Rich Tubiolo

ARH 390: 3D Digital Modeling (3 Credits)

Course Description:

The students will learn essential skills necessary to visualize, generate, and design architectural models using a variety of 3D software. Through in-class tutorials, individual and group critiques, and readings, students will learn to engage software as generators of form.

Course Goals and Objectives:

- Create architectural forms using 3D software applications.
- Become familiar with architectural discourse related to digitally generated forms through discussions, critiques, and presentations.
- Present digitally generated proposals in an articulate manner.

Student Performance Criteria

N/A

Topical Outline

45% 3D Studio Max, Maya basic skills

35% Generate process-based architectural proposals

20% Presentations

Pre-reqs: ARH 180

Textbooks/ Learning Resources:

Software Manuals

Offered: Fall, Spring, Summer

Faculty:

Doron Serban
Sepideh Majidi

ARH 410: Studio 7: Tectonics and Structure (6 Credits)

Course Description:

This studio culminates in a proposal for a skyscraper where structure and envelope are thoughtfully integrated. We will explore how site design, building massing, program, structure, and envelope are inextricably related. We will question the current typology of the skyscraper, identify its limits, and propose new ways for the tower to engage the city and its people.

Course Goals and Objectives:

- Diagram accurate distillations of project environment, context, parameters and final design.
- Develop a structural system in an iterative process that considers the spatial qualities.
- Develop a building envelope system with a tectonic response appropriate for the site and program.
- Incorporate life safety principles specific to a high-rise building typology.
- Develop an elevating logic that is integrated with program organization.
- Produce a set of schematic design drawings that clearly conveys the design intent.
- Critique the evolution of the high-rise building typology for its current limitations and future possibilities.

Student Performance Criteria:

A.4 Technical Documentation, A.7 Use of Precedents, B.5 Life Safety, B.9 Structural Systems, B.10 Building Envelope Systems, B.11 Building Service Systems

Topical Outline:

10% Making an Argument with Diagrams
10% Site, Precedent, Client Research and Analysis
20% Program and Circulation
10% Core and Elevator
20% Affective Function of Envelope
20% Expressive Structure
10% Technical Documentation

Pre-reqs: ARH 350, ARH 390, LA 319, ARH 330. ARH 420 must be taken concurrently.

Textbooks/ Learning Resources:

Abalos, Inaki and Herreros, Juan. *Tower and Office: From Modernist Theory to Contemporary Practice*, MIT Press, 2003, edited by Joan Ockman
Allen, Edward and Joseph Iano. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*. Hoboken, New Jersey: John Wiley and Sons, 2006
Ascher, Kate. *The Heights: Anatomy of a Skyscraper*, Penguin Press, 2011
Balmond, Cecil. *Informal*
Bell, Michael and Kim, Jeannie, ed., *Engineered transparency: the technical, visual, and spatial effects of glass*
Bell, Michael and Buckley, Craig, ed., *Post-Ductility: Metals in Architecture and Engineering*
Bell, Michael and Buckley, Craig, ed., *Solid states: concrete in transition*
Flowers, Benjamin. *Skyscrapers: The Politics and Power of Building New York City in the Twentieth Century*
Koolhaas, Rem. "The Double Life of Utopia: The Skyscraper" in *Delirious New York*
Moussavi, Farshid. *The Function of Form*
Moussavi, Farshid. *The Function of Ornament*
Reiser Umemoto. *Atlas of Novel Tectonics*
Scott Murray, *Contemporary Curtain Wall Architecture*
Willis, Carol, *Form Follows Finance*, Princeton Architectural Press, 1995

Offered: Fall and Spring

Faculty: Benjamin Damron, Karen Seong

ARH 420: Structures: Systems Investigation (3 Credits)

Course Description:

This interactive course gives students and opportunity to speculate, build, and test structural ideas in a hands-on environment. Students will investigate structural systems through research-based problems. This course requires that students synthesize their research with physical trials to test the limits of their hypotheses.

Course Goals and Objectives:

- Develop a structural intuition to visualize load paths and structural behaviors.
- Be able to apply rigorous selection criteria for a structural system that enhances the design concept.
- Be able to define spatial characteristics of structural systems.
- Be able to identify and resolve discontinuities in the structural system.
- Design structural systems that adapt to programmatic and spatial criteria of a high-rise building.
- Research principles of structural behavior in withstanding gravity and lateral forces in contemporary structural systems.
- Build rigorously considered models with a high level of craftsmanship to test a structural hypothesis.

Student Performance Criteria:

A.5 Investigative Skills, B.9 Structural Systems

Topical Outline

20% Structural Intuition

20% Structure and Spatial Quality

30% Investigative and Iterative Model Making and Load Testing

20% Structural System Selection and Design

10% Structural Drawing Conventions

Pre-reqs: ARH 320, ARH 330. ARH 410 must be taken concurrently.

Textbooks/ Learning Resources:

Abalos, Inaki & Herreros, Juan. *Tower and Office: From Modernist Theory to Contemporary Practice*, MIT Press, 2003

Allen, Edward and Joseph Iano. *The Architect's Studio Companion: Rules of Thumb for Preliminary Design*. Hoboken, New Jersey: John Wiley and Sons, 2006

Ascher, Kate. *The Heights: Anatomy of a Skyscraper*, Penguin Press, 2011

Balmond, Cecil. *Informal*

Ching, Frank. *Building Systems Illustrated: Patterns, Systems, Design*, Wiley, 2011

Ching, Frank. *A Visual Dictionary of Architecture*, Wiley, 2011

CTBUH, *Second Century of the Skyscraper*, 1996

Lim, Joseph. *Bio-Structural: Analogues in Architecture*, BIS Publishers, 2009

Moussavi, Farshid. *The Function of Form*

Nordenson, Guy. *Seven Structural Engineers: The Felix Candela Lectures*, MOMA NY, 2008

Rappaport, Nina. *Support and Resist*

Reiser Umemoto. *Atlas of Novel Tectonics*

Salvadori, Mario George. *Structure in architecture: the building of buildings*

Offered: Fall and Spring

Faculty:

Karen Seong

Mei Liu

LA 429: Architecture Theory (3 Credits)

Course Description:

This course will introduce undergraduate students to the formative movements and concepts of architectural theory. By tracing the evolution of theory, students will draw connections between distinct thought structures and architectural production.

Course Goals and Objectives:

- Evaluate and compare, in writing, contemporary and historical theories of architecture.
- Apply research skills to locate scholarly information from a variety of sources (internet, academic databases, popular literature) and evaluate its quality and usefulness for rhetorical tasks and contexts.
- Revise and improve their writing in response to feedback from instructor and peers, including editing for conciseness and clarity.
- Analyze written works of architectural theories, using appropriate terminology.
- Cite and document research sources using MLA style.

Student Performance Criteria:

A.1 Communication Skills

Topical Outline

10% Pre-Renaissance Theory
10% Renaissance and Baroque Theory
10% Industrialization and the Metropolis
10% Organic Architecture and Regionalism
10% Structuralism
10% Semiotics and Linguistics
10% Post-Structuralism
10% Post-Modernist theory and Phenomenology
10% Formalism and Deconstruction
10% Contemporary Tendencies in Architecture theory

Pre-reqs: LA 249

Textbooks/ Learning Resources: Essays/ Course Reader

Offered: Fall, Spring, Summer

Faculty:

Carol Buhrmann
Braden Engel

ARH 430: Climate & Energy Use: Sustainable Strategies (3 Credits)

Course Description:

This course presents the environmental context within which buildings are designed, built, and operated, with specific attention to climate change, petroleum, population, food, water, and pollution. The course surveys the range of issues addressed in LEED, Living Building Challenge, and other programs, emphasizing fundamental concepts, terms, and strategies.

Course Goals and Objectives:

- Discuss the global and local environmental realities that guide sustainable development, green building, and 'green living.'
- Discuss the financial rationale for green, or 'high-performance,' building.
- Differentiate between current green certification programs, standards, and codes.
- Articulate green project goals and describe strategies toward their implementation.
- Critique/ evaluate building designs and provide constructive suggestions for reducing environmental impacts and ongoing operating costs.

Student Performance Criteria:

B.3 Sustainability, B.8 Environmental Systems

Topical Outline:

40% - Passive Heating and Cooling Systems

40% - Daylighting Systems and Microclimate Design

20% - Integration of passive systems and sustainability

Pre-reqs: ARH 350

Textbooks/ Learning Resources:

Solar Architecture-Strategies, Visions, Concepts, Christian Schittich, Editor

Sustainable Architecture and Urbanism, Dominique Gauzin-Muller

Thermal Delight in Architecture, Lisa Heschong

Microclimate Landscape Design: Creating Thermal Comfort and Energy Efficiency, Robert Brown and Terry Gillespie

Offered: Fall and Spring

Faculty:

Jennifer Asselstine

Peter Gang

Michael Heacock

Amy Leedham

LA 435: The Power of Signs: Semiotics & the Visual Arts (3 Units)

Course Description:

This course investigates semiotics, the theory and study of signs and symbols. This course will explore the relationship between the visual arts and the language of signs in the areas of fine art, film, graphic design, advertising and mass media.

Course Goals & Objectives:

- Formulate ideas and write about the history of Semiotics and the study of sign systems
- Analyze and critique the basic construction of communication systems
- Assess and identify basic sign structure and their varied uses in Art and Culture
- Evaluate the semiotics of at least five different cultural systems
- Integrate and connect semiotics to their own artwork and projects
- Prepare for and contribute to class discussions and critiques
- Meet assigned deadlines
- Uphold the AAU Academic Honesty Policy
- Interact professionally with peers and the instructor
- Analyze and discuss course topics using discipline specific terminology

Student Performance Criteria:

(N/A)

Topical Outline:

10% Introduction to Semiotics
10% A History of Signs
10% Thought and Popular Culture
10% Analyzing Structures: Introducing Structuralism
10% Rhetorical Tropes
10% Derrida, Deconstruction and les Follies
10% Codes
10% Fashion
10% Textual Interactions
10% Carnivalization

Prerequisites:

LA 202 or LA 280 or LA 429

Textbooks/Learning Resources: (N/A)

Offered: Fall and Spring

Faculty assigned: John Dobson

ARH 440: Building Systems: Mechanical, Electrical, Plumbing (3 Credits)

Course Description:

In this course, students learn strategies for the heating, cooling, plumbing, and ventilation of buildings. Students will be exposed to sustainable practices for creating human comfort, such as passive heating and cooling, optimal site orientation for different climates, and building envelope systems.

Course Goals and Objectives:

- Apply passive systems to the design of a structure.
- Demonstrate knowledge about a range of heating/cooling systems, and their appropriateness for different types of projects.
- Discuss the environmental implications of selecting a range of heating/cooling/electrical/plumbing systems.
- Conceptualize and describe a building with integrated building systems working in concert.
- Assess and apply the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.
- Discuss the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

Student Performance Criteria:

B.3 Sustainability, B.8 Environmental Systems, B.11 Building Service Systems

Topical Outline:

30% - Evaluation of Mechanical, Electrical, Plumbing Systems

30% - Study of Building Siting, Climate, and Solar Geometry

10% - Basic Acoustical Principles

30%- Integrated design approach with systems

Pre-reqs: ARH 410, ARH 430. ARH 450 must be taken concurrently.

Textbooks/ Learning Resources:

Environmental Control Systems: Heating, Cooling, Lighting, Moore and Fuller

Mechanical and Electrical Equipment for Buildings, Stein, Reynolds, Grondzik, Kwok

Sun, Wind & Light, G.Z. Brown and Mark DeKay

Sun Angle Calculator, Pilkington

Ecological Design, Sim Van der Ryn

Environmental Building News Newsletter, Executive Editor -Alex Wilson

Offered: Fall and Spring

Faculty:

Stephen Cia

Mark Donahue

Shane Myrbeck

Luis Rivera

Jena Staufer

Cassie Waddell

John Williams

ARH 441: Code Analysis and Building Envelope Documentation (3 Credits)

Course Description:

This course offers an examination of Planning and Building code analysis, and the documentation of building envelopes and detailing. The course considers the entire process: from the conceptualization, development, large-scale documentation, fabrication, and performance of the building skin.

Course Goals and Objectives:

- Demonstrate a basic understanding of the methods and techniques used to prepare technical drawings and specifications, and their use as communication of the construction process.
- Identify the codes, regulations, and standards applicable to a given site and building design
- Interpret and analyze the Planning and Building Code related to specific building propositions
- Demonstrate familiarity with a range of topics: model codes, occupancy, allowable building heights, areas, construction types, means of egress, accessibility, fire protection, and separation requirements.
- Apply the basic principles of life-safety systems with an emphasis on egress.

Student Performance Criteria:

A.4 Technical Documentation, B.2 Accessibility, B.5 Life Safety, B.7 Financial Considerations, B.10 Building Envelope Systems, B.12 Building Materials and Assemblies

Topical Outline:

35% - Code Investigation

35% - Application of Codes in Design Work

30% - Develop technical documentation content and techniques

Pre-reqs: ARH 350

Textbooks/ Learning Resources:

Construction Specification Portable Handbook, Fred A. Stitt

The Building Professional's Guide to Contract Documents, 3rd Edition, Waller Poage

Americans with Disabilities Act Handbook, BNI, 2000

Handbook to the Uniform Building Code, ICBO

Illustrated 2006 Building Code Handbook, Terry L. Patterson

California Building Code, 2010

San Francisco Planning Code 2010

Offered: Fall and Spring

Faculty: Archie Woo

LA 449: Urban Design Theory (3 Credits)

Course Description:

This course addresses the evolution of the metropolis, and discusses a range of approaches and theories that have attempted to shape, guide, or solve the complexities of concentrated human habitation. The course will consider the shifting physical and demographic landscape of cities from the Industrial City to the Global City.

Course Goals and Objectives:

- Demonstrate a holistic, sustainable approach to urban design through an awareness of scale, density, and the concept of place.
- Analyze the influence of environmental, economic, social, and political forces that shape and influence urban development and change.
- Discuss the role of community involvement, development, and preservation strategies.

Student Performance Criteria:

N/A

Topical Outline:

35% - Urban Design Theories
35% - Western, Non-Western Urban Patterns
30% - Contemporary Urban Conditions

Pre-reqs: LA 319

Textbooks/ Learning Resources:

Urban Space – A Brief History of the City Square, Jere Stuart
French Edge Cities, Joel Garreau
Image of the City, Kevin Lynch
The Life and Death of Great Cities, Jane Jacobs
City Reader Series, Legates & Stout
Dual City: The Restructuring of New York, John H. Mollenkopf and Manuel Castells
The Landscape Urbanism Reader, Charles Waldheim

Offered: Summer

Faculty: Alexandra Neyman

ARH 450: Studio 8: Housing and Comprehensive Design (6 Credits)

Course Description:

This studio requires students to design a comprehensive design proposal for an urban housing complex. Students will examine space at the scale of a module, and its role in shaping a larger entity that relates to its context. Students will research housing typologies and their role in shaping the urban fabric.

Course Goals and Objectives:

- Propose a comprehensive building design, with a strong connection between the conceptual and technical development of the building.
- Analyze the site with respect to the programmatic, climatic, and urban potential of the design.
- Examine the definition of shelter as a physical statement of our values and needs.
- Articulate an understanding of housing as a typology that has cultural and social implications through case study research.
- Design a building proposal that integrates thoughtful considerations of program, user and site opportunities and constraints.
- Integrate structure, building systems, and sustainable strategies in the building design, using models and 2D/3D diagrams/drawings to communicate a coherent concept and relationship between the systems
- Exhibit a basic understanding of building codes by diagramming how the building meets existing requirements and identifying the ADA elements in the circulation and public accommodations.
- Design units for diverse households.
- Generate technical documents, including annotated wall sections, for a housing complex.
- Demonstrate understanding of the range of financial considerations in building housing.
- Integrate environmental, structural, HVAC, and material assembly systems into a comprehensive building proposal.

Student Performance Criteria:

A.4 Technical Documentation, B.6 Comprehensive Design, B.12 Building Materials and Assemblies, C.1 Collaboration, C.9 Community and Social Responsibility

Topical Outline:

15% - History of housing and prototypes
25% - Site selection and program development
55% - Design, Documentation, and Presentation

Pre-reqs: ARH 410, ARH 420, ARH 430, ARH 441. ARH 440 must be taken concurrently.

Textbooks/ Learning Resources:

Modern Housing Prototypes, Roger Sherwood
The Natural House, Frank Lloyd Wright
Housing as if People Mattered, Clare Cooper Marcus and Wendy Sarkissian
Pre-Fab, Bryan Burkhart and Allison Arieff
The Architecture of Affordable Housing, Sam Davis
Cosmos and Hearth, Yi Fu Tuan
Density- New Collective Housing, Javier Mozas, Aurora Fernandez Per

Offered: Fall and Spring

Faculty: Peter Benoit, Michael Tauber

ARH 475: Professional Practices for Architects (3 Credits)

Course Description:

This course introduces the student to the operation of an architectural practice. Topics include the licensure process, organizational structures of firms, ethics, business development, compensation, contracts, and insurance. This course also addresses professional issues spanning the whole process of a project.

Course Goals and Objectives:

- Identify the requirements of becoming a licensed architect
- Discuss how professional firms are organized and the legal forms of doing business
- Identify various methods of project management and project delivery methods
- Demonstrate familiarity with AIA Form Contracts
- Write a response to an RFQ or RFP for an architectural project including pricing
- Demonstrate understanding of land use process, planning, and entitlement procedures
- Recognize the types of insurance professionals must have
- Recognize the importance of relationships with consultants, clients, and contractors
- Discuss methods of conflict resolution and negotiation skills

Student Performance Criteria:

C.1 Collaboration, C.3 Client Role in Architecture, C.4 Project Management, C.5 Practice Management, C.6 Leadership, C.7 Legal Responsibilities, C.8 Ethics and Professional Judgment

Topical Outline:

40% - Ethics, Licensure, Contracts

40% - Architectural Business Practices, Proposal Writing and Pricing

20% - Client, Consultant, Contractor Relationships

Pre-reqs: ARH 450 (may be concurrent)

Textbooks/ Learning Resources:

The Architect's Handbook of Professional Practice, AIA Press

Professional Practice 101, Andy Pressman

Management for the Small Design Firm, Jim Morgan

An Architect's Guide to Financial Management, Lowell Getz

Offered: Fall and Spring

Faculty: Paul Adamson

LA 480: The Small Business Entrepreneur (3 Units)

Course Description:

This course takes a practical approach to conceiving, planning, organizing and managing a small business. Presented from a how-to perspective, with many practical examples and applications from the business world, the course asks students to complete a well-reasoned business plan for future implementation.

Course Goals & Objectives:

- Demonstrate understanding of owning and running a small business through the completion of an individual business plan
- Apply planning, organizing, financial planning, operation, and marketing concepts to case studies
- Utilize visuals, photos, tables, figures, charts, checklists and websites to illustrate above concepts
- Articulate a sound business mission statement
- Analyze the feasibility of business success
- Calculate funding requirements for business launch and growth
- Access reliable resources to support organizing, financing, and operating a small business
- Prepare for and contribute to class discussions and critiques
- Meet assigned deadlines
- Uphold the AAU Academic Honesty Policy
- Interact professionally with peers and the instructor
- Analyze and discuss course topics using discipline specific terminology

Student Performance Criteria:

(N/A)

Topical Outline:

10% Opportunities in Small Business
10% The Entrepreneurial Personality
10% Small Business Ideas, Pathways, and Life Cycles
10% The Small Business Plan
10% Executive Summaries: Name, Vision, Mission, Ownership and Licensing
10% The Marketing Plan
10% Business Operations
10% Financial Management
10% Growth and Risk
10% Presenting the plan

Prerequisites:

One of the following: LA 202 or LA 280 or LA 429, and also LA 291 or have Junior status.

Textbooks/Learning Resources:

Successful Business Plan: Secrets and Strategies
Author: Abrams, Rhonda
ISBN: 9781933895147

Offered: Fall and Spring

Faculty assigned: Bradley Van Alstyne

ARH 510: Studio 9 Mixed Use Urbanisms (6 Credits)

Course Description:

In this course, organizing principles are tested at a grand scale in the design of a mixed-use urban development. This studio addresses part/whole relationships, infrastructure, landscape urbanism, urban economics, density, and an investigation of building typologies. Instruction in the design and development of complex mixed use/ civic projects and community through understanding our environment, human activity, social values and construction.

Course Goals and Objectives:

- Design a complex program and multi-story mixed use/ civic building and resolve the major functional and environmental requirements
- Examine the expression of mixed use/ civic buildings as a physical statement of a culture and society's values and needs
- Utilize typologies and integrate conceptual ideas with expressive architectural design that responds appropriately to context and culture
- Select and apply appropriate materials and building systems and document an outline specification - Consider construction types, development and finance in their projects
- Develop an architectural project to an advanced level

Student Performance Criteria:

N/A

Topical Outline:

20% - Site selection and program development

20% - Structure, Materials and Systems selection and application

60% - Design, Integration, Documentation, and Presentation

Pre-reqs: ARH 450, LA 292

Textbooks/ Learning Resources:

Course Reader - Pertinent to the Specific Building Program of the Studio

Offered: Fall and Spring

Faculty: Janek Bielski

ARH 529: From Theory to Practice (3 Units)

Course Description:

Students will develop their thesis as a visual and narrative document, emphasizing research, communication, and professional presentation. Thematic research, case study precedents, and graphic presentation of site and program research would be documented while studying how prominent designers and architecture firms translate theory and design values into built work.

Course Goals & Objectives:

- Explain and exhibit examples of modern and contemporary case studies indicating the process of the application of theory to design proposals and built projects
- Exhibit analysis of built form and design in both written and visual means.
- Graphically and thematically organize site, program, case study research and other pre-design elements in a booklet format
- Articulate a mission statement and architectural design hypothesis for the 5th year design thesis
- Meet assigned deadlines
- Accept and apply critiques
- Analyze and discuss work using industry specific terminology
- Prepare for and contribute to class discussions and critiques

Student Performance Criteria:

(N/A)

Topical Outline:

- 10% Modern and contemporary architecture theory
- 10% Theory as exhibited in practice and design
- 10% Modern and contemporary architectural case studies
- 10% Integration of urban design analysis and theory
- 20% Research based on program, design and form analysis
- 20% Development of a theoretical premise or statement
- 20% Graphic communication of research and analysis

Prerequisites: ARH 450 & students must be concurrently enrolled in ARH 510

Textbooks/Learning Resources: (N/A)

Offered: Fall and Spring

Faculty assigned: Janek Bielski

ARH 550: Studio 10: Advanced Design Studio- Final Project (6 Credits)

Course Description:

Through this structured studio, each students will be expected to propose their own topic for research and architectural development. Each student will be required to propose a building which exhibits a rigorous design process and concept, and an advanced spatial investigation. The capstone project should synthesize each student's personal vision, with a critical use of the visual, technical, and cultural knowledge that has been gained through the program. The capstone project evolves each student's unique position towards design and architecture.

Course Goals and Objectives:

- Identify an area of research and develop a written thesis statement describing and framing their area of inquiry.
- Select and analyze a site on which the proposal will be developed.
- Structure their own methodology and process for advancing their concept.
- Employ intelligent material and representational strategies for pursuing their research.
- Propose a building for human habitation which exhibits a spatial and architectural investigation of the thesis statement.
- Develop an architectural proposal which integrates concept with theory, programming, site analysis, climate, tectonics, and structure.
- Produce a clear and complete set of final documents to be used for a final review.
- Produce a final project booklet to document the design process and building proposal.

Student Performance Criteria:

A.2 Design Thinking Skills, A.5 Investigative Skills, A.11 Applied Research, B.1 Pre-Design

Topical Outline:

15% - Concept/thesis development

15% - Site selection and research

15%- Program research

55% - Design Process, Documentation, and Presentation

Pre-reqs: ARH 510

Textbooks/ Learning Resources:

Course Reader - Pertinent to the Specific Building Program of the Studio

Offered: Fall and Spring

Faculty: (assigned for Fall 2014) Janek Bielski

Appendix 2 – Faculty Credentials Matrix

INSTRUCTORS	CREDENTIALS	COURSES TAUGHT
Adamolekun, Tobi	Sustainability consultant since 2009; freelance architect and fabricator since 2011.	ARH-180
Adamson, Paul	Master of Architecture, Columbia University, BA-Fine Arts, University of Oregon Project Designer, Homberger & Worstell, Inc, Consulting Architect to Anshen and Allen Architects, elected to Fellowship 2011 San Francisco Chapter Member LEED 2.0 Accredited Professional, 2009 Registered Architect California License C23541	ARH-475
Akpinar, Maya	M.A. Math and Science Education, University of California, Berkeley. B.S. Emphasis in Life Science, The Evergreen State College, Olympia, WA.	LA-255
Andes, Thomas	Master of Fine Arts, Creative Writing, Fiction, San Francisco State University, San Francisco, CA. Master of Arts, English, Creative Writing, San Francisco State University, San Francisco, CA. Bachelor of Arts, English, Loyola University New Orleans, New Orleans, LA.	LA-108
Anand, Vivek	Professional Design Associate since 01/92, Recently published in book of Bay Area architectural projects while an associate of Tsang Architecture. LEED Green Associate, US Green Building Council, 2010 Licensed Architect, Council of Architecture, India, 1992	ARH-150
Asselstine, Jennifer	B.Arch Director at Academy of Art University, School of Architecture; has taught for 9 years in undergraduate and graduate. Led the award-winning AAU student design build project in 2010. Has worked internationally in London, Kuala Lumpur and Sydney. Received BArch from University of Minnesota, 1983. Licensed Architect in Maryland	ARH-110, ARH-430
Becker, Carlisle	Principal, Founder of Carlisle Becker Landscape Architecture - Registered Landscape Architect in California - Founder, Coordinator & Senior Instructor of the Landscape Architecture Certificate Program 2007 - present, UC Extension	LA-115
Benot, Peter	MA, University of California, B.S. Architecture, University of Virginia, Minor Concentration in English. Licensed Architect in California LEED AP	ARH-450
Bielski, Janek	Architectural Association School of Architecture, AA BS-Architecture, University of Southern California. Over ten years of teaching experience. Licensed Architect in the State of California	ARH-510 ARH-550 ARH-529
Brown, Jordan	MA in Architecture, Rhode Island School of Design (RISD); BA, Growth and Structure of Cities, with concentration in architecture, Bryn Mawr College.	ARH-110
Brown, Todd	BA-Fine Arts, University of Vermont, Independent apprenticeship with painter Douglas Acosta, focusing on observational painting and color. BFA-major in oil painting, University of Vermont, Burlington, VT. Studied color theory under Frank Hewitt, Boston College, Boston, MA. Fine Arts: studied oil painting under Andrew Taverelli.	ARH-230
Brummond, Steven	MA- University of California, Berkeley, Bachelor of Science, Architecture, Minor in Architecture History, University of Virginia, Charlottesville.	ARH-180
Buhrmann, Carol	MA in Building Design, Columbia University - has over 15 years of teaching experience as a professor/lecturer - Recently published	ARH-110 ARH-310 LA-123 LA-429
Burt, Daniel	MFA- Academy of Art University, San Francisco, BFA- University of New Mexico, Albuquerque, New Mexico	FASCU-270

INSTRUCTORS	CREDENTIALS	COURSES TAUGHT
Chiu, Eva	Master of Architecture I, Harvard University Graduate School of Design. Bachelor of Science in Architectural Design, Massachusetts Institute of Technology, May Syracuse Program Abroad, Florence, Italy.	ARH-110
Choe, Beverly	MA of Architecture in Urban Design, Harvard Graduate School of Design, has experience as Project Manager/Project Architect at Paulett Taggart Architects - Currently Principal at Bach Design. Registered architect in CA.	ARH-150 ARH-310
Cia, Stephen	BS-Architectural Engineering, University of Kansas 2007	ARH-440
Clendenin, Heather	Program director, landscape Architecture Certificate Program 1997 -2007 - Registered Landscape Architect, California	ARH-110
Cruz, Mark	Master of Architecture, University of California, Los Angeles, Bachelor of Environmental Design, University of Colorado, Boulder AAS- Architectural Construction Technology, Front Range Community College, Westminster, CO	ARH-250
Dalton, Jon	BA, Academy of Art University, San Francisco, Courses in Fine Art/Architecture, West Valley College, Saratoga	FND-113
Damron, Benjamin	BA, Architecture, Ball State University, Muncie, IN. Senior designer since 1997, more recently with Skidmore, Owings & Merrill, San Francisco. Registered architect in Indiana.	ARH-170 ARH-410
Dissel, Chris Kelton	Senior Designer/Project manager, John Maniscalco Architecture, 2006 - present - Received AIACC 2006 Honor Award-Plaza Apartments & was awarded 2 AIA Design Awards in 2006 for Plaza Apartments - I, California licensed architect - C33370	ARH-150
DiTommaso, Agostino	Ph.D in Architecture, Etsa Barcelona-Universitat Politecnica de Catalunya 2013 M.S. Arch, Etsa Barcelona-Universitat Politecnica de Catalunya 2008 B.Arch & M.Arch Facolta di Architettura, Universita degli Studi di Firenze 2005. Licensed Architect in Spain since 2009 Licensed Architect in Italy since 2007	LA-249
Dobson, John	MA in Humanities, San Francisco State University, San Francisco, BA in Studio Art/Art History, Florida State University, Tallahassee FL AA with Music/General Ed. ,Poik Community College, Winter Haven FL	LA-435
Donahue, Mark	Master of Architecture, University of New Mexico, Albuquerque, New Mexico Bachelor of Arts, Industrial Design, University of Notre Dame, South Bend, Indiana California licensed architect; has been with architecture firms since 1989 including Genster, SOM, HKS, and has recently opened his own firm. AIA LEED BD+C.	ARH-350 ARH-440
Douglas, Ali Marie	BFA in illustration, Kansas City Art Institute, Kansas City, MO, courses in Fine Art, The School of the Museum of Fine Arts, Boston, MA	FND-113
Elkus, Nancy	Masters in History and Theory of Contemporary Art, Fine artist who has shown her work in local, national and international galleries since 2007, and has	ARH-230
Engel, Braden	Has received his Masters from the Architectural Association School of Architecture in London as well as from North Dakota State University	LA-123 LA-219 LA-319 LA-429
Farazian, Yasmine	Received BA in Landscape Architecture, University of California at Berkeley. Mentored/advised the student designer & team on project management & construction methods for The San Francisco Flower and Garden Show in which the student won an award	ARH-110

INSTRUCTORS	CREDENTIALS	COURSES TAUGHT
Frieders, Ken	Master of Architecture The New School, New York, NY Bachelor of Science, Architecture Engineering Technology, Norwalk State Technical College, Norwalk, CT Bachelor of Fine Art, Metalwork and Art Education	ARH-230
Gang, Peter	BS- Arts and Design, Massachusetts Institute of Technology, Cambridge, MA Courses at Middlebury College, Middlebury, VT. Licensed Architect, State of California	ARH-430
Gibson, Geoffrey	Has been a Project Architect/Project manager for 17 years - eight years of teaching experience.	ARH-150
Jim Gleeson	Professional Illustrator with clients including UPS, SF Giants & City of San Francisco - Developed TV teaching series "How 2 Art"	FND-113
Goldie, Robert	M.A. in Education with Secondary in Social Studies licensure, University of Colorado - over 7 years of experience as an Academy of University Graduate school academic advisor/coach for - Designed & implemented US history and World Geography curriculum with a multicultural emphasis for elementary school students	LA-359
Griffeath, Craig	MA, Humanities/Art History, Dominican University of California, San Rafael, CA. Western Arts Education Certificate, Fine Arts Museums of San Francisco, CA. BS, Physics, Haverford College, Haverford, PA. Music Composition and Theory, Haverford College and UC Berkeley.	LA-140
Hackett, Kevin	Has worked as a design professional at several international architecture firms at locations including London, Paris & Shanghai - Received International Design Award Nominee in 2009, for IDA Best Architectural Remodel	ARH-250 LA-123
Haga, Kei	BFA in Traditional Illustration, Academy of Art University, San Francisco, CA. Courses in Graphic and Advertising Design, Seattle Art Institute, Seattle, WA.	FND-113
Hansell, William	Master of Architecture, University of Virginia. Bachelor of Science in Architecture, University of Virginia. Licensed Architect in CA.	ARH-350
Harris, Cameron Brei	Has 4 years of experience teaching university level courses in figurative sculpture & has had professional work exhibited in AAU Galleries since 2004	FND-131
Hawthorne, Drake	M.A.RCH-Yale School of Architecture, New Haven, CT. MFA-MICA, Rinehart School of Sculpture, Skowhegan School-Artist Residency, Maine BA/BS in Fine Arts and Biological Sciences, University of California, Davis. Licensed Architect, State of California	ARH-230
Haydu, Paul	Master of Architecture- University of Texas, Austin, TX Bachelor of Arts -Yale University, New Haven, CT. Registered Architect, California Registered Residential Designer, Nevada	ARH-350
Heacock, Michael	Master of Architecture- Southern California Institute of Architecture (Sci-Arc). Bachelor of Arts -Studio Art, University of California, Santa Barbara, CA.	ARH-430
Hoffpaur, Stephan	Has over 30 years of experience working as a professional Architectural Illustrator	LA-161
Holt, Kelly	Ph.D Candidate, Literature, University of California - has over 13 years of experience teaching university level courses in Creative writing and literature - Poems have been published in New American Writing, 2005	LA-108
Hsu, Huey Ying	Currently a PhD candidate working on dissertation from University of California at Berkeley - Design Theories and Methods/History of Architecture and Urbanism	LA-249

INSTRUCTORS	CREDENTIALS	COURSES TAUGHT
Hunt, Sam	Self Employed Designer-Builder since 1989 & Developer since 1991 - Residential design work Published in SF AIA Exhibitors, San Francisco Living	ARH-239
Keller, Joshua	Visiting Critic for graduate and undergraduate courses at universities including UC Berkeley, Kent State University & Academy of Art University - Recent work has been exhibited locally at institutions including Fort Mason Center & the Headlands Center for Art	ARH-230
Kesler, David	Masters of Architecture, Colombia University - Principal/founder of David Kesler Architects - Has been a professional design associate for internationally recognized Architects including Richard Meire and Partners, Steven Holl Architects & Peter Eisenman Architects - Design work has been published in the New York Times Home Section, progressive Architecture and Architectural Record. Licensed Architect in California.	ARH-110
Lambrou, Nicole	Masters of Architecture, Yale University - Has been a design professional for Architecture firms in New York, Germany & San Francisco & is currently a designer at Galfand Partners Architects- Assistant Professor at Yale University for Geometry, Drawing and Visual Inquiry	ARH-170
Leedham, Amy	M.Arch in Sustainable Environmental Design, Architectural Association, London, England, UK. BSc in Architecture and Urban Planning, Northeastern	ARH-430
Leitch, Michael	Math Department Head & math, physics instructor at Mountain Crest Academy, San Francisco - Flight Instructor since 1994	LA-271
Liu, Mei	Master of Engineering, Cornell University, Ithaca, New York. Bachelor of Science, Cornell University, Ithaca, New York. California Licensed Structural Engineer 2007 California Licensed Civil Engineer	ARH-420
Majidi, Sepideh	Master of Architecture, Academy of Art University, San Francisco, CA. Master of Architecture, Azad University, Tehran, Iran.	ARH-390
Marsengill, Brett	Master of Environmental Planning, University of Arizona, Tempe, Arizona. Bachelor of Landscape Architecture, University of Georgia, Athens, Georgia. Registered Landscape Architect, California Registered Landscape Architect, Georgia	ARH-110
Marsh, Thomas	Master of Fine Art, Sculpture, California State University, Long Beach, CA. Bachelor of Fine Art, Painting, Layton School of Art, Milwaukee, WI. Studied art bronze casting at the Dionisi and Veschi foundries, Rome, Italy. Studied aesthetics under John Hospers at the University of Southern California. Studied anatomy as a special graduate student at the Medical College of Wisconsin, Milwaukee, Wisconsin	FND-131
Mehra, Shaum	Master of Architecture, Academy of Art University, San Francisco, CA. Bachelor of Science in Political Science, San Francisco State University, San Francisco, CA California General Contractor, Licensed	ARH-390

INSTRUCTORS	CREDENTIALS	COURSES TAUGHT
Meserve, Susie	Master of Fine Arts in English (poetry), University of Massachusetts at Amherst, Amherst, MA. Graduate work, Middlebury College Breadloaf School of English, Sunderland, VT. Bachelor of Arts in English, Tufts University, Somerville, MA.	LA-108
Minnick, Clifford	Masters of Architecture, SCI-ARC, Los Angeles - Spent 3 years as a thesis Advisor at SCI-ARC - Principal & Founder of 35 Design and Consulting, 2008 - Present - Designer, Frank O. Gehry & Associates, Santa Monica, CA 1998	ARH-250
Morhayim, Lusi	PhD, Social and Cultural Processes in Architecture and Urban Design, University of California, Berkeley. Master of Science in Architecture, Yildiz Technical University, Istanbul, Turkey. B.ARCH, Architecture, Yildiz Technical University, Istanbul, Turkey.	LA-292
Myrbeck, Shane	Master of Science in Architectural Acoustics, Rensselaer Polytechnic Institute, Troy, New York Bachelor of Science in Audio & Media Technology, New England Institute of Art, Brookline, MA	ARH-440
Mess, Molly	Critic and guest lecturer at University California Berkeley Extensions - Design professional & store planner for Macy's West, 2007 - present - IS a member of the Board of Student Advisors, University California Berkeley Extensions	LA-181
Neyman, Alexandra	4 years experience as a Lecturer & research assistant, University of Michigan, Ann Arbor, MI - Graduate student instructor, University of California Berkeley 2008 - 2010 Founder/Co-founder, Meta Space LLC - Thesis work published in Dimensions, Vol. 19 focusing on spacial "mapping"	ARH-210 LA-449
Nguyen, James	Master of Fine Arts in Fashion Design, Academy of Art University, San Francisco, CA June 2012- Present MA in Statistics, Boston University, Boston, MA. BA in Statistics, Boston University, Boston, MA.	LA-255
Oliveira, Francesca	Masters in Business Administration, Villanova University, Villanova, PA. Studied at São Paulo School of Business, São Paulo, Brazil and SDA Bocconi, Milan, Italy. Bachelor of Architecture, Drexel University, Philadelphia, PA. Registered Architect, Pennsylvania and NCARB Certified Architect	ARH-475
Onken, John	Masters in Environmental Design, The University of Cambridge (St. Edmund's College), Cambridge, UK. B.ARCH, The University of Kansas, Lawrence, KS. NCARB Registration, 1993	ARH-239
Pertcheck, Edward	Registered Architect, California - LEED 2.0 Accredited Professional	ARH-190 LA-293
Peschel, Sara	Master Landscape Architecture, Harvard University, BS Natural Resources, University of Vermont, Burlington, VT.	ARH-240
Pizzi, Chris	Masters of Architecture, Yale University - Has been and architectural design professional for over 17 years - Currently an associate at WRT planning and Designs - Selected honors in 2001 include the William Edward Parsons Memorial Medal for Distinction in city Planning & the H.I. Feldman Prize, Yale University. LEED Licensed in CA	ARH-240

INSTRUCTORS	CREDENTIALS	COURSES TAUGHT
Ponzo, Alicia Nicole	Certificate in Sculpture, Florence Academy of Art, Florence, Italy. Studied under Master painter Sebastian Capella, La Jolla, CA. Studied figure drawing, The Watts Atelier of the Arts, Encinitas, CA. Bachelor of Science, University of Pennsylvania, Philadelphia, PA.	FND-131
Rao, Aditi	Master of Architecture & Master of City Planning, University of California, Berkeley, CA. Bachelor of Arts in Media Arts, Sciences, and Mathematics, Wellesley College, Wellesley, MA.	LA-292
Reynolds, Mark	Masters of Art, Towson University - Over 14 years experience as a Professional Architectural Illustrator - Was an associate Illustrator at Skidmore Owings & Merrill & MDRW Architects, Houston, TX - Has been a Principal architectural illustrator at the office of Stephan Hoffpauir, Oakland California since 1991	LA-161
Rice, Benjamin	Principal of Matter Management and design professional since 2005, received Master of Architecture from Princeton and has been assistant teaching since	ARH-190
Riffert, David	MA in Art History, Penn State University, State College, PA BA in History and Art History, Principia College, Elmhurst, IL	LA-279
Rivera, Luis	Masters of Science, Sustainable Design & Construction, Stanford University, Stanford, CA. Bachelor of Science, Architectural Engineering, The University of Texas, Austin, TX. Associate of Science in Engineering, Austin Community College, Austin, TX.	ARH-440
Ron, Benjamin	Bachelor of Science, University of California, Berkeley, CA. Licensed Land Surveyor in CA.	ARH-240
Sabil, Wafaa	Masters of Architecture, Georgia Institute of Technology, Atlanta, GA. Masters of Architecture, School of Architecture Paris la Sorbonne	ARH-230
Sagan, Hans	Bachelor of Science in Cultural Studies and Comparative Literature from University of North Carolina, Ph.D in Architecture from University California, Berkeley. 5 years of experience as a graduate student instructor, and previous Coordinator for Architecture Research Colloquium series, University of California Berkeley - Received the 'Outstanding Graduate Student Instructor Award, UC Berkeley, 2008 and member of	LA-292 LA-319
Samia, Deborah	Bachelor of Fine Art in Sculpture, Academy of Art University, San Francisco, CA. Courses in Fine Art, Pacific University, Forest Grove, Oregon.	FND-131 FASCU-270
Sattary, Vahid	Professional engineer (SE, CE), with Ph.D from University of Michigan, Ann Arbor. Principal of Sattary Structural Engineering for 12 years with over 25 years of structural engineering and seismic design. SF Appointed Building Inspection Commission from 2006 to 2008. Has written seven publications and is	ARH-320 ARH-330
Seong, Karen	Associate at Skidmore, Owings, Merrill, LLP, New York and San Francisco for nine years. Hold Masters in architecture from Columbia University. Project lead on projects in the U.S., Europe and Kuwait. AIA, LEED, NCARB. Licensed in NY, CA.	ARH-170 ARH-310 ARH-410 ARH-420
Serban, Doron	Masters of Architecture, Syracuse University. Designer and Architect consulting for Bay Area and Syracuse, NY.	ARH-180 ARH-250 ARH-390

INSTRUCTORS	CREDENTIALS	COURSES TAUGHT
Siabkhan, Sameena	Master of Architecture, Southern California Institute of Architecture. Bachelor of Arts in Urban Studies, University of California, San Diego, CA. Classes at Kamla Rajeha Vidvanidhi Institute for Architecture, Mumbai India. Classes at Chiang Mai University, Thailand. California License #C34580. LEED AP	ARH-250
Sotomayor, Gabriela	D.Phil Classical Archaeology, University of Oxford, UK. Certification in Gemmology, Gemmological Association of Great Britain, Foundation Gemmology Laboratory, M.A. History of Art (Greek & Roman Art), Courtauld Institute of Art, London, UK. B.A. Art History & Archaeology, Washington University in St. Louis, St. Louis, MO.	LA-279
Stauffer, Jena	Masters of Architectural Engineering 2010, Pennsylvania State University, PA. Bachelors of Architectural Engineering 2010,	ARH-440
Strzebnick, Peter	Founder and Principal, Nottoscale, San Francisco - Project Designer, Studio Daniel Libeskind, Berlin, San Francisco 2000, 2003 - Registered Architect in Berlin Germany & California	ARH-250
Tauber, Michael	Master of Architecture, University of California, Berkeley, CA. Bachelor of Science in Architecture, University of Michigan, Ann Arbor, MI. Licensed Architect in CA	ARH-450
Thoma, Walter	Master of Arts in Applied Linguistics, University of Massachusetts, Boston, MA. Courses in Architecture, Boston Architectural Center, Boston, MA. Bachelor of Arts in Sociology & Fine Art, Brandeis University, Waltham, MA.	LA-108
Tindall, Robert	M.A. in English Literature from San Francisco State University, M.A. in English with concentration in TESOL from San Francisco State University, B.A. in English Literature with minor in Music (with a concentration in classical guitar performance)	LA-108
Tulescu, Monica	Masters of Science in Advanced Architectural Design, Columbia University - Has experience teaching at graduate and undergraduate levels at institutions including, Columbia University, University of California, Berkeley and Parsons School of Design - Recent published "Architecture without Buildings: The Value of Design Speculation"	ARH-210
Tsimn, Sam	Master of Science in Physics, San Francisco State University, San Francisco, CA (expected 2014) Teaching Credential Program, Alliant University, Bachelor of Arts in Physics, University of California, Berkeley, CA.	LA-255 LA-256
Tubiolo, Rich	Masters of Business Administration from Golden Gate University, San Francisco, CA. Bachelor of Arts in English Literature from California State University, Northridge, CA.	LA-381
Van Alstyne, Bradley	PhD. (In progress) Online Education, California Institute of Integral Studies Master of Arts, Information and Communication Studies, California State University, Chico, CA. Bachelor of Arts, Human Communication Studies, California State University, Chico, CA.	LA-480
Volejnikova, Sarka	Bachelor of Landscape Architecture, University of California, Berkeley, CA.	LA-115

INSTRUCTORS	CREDENTIALS	COURSES TAUGHT
Waddell, Cassie	Bachelor of Science, Architectural Engineering, University of Kansas, Lawrence, KS Bachelor of Architecture, Architecture, University of Kansas, Lawrence, KS. Professional Engineer in CA.	ARH-440
Williams, John	Masters in Engineering, Mechanical Engineering, University of Manchester. Professional Engineer in CA.	ARH-440
Williams, Stephen	MA in History, San Francisco State University, San Francisco. BA in History, San Francisco State University, San Francisco.	LA-279
Woo, Archie	Master of Architecture, University of Nebraska, Lincoln, NE Bachelor of Science in Architecture, University of Nebraska, Lincoln, NE. Licensed Architect in California.	ARH-441
Wood, Ethen	Professional Design Associate for over 12 years - Recent Publications include: Residential Architect, Jackson Family Retreat 2009, San Francisco Chronicle	ARH-110 ARH-310

1. Faculty Resumes

The following resumes represent the faculty members teaching in Spring 2012 in the BFA program and the courses they teach in the BFA program.

Name: Tobi Adamolekun

Courses:

ARH 180: Digital Visual Media

Educational Credentials:

Master of Architecture, California College of the Arts, San Francisco, 2011

Master of Science, Environmental Design, Architectural Association, London 2005

BA in Architecture, University of Toronto, Canada 2002

Teaching Experience:

Instructor, Academy of Art University, Graduate and Undergraduate school of Architecture, Spring 2012- Present

Graduate Thesis Advisor, Academy of Art University, San Francisco, 2012

Professional Experience:

Freelance Architect and Fabricator: 2011-Present

Consultant, Sustainability, Symphysis, San Francisco, 2009-Present

Designer, Zaha Hadid Architects, London 2010

Designer, R&Sie(n) Architects, Paris 2009

Selected Publications and Recent Research:

Out of Water Exhibition, University of Toronto School of Architecture. Landscape and Design 2009

Sustainable Techniques for Modular Construction, published in The Proceedings of the Passive and Low Energy Architecture (PLEA) Conference, 2008

Name: Paul W. Adamson

Courses:

ARH 475: Professional Practices for Architects

Educational Credentials:

Master of Architecture, Columbia University 1985

BA-Fine Arts, University of Oregon 1980

Carnegie Mellon University 1976

Teaching Experience:

Invited Juror, California College of the Arts, San Francisco College of Environmental Design, University of California, Berkeley California State Polytechnic University, San Luis Obispo

Professional Experience:

Project Designer, Hornberger & Worstell, Inc, Rohnert Park, CA Present

Consulting Architect to Anshen and Allen Architects, San Francisco 2003

Selected Publications and Recent Research:

The Architect's Newspaper

"City on a Hill: SF mayor sets example with green Civic Center proposal" October 29, 2008

The Architect's Newspaper

"Slow Architecture: Green designs showcased at SF's Slow Food Nation" September 4, 2008

The Architect's Newspaper

"Brave New World: SF voters authorize major development for Hunters and Candlestick Points" July 16, 2008

"Building the California Dream" pp. 1 - 2 DoCoMoMo_US Newsletter, Spring 2001

Echoes Magazine, Volume 8: Number 4: Spring, 2000 "Building the California Dream" pp. 48-53

Heritage News January-February, 1998 published by SF Heritage "Modernism in San Francisco" pp. 1, cont.

Professional Memberships:

California State Historic Preservation Office, Modern Design Advisory Committee 2004-2006

DOCOMOMO / US - documentation and conservation of the modern movement Northern California Board of Directors, 1995 to present United States Board of Directors, 1996 to 2004

Professional Affiliations American Institute of Architects, elected to Fellowship 2011 San Francisco

Chapter Member San Francisco and Marin AIA Home Tours Selection Committee

San Francisco AIA Fellowship Selection Committee

Licenses/Registration:

LEED 2.0 Accredited Professional, 2009

Registered Architect California License C23541

Name: Maya Akpinar

Courses:

LA 255: College Math

Educational Credentials:

M.A. Math and Science Education, University of California at Berkeley 1999

B.S. Emphasis in Life Science, The Evergreen State College, Olympia, WA 1993

Teaching Experience:

Online Instructor and Curriculum Developer, Academy of Art University, San Francisco, CA 2007-Present

Instructor, Science, San Rafael High School, San Rafael, CA 1999-Present

Directing Teacher, Education, Dominican University, San Rafael, CA 2004-2007

Instructor, Academic Talent and Development Program, University of California, Berkeley, CA 1998-1999

Curriculum Developer, Project Create, Berkeley, CA 1999

Instructor, Marine Science Marine Science Institute, Redwood City, CA 1995-1997

Instructor, Math and Science, The New Learning School, South San Francisco, CA 1993-1995

Leader, Outdoor Recreation, Environmental Traveling Companions, San Francisco, CA 1994-1999

Professional Memberships:

National Science Teachers Association

National Association of Biology Teachers

Name: Thomas Andes

Courses:

LA 108: Composition for the Artist

Educational Credentials:

Master of Fine Arts, Creative Writing, Fiction, San Francisco State University, San Francisco, CA 2008

Master of Arts, English, Creative Writing, San Francisco State University, San Francisco, CA 2005

Bachelor of Arts, English, Loyola University New Orleans, New Orleans, LA 1999

Teaching Experience:

Adjunct faculty member, Academy of Art University, San Francisco, CA 2009-Present

Instructor, writing workshop, Loyola University, New Orleans, LA 2013

Adjunct faculty member, Composition and Literature, Northwest Arkansas Community College, Bentonville, AR 2008-2012

Instructor, Creative Writing, San Francisco State University, San Francisco, CA 2008

Tutor, Bay Area Tutoring Center, Inc., Berkeley and San Ramon, CA 2010-Present

Tutor, Reading, Writing, and Math, Sylvan Learning Center, San Francisco, CA 2003-2008

Professional Experience:

Writer and Editor, *Underground America*, McSweeney's, San Francisco, CA 2007-2008

Assistant Fiction Editor, *Fourteen Hills :The SFSU Review*, San Francisco State University, San Francisco, CA 2005-2006

Selected Publications and Recent Research:

"*The Hit*," story, reprinted in *Best American Mystery Stories* 2012

Life Before the Storm and Other Stories, chapbook, Cannibal Books, 2010

Thomas E. Kennedy's Dangerous Songs, interview (reprint), *Serving House Journal* (forthcoming)

A review of *Charlie Is My Darling: Ireland 1965*, in the *Rumpus* (forthcoming)

"*Sonnet*" in *Cannibal*, 2013

"*The Bends*," story, *N/A Magazine*, July 2013

Two poems in *Bateau*, 2013

"*Rumpus Sound Takes: A Review of Junk Culture*," *the Rumpus*, February 2013

"*For Love or For Money*," story, *Harp and Altar*, spring 2013

"*The Rumpus Interview with Boots Riley*," interview, *Rumpus*, December 2012

"*The General Consequence of the Human Condition*," short story, *Housefire*, July 2012

"*Donegan's Lost Year*," short story, *Spork*, May 2012

"*A Review of Matthew Henriksen's Ordinary Sun*," review, *Mantis*

"*Middling*," short story, *Pif*, December 2011

"*Thomas E. Kennedy's Dangerous Songs*," interview, *South Carolina Review*, Fall 2011

"*The Hit*," story, *Xavier Review*, fall 2011

"*And Then I Became an Adjunct*," essay, *Santa Clara Review*, Spring/Summer 2011

"*Three Waitresses*," story, in *Everyday Genius*, June 2011

"*[It's my last ride on the Paris Metro]*," poem, *elimae*, May 2011

"*Bodies*," story, *Apalachee Review*, 2010

Name: Vivek Anand

Courses:

ARH 150: Studio 2: Spatial Ordering and Hybrid Programs

Educational Credentials:

Masters of Architecture, Virginia Tech, 1996

Bachelors of Architecture, Academy of Architecture, Bombay, India 1991

Teaching Experience:

Studio Critic, 2010, *Academy of Art University, San Francisco, CA* Presenter, 2010, *California College of the Arts, San Francisco, CA* Presenter, 2010, *San Francisco State University, San Francisco, CA* Studio Critic, approx 2002, *University of Oregon* visiting class

Professional Experience:

Designer/Associate, *Studio Shaman Architecture, San Francisco, CA*, Nov 2010 - present Senior Designer, *Tsang Architecture, San Francisco, CA*, Oct 1998 - Oct 2010

Designer, *DES Architects+Engineers, Redwood City, CA*, Dec 1996 - Aug 1998

Graduate Assistant, *Community Design Assistance Center, Virginia Tech*, Aug 1994 - Oct 1996 Architect, *Vivek Anand Architecture, Trivandrum and Bombay, India*, Jan 1992 - May 1994

Selected Publications and Recent Research:

A House of 12 Compartments, Master of Architecture thesis, Virginia Tech, 1996 Effective Form, Bachelor of Architecture Thesis, Academy of Architecture, Bombay, 1991 City by Design, book of Bay Area architectural projects, Tsang Architecture, 2008

Professional Memberships:

ACSA, AIA, California Historical Preservation Commission

Licenses/Registration:

LEED Green Associate, US Green Building Council, 2010 Licensed Architect, Council of Architecture, India, 1992

Name: Jennifer Asselstine

Courses:

ARH 110: Studio 1: Conceptual Design Studio
ARH 430: Climate & Energy Use: Sustainable Strategies

Educational Credentials:

Architectural Association, London, England 1990
Bachelor of Architecture, University of Minnesota 1983
University of Tienjin, Tienjin, People's Republic of China 1981

Teaching Experience:

B.Arch Director, Dept. of Architecture, Academy of Art University, Summer 2012 -
Assistant Graduate Director, Dept. of Architecture, Academy of Art University, 2011-2012
Faculty, Graduate/Undergraduate design studios,
Academy of Art University, School of Architecture 2003 - present

Professional Experience:

Project Designer, Project Manager, Inkmoon Architects
Project Designer, Howard K. Smith & Associates
Project Designer, DEM Group Malaysia
Project Designer, Wimberley, Allison, Tong & Goo
Project Architect, CS&D Architects

Licenses/Registration:

Licensed Architect in Maryland

Name: Carlisle Becker

Courses:

LA 115: The Natural World 1: The Base Layer

Educational Credentials:

Master in Landscape Architecture, Harvard University, Graduate School of Design, 1963

Bachelor of Landscape Architecture, University of California, Berkeley, 1961

Teaching Experience:

Landscape Architecture Certificate Program, Instructor, University of California Extension, 2007-present

Certificate Program in Landscape Architecture, Founder, Coordinator & Senior Instructor, University of California Extension, 1981-1985

University of California, Berkeley Department of Landscape Architecture, Lecturer, Visiting Professor, 1965-1968, 1980

Utah State University, Logan, Utah Department of Landscape Architecture & Environment Planning
Associate Professor, 1975-1979

Rice University School of Architecture, Houston, TX, Visiting Professor, & Critic, 1965, 1971, 1972-1974, 1979

Professional Experience:

Carlisle Becker, Landscape Architect Principal, 1987 to date

Schardt & Becker, Principal, 1980-1986

Berridge, Becker & Julin, Inc., et al., Principal, 1967-1975

Eckbo, Dean, Austin & Williams, 1966-1967

Sasaki, Dawson, DeMay, Inc., 1962-1965

Osumndson & Staley, 1961-1962

Robert M. Graves, 1959-1961

Selected Publications and Recent Research:

Professional Memberships:

Association to Bay Area Government, Ocean Coastline Planning Committee

Licenses/Registration:

California Landscape Architect No. 1098

Council of Landscape Architectural Registration Boards Certificate No. 24

Name: Peter Benoit

Courses:

ARH 450: Studio 8: Housing and Comprehensive Design

Educational Credentials:

Master of Architecture, University of California, Berkeley May 2005

B.S. Architecture, University of Virginia May 1998

Minor Concentration in English

Denmark's International Study Program, Copenhagen, Denmark Fall Semester 1997

Teaching Experience:

Instructor, Academy of Art University, Graduate and Undergraduate school of Architecture, Fall 2007- Present

Instructor, University of California, Berkeley Summer 2005, 2004

Teaching Assistant, University of California, Berkeley, College of Environmental Design, Spring 2005, Fall 2004

Professional Experience:

Senior Designer & Project Manager, Melander Architects, San Francisco August 2005-Present

Freelance Architect 2004

Design/Build Tinkers Workshop, Berkeley, CA 2004

Project Architect, Helfand Myerberg Guggenheimer Architects, New York, New York Oct. 2000-July 2003

Intern Architect, Kallmann Mcinnell & Wood Architects, Boston, Massachusetts Sept.1998- Sept. 2000

Carpenter, John Pierce & Company, Concord, Massachusetts Summer 1997

Selected Publications and Recent Research:

Student work published in Tianjin transit-oriented development: Principles & Prototypes. University of California, Berkeley 2004

College of Environmental Design UC Berkeley Student Design Archive, Fall 2003

American School & University Portfolio Awards Issue, November 2002

Professional Memberships:

AIA

Licenses/Registration:

Licensed Architect in California

LEED AP

Name: Janek Bielski

Courses:

ARH 510: Studio 9: Mixed Use Urbanism & Research
ARH 529: From Theory to Practice
ARH 550: Studio 10: Final Project

Educational Credentials:

Architectural Association School of Architecture, AA Diploma 1981
BS-Architecture, University of Southern California, 1976

Teaching Experience:

American University of Sharjah, UAE 2013 - 2012 (Full Time)
University of Southern California (USC), Los Angeles 1996-1992
Arizona State University (ASU), Phoenix 1996
University of California Los Angeles (UCLA) Extension 1995
Art Center College of Design, Pasadena, CA 1994-1992
University of California Los Angeles (UCLA) 1993-1990
Woodbury University, Burbank, CA 1991-1989
Southern California Institute of Architecture (SCI-ARC), Los Angeles 1988

Professional Experience:

Janek Bielski, Architect: Design to Constr 2005- Present
Senior Design Consultant: for Hak Sik Son, FAIA; large scale mixed use & commercial projects
Eric Owen Moss, FAIA: Schematic Design/ Design Development for San Diego Country Club project

Selected Publications and Recent Research:

Experimental Architecture in Los Angeles (Rizzoli Books) Violated Perfection (Rizzoli Books)
Re: American Dream (Princeton Press)

Licenses/Registration:

Licensed Architect in the State of California
Royal Institute of British Architects (RIBA) Part 2 completed (of 3 parts)

Name: Jordan Brown

Courses:

ARH 110: Studio 1: Conceptual Design Studio

Educational Credentials:

Master of Architecture, Rhode Island School of Design, 2010
University of California, Berkeley, Historic preservation course 2009
Helsinki Institute of Technology, Helsinki, Finland 2007
BA-Architecture, Bryn Mawr College, 2006

Teaching Experience:

Academy of Art University, Instructor
Bryn Mawr College, Teaching Assistant, 2005-2006
Rhode Island School of Design, Teaching Assistant, 2007-2010

Professional Experience:

Designer/Project Manager: Mint Condition Homes Oakland, CA 2010-present
Designer, Knoll, Inc. New York, NY 2008
Designer, David Stark Design and Production Brooklyn, NY 2008
Drafting and Project Administration: Atkin, Olshin, Schade Architects Philadelphia, PA 2006-2007
Drafting and Project Administration: Martin Jay Rosenblum and Associates Philadelphia, PA 2005

Name: Todd Thomas Brown

Courses:

ARH 230: Color, Perception, and Space

Educational Credentials:

BA-Fine Arts, University of Vermont, Burlington, VT, 1993

1995: Independent apprenticeship with painter Douglas Acosta, focusing on observational painting and color.

1990-1993: Bachelor of Fine Arts, major in oil painting. University of Vermont, Burlington, VT. studied color theory under Frank Hewlitt.

1988-1990: Boston College, Boston, MA.

Fine Arts: studied oil painting under Andrew Taverelli.

Teaching Experience:

Summer 2013: Master Teacher, Perry Mansfield Performing Arts School, Steamboat Springs Colorado. Created and taught a pre-professional program in mixed media painting for summer students. www.perry-mansfield.org.

2010-Present, Painting Instructor, Studio Teobi, San Francisco, CA. Independent mixed media instruction in the use of acrylic paint, charcoal, color, collage, oil stick and pastel, and texture.

2003-2010, Painting Instructor, Red Poppy Art House, San Francisco, CA. Independent mixed media instruction in the use of oils, acrylic paint, charcoal, color, collage. www.redpoppyarthouse.org

Professional Experience:

2011/12: Year-long Artist Fellowship, de Young Museum, San Francisco, CA. Multi-Disciplinary Projects & Presentations: "Inheritance & Dreams" Solo Exhibition, "Teobi's Dreaming" a multi-disciplinary work-in-progress, "Hiding & Seeing" Curated performance series" series featuring The Embodiment Project), Farhed Shafinury, Package by Raelle Myrick-Hodges, Headmistress, w/ special guest Cire Beye of Senegal), and Karamo Susso. "The ITCH" -Investing in The Creative Hunch: launched a pilot initiative of a 'social- cultural' organizational model that merges social networking with cultural projects to form volunteer-based administrative teams for 14 participating artist projects.

2010: 24 Horas, Artist Residency/EDELO Contemporary Art Center for International Residencies of Diverse Practices, San Cristobal de las Casas, Chiapas, MX. www.edelo.org

2009 & 2010: Residencia el Otro Lado, Morelia, Chiapas, MX. Mural painting residencies in zapatista government center of Morelia. Collaborations with Caleb Duarte, Katie Yamasaki, Hersalia Cantoral, and youth from zapatista autonomous communities.

2009: "Between Light & Shadow" joint Artist Residency with vocalist/songwriter Meklit Hadero.de Young Museum, San Francisco, CA.

"Invisible Passage," large-scale (9.5'x33') mixed media painting based on a floor-diagram of a 1700's slave ship, commissioned by the de Young Museum's Department of Public Programs.

Name: Steven M. Brummond

Courses:

ARH 180: Digital Visual Media

Educational Credentials:

Master of Architecture, University of California, Berkeley, CA 2011

Bachelor of Science in Architecture, Minor in Architecture History, University of Virginia, Charlottesville, Virginia 2009

Teaching Experience:

Graduate Student Instructor, University of California, Berkeley, California January 2010 to May 2011

Professional Experience:

2012-Present, Apprentice at MBH Architects

2011-2012, Project Assistant at Weir Andrewson Associates

2009, CAD/CAM Lab Technician at UC Berkeley

2008, Internship with Tongji Urban Planning and Design Institute, Shanghai, China

2007, Internship with William McDonough + Partners, Charlottesville, VA

Name: Carol Buhrmann

Courses:

ARH-110: Studio 1: Conceptual Design Studio
ARH-310: Studio 5: Assembly, Buildings & Context
LA-123: Design Philosophy: Aesthetics, Logic, and Ethics
LA-429: Architecture Theory

Educational Credentials:

Master of Science in Building Design, Columbia University
Bachelor of Architecture, Cornell University College of Architecture

Teaching Experience:

Lecturer, 2007-2008, *University of California at Berkeley Department of Architecture*
Associate Professor, 2000-2008, *California College of the Arts, Architecture Dept, San Francisco, CA*
Assistant Professor, 1993-1999, *University of Kentucky College of Architecture, Lexington, KY*
Visiting Professor and Fulbright Scholar in Residence, 1996, *Ural Academy of Architecture and Arts, Ekaterinburg, Russia*
Visiting Professor, 1992-1993, *Georgia Institute of Technology, College of Architecture, Atlanta, GA*
Architecture Faculty, 1991-1992, *Savannah College of Art and Design, Department of Architecture, Savannah, GA*
Adjunct Associate Professor, 1990-1991, *New York Institute of Technology School of Architecture, Central Islip, NY*
Faculty, 1989-1991, *The School of Visual Arts, Department of Interior Design, New York, NY*

Professional Experience:

Volume 21: Office for Architecture, 1999- Present
Solo Competitions/Projects, 1994-2004
Kohn Pederson Fox Architects, New York, NY, 1987-1989
Fred H. Thomas & Associates, Architects, Ithaca, NY, 1984-1985
Gruen And Associates, Architects, New York, NY, 1983
Photographer, 1989-Present

Selected Publications and Recent Research:

Public Space in Heterotopia, Midtown Atlanta Community Arts Center, V21 Press, 1999
Richardson/Stryzek, Synthesis, Kentucky College of Architecture, Third Year Studio Projects, US
Embassy in Moscow, pp. 78-79, 1999
Analytic Speculation, V1 Press, 1999
"Tracing the Constructivist Influence on the Building of Ekaterinburg, Russia," Proceedings of the ACSA International Conference, 'Building As a Political Act,' Berlin, Germany, December 1997
Open Letter to Russian Architectural Educators," Proceedings of the Ural State Academy Conference, "Letter from Ekaterinburg", ACSA Newsletter, Volume 26, No 1, pg 31, 32
"The End of A City/The Future City", Proceedings of the ACSA Southwest Regional Conference,
"Water as a Central Element in the Progressive Visions of Early Soviet Architecture" Lecture 2004
Exhibitions: '44 Modern Dwellings, 2003
Exhibition: 'New York City' 2002-2003
Exhibition: 'All Student Architecture Program Exhibition' 2001-2002
Exhibition: 'Ludlow, Kentucky Design and Competition Exhibition,' 1998
AIAS Outstanding Teacher of the Year, University of Kentucky, College of Architecture, 1989-1999

Professional Memberships:

Schomburg Society, Mensa International
ACSA, AIA, AAG
Phi Beta Delta Honor Society for Phi Kappa Phi
Golden Key National Honor Society

Name: Daniel J Burt

Courses:

FASCU 270: Ecorche

Educational Credentials:

MFA, Academy of Art University, San Francisco, CA 2007

BFA, University of New Mexico, Albuquerque, New Mexico 1997

Teaching Experience:

Instructor, Fine Art/ Sculpture, Academy of Art University, San Francisco, CA 2007-Present

Instructor, Art, CSSSA Inner Spark: CAL Arts, Valencia, CA 2007

Instructor, Art/Sculpture, Sanchez Art Center, Pacifica, CA 2006

Name: Eva A. Chiu

Courses:

ARH 110: Studio 1: Conceptual Design Studio

Educational Credentials:

Master of Architecture I, Harvard University Graduate School of Design, 1999.

Bachelor of Science in Architectural Design, Massachusetts Institute of Technology, May 1994.

Syracuse Program Abroad, Florence, Italy, Fall 1993.

Teaching Experience:

Guest Reviewer, Spring 2002- Present, *California College of the Arts*

Lecturer, Undergraduate Studio 100A, Spring 2002, *University of California Berkeley*.

Guest Reviewer, Various level design studios, 2002-2008, *University of California Berkeley*.

Guest lecturer, History of Western Architecture, Fall 1999, *Chinese University of Hong Kong*.

Guest Presenter, Designing Hong Kong, Fall 1999, *Chinese University of Hong Kong*,

Guest Reviewer, various level design studios, Fall 1999-Spring 2000, *Chinese University of Hong Kong*,

Reader of International ACSA Conference 2000, *Chinese University of Hong Kong*

Co-Chair, AsiaGSD, 1996-1997, *Harvard Asia Pacific Design Conferences, Cambridge, MA*.

Advisor, AsiaGSD, 1997-1998, *Harvard Asia Pacific Design Conferences, Cambridge, MA*.

Designer, China Housing Research Project, Spring-Summer 1999, *Cambridge, MA*.

Professional Experience:

Partner, *Clad Studio*, Oakland, CA, Spring 2006-Present.

Design Team, *Skidmore Owings & Merrill LLP*, San Francisco, CA, Spring 2002-Spring 2005

Design Team, *Richard Meier & Partners*, New York, NY, Fall 2000-Fall 2001

Selected Publications and Recent Research:

Alpha Ro Chi Award, June 1999.

Student Fulbright Award, 1999-2000, Fulbright Fellow, Hong Kong, PRC.

Professional Memberships:

AsiaGSD, 1995-1996

Name: Beverly Choe

Courses:

ARH 150 Studio 2: Spatial Ordering & Form
ARH 310 Studio 5: Assembly, Buildings & Context

Educational Credentials:

Master of Architecture in Urban Design, Harvard University Graduate School of Design
Bachelor of Architecture, Cornell University, College of Architecture Art and Planning

Professional Experience:

Principal, *Bach Design*
Project Manager/Project Architect, *Paulett Taggart Architects*
Project Manager, *Gary Leonard Strang Architecture & Landscape Architecture*
Team Member, *Esherick Homsey Dodge and Davis*
Designer, Detailer, *Büro Voderwübecke*
Design Assistant, AutoCAD Drafter, *Van Meter Williams Pollack Architecture Urban Design*
Intern, *Peter Budieri and Associates*

Professional Memberships: AIA

Name: Stephen Cia

Courses:

ARH 440: Building Systems: Mechanical, Electrical & Plumbing

Educational Credentials:

BS-Architectural Engineering, University of Kansas 2007

Professional Experience:

Engineer, Plumbing and Fire Protection, ARUP, San Francisco, CA 2009-Present

Professional Memberships:

American Society of Plumbing Engineers (ASPE)

Name: Heather Clendenin

Courses:

ARH 110: Studio 1: Conceptual Design Studio

Educational Credentials:

Master of Landscape Architecture, Harvard University, Graduate School of Design, 1982

Teaching Experience:

Program Director, Landscape Architecture Certificate Program, Sustainable Environmental Design and Stewardship Professional Sequence. UC Berkeley Extension, 1997-July 2007

Assistant Professor of Landscape Architecture, University of Michigan, 1993-1996

Lecturer, Department of Architecture, Danish Royal Academy of Fine Art, 1993

Lecturer, Department of Architecture and Landscape Architecture. College of Environmental Design, University of California Berkeley, 1988-1993

Guest Lecturer, Department of Architecture, University of Southern California, Department of Landscape Architecture, University of California at Davis, 1984-1988

Instructor, Pratt Institute, Summer School and Community Outreach Educational Program, Brooklyn, New York, Summer, 1982

Professional Experience:

Heather Clendenin, Landscape Architect, Mill Valley, CA. Principal, 1990-1997

Emmet L. Wemple and Associates., Los Angeles, CA. Project Designer, 1985-1987

Campbell & Campbell, Santa Monica, CA. Project Designer, 1983-1985

Vreeland and Guerriero, P.C., NY, NY. Project Manager and Designer, 1982-1983

The Planning Collaborative, Inc., San Francisco, CA., Project Member. 1979-1980

Licenses/Registration:

California Landscape Architecture License No. 3356, 1988

Name: Mark Cruz

Courses:

ARH 250: Studio 4: Site Culture & Integral Urbanism

Educational Credentials:

Master of Architecture, University of California, Los Angeles, CA 2011

Bachelor of Environmental Design, University of Colorado, Boulder, CO 2006

AAS- Architectural Construction Technology, Front Range Community College, Westminster, CO

Professional Experience:

Designer/BIM Coordinator, Ian Birchall & Associates Design, San Francisco, CA 2011-Present

Designer/Project Manager, Roger Sherman Architects, Los Angeles, CA 2010-2011

Hardscape Designer/ Contract, Katherine Spitz Associates, Marina Del Rey, CA 2010

Designer/3D Modeler, Predock Frane Architects, Venice, CA 2009-2010

Intern, Robert Peoschi Architects, Boulder, Colorado 2005-2007

Drafter/Asst. Project Manager, Newstrom Davis Construction, Golden, CO 2003-2004

Structural Detailer, Three Elements Timberworks, Lafayette, CO 2004-2005

Name: Jon Dalton

Courses:

FND 113: Sketching for Communication

Educational Credentials:

Bachelors of Art, Academy of Art University, San Francisco, CA 1999

Courses in Fine Art/Architecture, West Valley Collage, Saratoga, CA 1986

Teaching Experience:

Instructor, Fine Art (Foundations), Academy of Art University, San Francisco, CA 2000-Present

Professional Experience:

Artist/Designer, Freelance, San Francisco, CA 1999-Present

Graphics Coordinator, Orchard Supply Hardware, San Jose, CA 1990-1993

Name: Benjamin Damron

Courses:

ARH 170: Projective Drawing & Perspective
ARH 410: Studio 7: Tectonics and Structure

Educational Credentials:

Bachelor of Architecture, Ball State University, Muncie, IN 1999

Teaching Experience:

Instructor, Academy of Art University 2012

Professional Experience:

Senior Designer, Skidmore, Owings & Merrill, San Francisco, CA 2010 – present
Senior Designer and Manager, Sand Studios, San Francisco, CA 2007-2010
Senior Designer, Morphosis Architects, Santa Monica, CA 1999-2007

Name: C. Kelton Dissel

Courses:

ARH 150: Studio 2: Spatial Ordering & Hybrid Programs

Educational Credentials:

Master of Architecture, Montana State University, September 1998
Bachelor of Arts and Environmental Design, Montana State University, September 1997
Prince of Wales Summer School for the Building Arts, July 1996- August 1996
Graduate Thesis, October 1997- May 1998

Teaching Experience:

Design Studio Instructor, *Montana State University, Bozeman, Montana*, September 1997- June 1998

Professional Experience:

Senior Designer/ Project Manager, *John Maniscalco Architecture, San Francisco, CA*, October 2006- Present
Project Manager/ Project Assistant, *Paulett Taggart Architects, San Francisco, CA*, October 2002- September 2006
Cody Anderson Wasney Architects, Palo Alto, CA, August 1998- June 2002

Selected Publications and Recent Research:

Architecture, Plaza Apartments
Metropolis, La Cocina Kitchen Incubator
San Francisco Chronicle, Plaza Apartments
Guest Critic Academy of Art, 2009-2010
AIACC 2006 Honor Award-Plaza Apartments
AIA 2006 "Show You're Green" Award-Plaza Apartments
AIACC 2001 Merit Award -Toyon Hall Renovation
Doghaus Competition, Displayed in the Oakland Museum
AIA Montana Chapter Design Scholarship
Full Scholarship, Prince of Wales Summer Program
First Place Taylor Park Competition, Manhattan, Montana
Completed NCARB Exams, October 2011

Name: Agostino Ghigo DiTommaso

Courses:

LA 249: History of Architecture 2

Educational Credentials:

Ph.D in Architecture, Etsa Barcelona-Universitat Politecnica de Catalunya 2013

M.S. Arch, Etsa Barcelona-Universitat Politecnica de Catalunya 2008

B.Arch & M.Arch Facolta di Architettura, Universita degli Studi di Firenze 2005

Teaching Experience:

Adjunct Professor of Architecture, ESDi-Universitat Tamon LLull, Barcelona 2011-2012

Visiting Scholar, CED, University of California, Berkeley 2010-2011

Instructor, ESDi-Universitat Tamon LLull, Barcelona 2011-2012

Guest Lecturer, Schola di Architettura POLI, Milano 2011

Professional Experience:

Project Designer/ Project Manager: Rebar Art and Design Studio, San Francisco, CA 2012

Project Architect, RQP & Opteam Arquitectura, Barcelona 2005-2010

Designer, Poccianti & De Pinto, Firenze

Licenses/Registration:

Licensed Architect in Spain since 2009

Licensed Architect in Italy since 2007

Name: John Dobson

Courses:

LA 435: The Power of Signs: Semiotics & The Visual Arts

Educational Credentials:

MA in Humanities, San Francisco State University, San Francisco, CA 1998

BA in Studio Art/Art History, Florida State University, Tallahassee FL 1994

AA with Music/General Ed. ,Polk Community College, Winter Haven FL 1973

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA 1994-Present

Instructor, IDEST, San Francisco, CA 2007

Instructor, Humanities, Diablo Valley College, Pleasant Hill, CA

Graduate Assistant, Humanities, San Francisco State University, San Francisco, CA 1996

Selected Publications and Recent Research:

Nietzsche's Forgotten Umbrella, The Cannon by cerebral I, Vol. I, SF, CA

What's Love Got To Do With It, The Cannon by cerebral I, Vol. II, SF, CA

Sonnet to La Giaconda, Timeless Voices, International Library of Poetry, Owings Mills, MD

Theories of Eroticism in Art History , San Francisco State University, San Francisco, CA

De-Architecturization in Venturi's Vegas, San Francisco State University, San Francisco, CA

Michel Foucault's History of Sexuality Postmodernism and Tschumi's Follies, San Francisco State University, San Francisco, CA

Bakhtinian Analysis of Joel-Peter Witkin, San Francisco State University, San Francisco, CA

Name: Mark K. Donahue

Courses:

ARH 350: Studio 6: Site Conditions & Building Performance
ARH 440: Building Systems: Mechanical, Electrical, & Plumbing

Educational Credentials:

Master of Architecture, University of New Mexico, Albuquerque, New Mexico
Bachelor of Arts, Industrial Design, University of Notre Dame, South Bend, Indiana

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA
Lecturer and Guest Critic, University of New Mexico, New Mexico 1990-1997

Professional Experience:

Instructor, Understanding LEED, HKS Architects, and Gensler 2005-2010

Selected Publications and Recent Research:

HKS Architecture, Dan Noble ed. Images Publishing Group 2010
The Office Building, Dan Jeakins, ed, Dockery House Publishing 2009
Inspired by Nature: Minerals the Building/Geology Connection, Alejandro Bahamon, Patricia Perez, WW.
Norton & Company 2008
Antoine Predock Architect PC, World Architecture Magazine Publication 2008
New Stone Architecture, David Dernie, McGraw-Hill Professional 2003

Licenses/Registration:

Registered Architect in California 1995-Present
US Green Building Council, LEED BD &C, 2011-Present, LEED AP 1997-2011
Urban Land Institute, Member 2008-2009
AIA, Member 2001-Present
AIAS, President of University of New Mexico Chapter 1990

Name: Ali Douglas

Courses:

FND 113: Sketching for Communication

Educational Credentials:

BFA in Illustration, Kansas City Art Institute, Kansas City, MO 1999

Courses in Fine Art, The School of the Museum of Fine Arts, Boston, MA 1995-1996

Teaching Experience:

Instructor, Fine Art (Foundations), Academy of Art University, San Francisco, CA 2000-Present

Instructor, Fashion Department, Academy of Art University, San Francisco, CA 2004-2005

Teaching Assistant, The Nelson-Atkins Museum of Art, Kansas City, MO 1998-1999

Professional Experience:

Artist/Illustrator, Freelance, San Francisco, CA 1999-Present

Intern illustrator, The Kansas City Star, Kansas City, MO 1998

Graphics Coordinator, Orchard Supply Hardware, San Jose, CA 1990-1993

Selected Publications and Recent Research:

2004, featured artist and writer in Michael Fleishman's Illustration textbook, *Exploring Illustration*

Professional Memberships:

Vice President of the San Francisco Society of Illustrators 2005-2009

Name: Nancy Elkus

Courses:

ARH 230: Color, Perception, and Space

Educational Credentials:

MA History and Theory of Contemporary Art, Focus: Digital and Video Art, San Francisco Art Institute, San Francisco, CA 2009

MFA, New Genres, San Francisco Art Institute, San Francisco, CA 2008

AB, Visual Art, Brown University 1995

Teaching Experience:

Master Artist Instructor, Meridian Interns Program, San Francisco, CA 2011

Regional Visions: Bay Area Art, Art History, Pre-College, San Francisco Art Institute, San Francisco, CA

Contemporary Art, Art History, Teaching Assistant, San Francisco Art Institute, San Francisco, CA, with Krysa G. Lynes, PhD 2009

Modernity and Modernism, Art History, Teaching Assistant, San Francisco Art Institute, San Francisco, CA, with Claire Daigle, PhD 2008

Contemporary Practice, Art History, Instructor and Teaching Assistant, San Francisco Art Institute, San Francisco, CA, with Amy Berk, MFA 2007

Explore America Tours, an extended educational travel program for foreign exchange, accelerated, high school youth, Los Angeles, CA 1994-2004

Professional Experience:

Source [Re] Source, Meridian Gallery, San Francisco, CA 2012

Over My Dead Body, Root Division, San Francisco, CA 2011

Titanic Piano, a global travelling exhibition, curator, premier, San Francisco, CA 2010

Text'o-&-Figura, Museo de Arte y Diseño Contemporáneo, San José, Cost Rica

The Pistils, Adobe Books, San Francisco, CA

Haut, Galerie Mitte, Berlin, Germany

From California, D.O.N.S. Studio, Hamburg, Germany

Ways and Means, San Francisco, CA 2008

Intimate Cartography, MoPA, San Francisco, CA

Reception, Diego Rivera Gallery, San Francisco Art Institute, San Francisco, CA

Sights Unseen, de Young Museum, San Francisco, CA 2007

Project Recall, Legion of Honor, San Francisco, CA

Dusted, Swell Gallery, San Francisco Art Institute, San Francisco, CA

Evolved, Swell Gallery, San Francisco Art Institute, San Francisco, CA 2006

All, Galerie Mitte, Berlin, Germany 2005

Selected Publications and Recent Research:

Article, "*Latitudes and Longitudes*, TEXT'o-&-Figura", Art Business,

FAWNA, A Feminist and Women's Artist Collective, Presentations and collaborative art production.

Charitable worker and founding member, Los Angeles, CA. Article, "*Sea of Hope, Sea of Dread*", MoPA, Co-Author.

Article, "*Second Skin*", Los Angeles Downtown News, April 2002

Article, "*Skin/Veneer Holding/Hiding*", Artweek, June 2001, Volume 32, Issue 6

Name: Braden R. Engel

Courses:

LA 123: Design Philosophy: Aesthetics, Logic, and Ethics
LA 219: History of Architecture 1
LA 319: History of Architecture 3
LA-429: Architecture Theory

Educational Credentials:

PhD Candidate, School of Art, Architecture & Design, Leeds Metropolitan University, United Kingdom
Master of Arts-Histories & Theories of Architecture, Architectural Association School of Architecture, London
Master of Architecture, North Dakota State University, Fargo, ND
BS-Philosophy and Environmental Design, 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:

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:

"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)

Name: Yasmine F. Farazian

Courses:

ARH 110: Studio 1: Conceptual Design Studio

Educational Credentials:

BA in Landscape Architecture, University of California, Berkeley, CA 2005

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA 2011-Present

Professional Experience:

Freelance Landscape and Urban Designer, San Francisco, CA 2012-Present

Designer, KenKay Associates, San Francisco, CA 2005-2012

Name: Ken Frieders

Courses:

ARH 230: Color, Perception, and Space

Educational Credentials:

Master of Architecture The New School, New York, NY

Bachelor of Science, Architecture Engineering Technology, Norwalk State Technical College, Norwalk, CT

Bachelor of Fine Art, Metalsmithing and Art Education, Western Michigan University, Kalamazoo, MI

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA

Director, Undergraduate School of Interior Architecture and Design, Academy of Art University, San Francisco, CA

Associate Director, Undergraduate School of Interior Architecture and Design, Academy of Art University, San Francisco, CA

Professional Experience:

Architect, Ken Frieders Architect, San Francisco, CA 2000-Present

Designer, Gap Inc., San Francisco, CA 1988-2000

Designer, Clifford Cooper Architects, Litchfield, CT 1986-1988

Designer, Jose Hess Inc, New York, NY 1977-1986

Licenses/Registration:

Registered Architect in California #C-26125

Name: Peter Gang

Courses:

ARH 430: Climate & Energy Use: Sustainable Strategies

Educational Credentials:

BS- Arts and Design, Massachusetts Institute of Technology, Cambridge, MA
Courses at Middlebury College, Middlebury, VT

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA 2011-Present
Instructor, Sonoma State University, Rohnert Park, CA
Instructor, Strawbale Construction, Real Goods Institute for Solar Living, Hopland, CA 2003-2008

Professional Experience:

Principal, Common Sense Design, Petaluma, CA 1989-Present
Lead of Standards Team, Green Advantage Environmental Certification, Frederick, MD
Drafter/Lead Carpenter, Craig Peterson Architect and Builder, Berkeley, CA
Project Architect/Project Manager: RNSIC, Madras, Oregon
Drafter/Designer, Hill & Associates, West Southport, ME 1982-1983
Drafter/Model Maker, Ossipoff, Snyder, Rowland, and Goetz, Honolulu, HI 1981-1982

Licenses/Registration:

Licensed Architect, State of California 1991-Present
General Contractor's License, State of California, 1986 (current/inactive)
LEED AP with specialty in Building Design and Construction (LEED-AP BD+C), 2004
Building Performance Institute (BPI) Building Analyst Professional, 2012
Home Energy Rating System (HERS) Rater and Whole House Rater, 2012
Member, AIA
Member, US Green Building Council
Member, Architects, Designers, Planners for Social Responsibility (ADPSR)
Member, Redwood Empire Association of Code Officials (REACO)

Name: Geoffrey Gibson

Courses:

ARH 150: Studio 2: Spatial Ordering & Form

Educational Credentials:

Bachelor of Science in Architecture, McGill University, Montreal Canada

Bachelor of Architecture, McGill University, Montreal Canada

Teaching Experience:

Instructor, 1999-2002, Introduction to Architecture, Roosevelt Middle School, San Francisco, CA

Instructor, 1994-1996, Introduction to Photography, McGill University, Montreal, Canada

Professional Experience:

Partner/Project Manager/Project Architect, *Winder Gibson Architects*, 1998-Present

Guest Critic, *California College of the Arts, San Francisco, CA*, 2006-Present

Guest Critic, *Academy of Art University, San Francisco, CA*, 2008-present

Architectural Critic/Staff Writer, *Onsight Review, Vancouver, Canada*, 1999-2001

Project Manager/Project Architect, *In House Architecture Studio, McGill University, Montreal, Canada*, 1995-1998

Selected Publications and Recent Research:

ClipCity blog, Architectural Theories, Ideas, Observations and Questions, <http://clipcity.blogspot.com/>, 2008-Present

Awarded Grande Prix, Ordre des Architectes du Quebec, Canada, 1997

Licenses/Registration:

Passed NCARB Testing, will take California State Test this year.

Name: Jim Gleeson

Courses:

FND 113: Sketching for Communication

Educational Credentials:

Bachelors of Fine Art, University of San Francisco, 1983

Teaching Experience:

1997-2012 Academy of Art College Adv Dept. Foundations Dept
1998-2000 LEAP Residency Baywood School
2000-2003 Certified Artist Windsor & Newton Corp.
2002 -2003 Developed on-line class for Academy of Art College ADV 230
2011-2012 Freshman Faculty Mentor for Foundations Department AAU

Professional Experience:

Freelance illustrator and Fine artist clients include: UPS, SF Giants, Boudin Bakery, Sun Microsystems, Burr, Philger and Mayer, City and county of San Francisco, 1991-present
Design associate and account executive Stratford Design Associates, 1984-1990

Selected Publications and Recent Research:

Developed TV Teaching series How 2 Art, 2006-2007
Poster for Union St fair, 2008
Commissioned Painting for Riordan High school, 2009
Commissioned painting Celtic Cross for AIF, 2012

Name: Robert P. Goldie

Courses:

LA 359: Urban Sociology

Educational Credentials:

M.A. Education with Secondary Social Studies licensure, University of Colorado, Boulder, May 2004

B.A. History, University of Colorado at Boulder, GPA 3.7, May 2002

A.A. English, Broward Community College, Ft. Lauderdale, May 1997

Teaching Experience:

Academic Coach/Instructor

Academy of Art University, San Francisco, CA. September 2005-present

Individual coaching for students in need of academic assistance and related issues

Instructor for specialized course assisting students on Academic Probation

Emphasis on study skills, time management, evaluating priorities, and achieving success

Utilize a variety of approaches to reach students of all learning styles and backgrounds

Student Teaching

Centennial Middle School, Boulder, CO. August 2003-January 2004

Taught United States history for eighth grade; taught World Geography for seventh grade

Designed and implemented curriculum for several units in both subjects within a multicultural emphasis

Utilized a combination of traditional and alternative approaches to pedagogy and assessment

Worked with English as a Second Language learners and students with other learning disabilities

Emphasized critical thinking, language, literature and the arts in a historical/world view context

Participated in team teaching strategies, school safety meetings, and chaperoned activities/field trips

Name: Craig Griffeath

Courses:

LA 140: Music Appreciation

Educational Credentials:

MA, Humanities/Art History, Dominican University of California, San Rafael, CA 2000

Western Arts Education Certificate, Fine Arts Museums of San Francisco, CA 1994

BS, Physics, Haverford College, Haverford, PA 1977

Music Composition and Theory, Haverford College and UC Berkeley, 1974-77.

Teaching Experience:

Music and Performing Arts Coordinator, Academy of Art University, San Francisco, CA 2002-Present

20th Century Art History Coordinator, Academy of Art University, San Francisco, CA 1999 – 2002

Liberal Arts Instructor , Academy of Art University, San Francisco, CA 1995 -Present

Western Arts Docent, Fine Arts Museums of San Francisco, CA 1992 - 2004

Guest Lecturer–The San Francisco Sound in Rock Music, UC Extension, 1983

Sound Engineering for Musicians, Oakland Open Education Exchange, 1979 - 1982

Rock Music Theory, The Urban School, San Francisco, CA 1978

Bass Guitar Teacher, Marshall Stack's School of Music, San Francisco, CA 1978 - 1981

Professional Experience:

Musician, Musical Engineering and Music Production Services, Craig Griffeath Audio Services, Novato, CA 1981-Present

Chief Recording Engineer, Emerald City Productions, San Francisco, CA 1987-1996

Bassist for Missing Man Quartet, performing in the Bay Area since 2007.

Bassist for Nancy Schimmel Tribute Concerts, 2005, 2010.

Engineer and performer with the EDLOS a cappella quartet, 1989 - 2011

Name: Kevin Hackett

Courses:

ARH 250: Studio 4: Site, Culture & Integral Urbanism
LA-123: Design Philosophy: Aesthetics, Logic, and Ethics

Educational Credentials:

Post Graduate Diploma for Humane Architecture (Zen & Zeitgeist in Theory), University of Plymouth, UK, 1998-2000
Bachelor in Hons. Architecture, University of Plymouth, UK, 1993-1997

Teaching Experience:

Visiting Critic, Architecture and Interior Departments, California College of the Arts, San Francisco, CA,
Ongoing Lecture Series, 'Building Consciousness'-Psychology and Architecture, San Francisco and Berkeley, CA, 2008-2009 Faculty Lecturer, California College of the Arts-Interior Design Studio 3, San Francisco, CA, 2007-2008 Present Paper at IIDA Lecture Series, 'Stance, Perception and Alchemy: The Lens of Integral Design,' California College of the Arts, April 2011
Presented Paper at Integral Theory Conference, 'Towards and Integral Architecture,' JFK University, Pleasant Hill, CA August 2010

Professional Experience:

Principal, *Síol Studios, San Francisco-Shanghai*, 2007-Present
Design Director, *Johnny Grey Ltd, San Francisco-London*, 2003-2008
Project Architect, *Pierre Colboc, Paris,, France*, 2000-2002
Architectural Designer, *Murray O'Laoire, Limerick, Republic of Ireland*, 1997-1998

Selected Publications and Recent Research:

International Design Award Nominee, IDA Best Architectural Remodel, 2009
Kevin's work has appeared nationally in such diverse publications as *The New York Times*, *The San Francisco Chronicle*, *The Washington Post*, *The Miami Herald*, *Metropolitan Home*, *California Home & Design* and *Oprah Magazine*.

Name: Kei Haga

Courses:

FND 113: Sketching for Communication

Educational Credentials:

BFA in Traditional Illustration, Academy of Art University, San Francisco, CA 2000
Courses in Graphic and Advertising Design, Seattle Art Institute, Seattle, WA 1995-1996

Teaching Experience:

Instructor, Fine Art (Foundations), Academy of Art University, San Francisco, CA 2001-Present

Professional Experience:

Artist/Illustrator, Freelance, San Francisco, CA 1999-Present
Mural Painter, Mural Art Studio, 2000-2007

Name: William Hansell

Courses:

ARH 350: Studio 6: Site Conditions & Building Performance

Educational Credentials:

Master of Architecture, University of Virginia, 1990.

Bachelor of Science in Architecture, University of Virginia, 1986.

Teaching Experience:

Lecturer, Design Studio, 2004, 2007, *University of California Berkeley*

AutoCad Instructor, 1998, 3 semesters, *Academy of Art College*

Guest Critic, CCAC, *University of Virginia, UC Berkeley, San Francisco Academy of Art, San Francisco City College*

Design Studio Teaching Assistant, 2 Semesters, *University of Virginia,*

Professional Experience:

Principal, FUSE, *San Rafael & Petaluma, CA*, 1996-Present

Consultant Architect/Project Designer, *Huntsman Architecture Group, San Francisco, CA*, Nov 2003-March 2006.

Project Designer/Manager, *David Bartlett Associates, San Francisco, CA*, Dec 1995-June 2006

Design Team Member, *Skidmore Owings & Merrill, San Francisco, CA* 1994-1995

Design Team Member, *Skidmore Owings & Merrill, Los Angeles*, 1993-1994

Architect, *Coe Design, Los Angeles*, 1993-1994.

Keating Mann Jernigan Rottet, Los Angeles, 1991-1993.

Project Designer, *Shalom Baranes Associates, Washington, DC*, 1986-1988.

Licenses and Registration:

State of California, 1993, Architect License Number C-24287

Name: Cameron Brei Harris

Courses:

FND 131: Figure Modeling

Educational Credentials:

Academy of Art University, San Francisco, C.A. — MFA, Figurative Painting and Sculpture, 2008
University of California, San Diego, C.A.— BFA, Psychology, 2003

Teaching Experience:

Academy of Art University, San Francisco, California, 2008 - present

Ecorche: sculpting the skeletal and muscular systems of the human body.

Figurative Sculpture: sculpting the human figure in clay, concentrating on proportion, balance, surface anatomy and composition

Classical Relief: how to sculpt an image that slightly project from a flat background, use of foundational skills, such a perspective, analysis of angles, and modeling form.

Planar Figure

Clothed Figure

Professional Experience:

2011 The Cannery Gallery, San Francisco, California, Academy of Art Auction

2008 Brannen Gallery, San Francisco, California, Spring Show

2007 Chestnut Gallery, San Francisco, California

2007 79 New Montgomery Gallery, San Francisco, California, Spring Show

2007 410 Bush Gallery, San Francisco, California

2004 Pear Tree Gallery, San Diego, California

Name: Drake Hawthorne

Courses:

ARH 230: Color, Perception, and Space

Educational Credentials:

M.ARCH-Yale School of Architecture, New Haven, CT 2006

MFA-MICA, Rinehart School of Sculpture 1996

Skowhegan School-Artist Residency, Maine 1994

BA/BS in Fine Arts and Biological Sciences, University of California, Davis 1992

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA 2011-Present

Instructor, Art, Architecture, and Structures, Yale University 2004-2006

Graduate Teaching Assistant, Art Theory and Sculpture, Maryland Institute College of Art 1995-1996

Professional Experience:

Architect/Project Designer- Perkins + Will, San Francisco, CA 2007-Present

Climate Engineer- Transsolar Energietechnik, Stuttgart, Germany 2006-2007

Designer/Fabricator- Custom Wood Fabrication, Brooklyn, New York 1996-2003

Licenses/Registration:

Licensed Architect, State of California

LEED AP with specialty in Building Design and Construction (LEED-AP BD+C)

Name: Paul Haydu

Courses:

ARH 350: Studio 6: Site Conditions & Building Performance

Educational Credentials:

Master of Architecture- University of Texas, Austin, TX 1995

Bachelor of Arts -Yale University, New Haven, CT 1990

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA

Lecturer Part Time, California Polytechnic State University, Architecture Department, San Luis Obispo
2012

Professional Experience:

Owner and Principal, Jones | Haydu, San Francisco, CA 2004 – Present

Associate, Mark Horton Architecture, San Francisco, CA 1998 – 2004

NBBJ, San Francisco, CA 1997 – 1998

Moore Andersson, Austin, TX 1995 – 1996

Licenses/Registration:

Registered Architect, California

Registered Residential Designer, Nevada

LEED® Accredited Professional, USGBC

Name: Michael Heacock

Courses:

ARH 430: Climate & Energy Use: Sustainable Strategies

Educational Credentials:

Master of Architecture- Southern California Institute of Architecture (Sci-Arc) 1996

Bachelor of Arts –Studio Art, University of California, Santa Barbara, CA 1995

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA

Lecturer Part Time, California Polytechnic State University, Architecture Department, San Luis Obispo 2012

Lecturer, Healthy Buildings Seminar, University of San Francisco, CA 2003

Professional Experience:

Architect and LEED Consultant, Michael Heacock + Associates, Mill Valley, CA 2006-Present

Project Manager/LEED Consultant, Architecture + Interiors, Santa Barbara, CA 2003-2006

Designer/Project Manager- Van der Ryn Architects, Sausalito, CA 2000-2003

Lighting Designer-Wilson Associates, Emeryville, CA 1997-2000

Drafter-Light Source, San Francisco, CA 1996-1997

Selected Publications and Recent Research:

Cate School, Environmental Design + Construction 2008

Pioneer Cabin Green Homes: Dwellings for the 21st Century (back cover image) 2008

Keohane Residence, Green Homes: Dwellings for the 21st Century (cover image) Good Green Kitchens, by Jennifer Roberts (cover image) Green Builder Magazine

Marin Green Home Tour, "People's Choice Award"

Professional Acknowledgement Weekend Journal, Design For Life, by Sim Van der Ryn 2006

KEYT News, Parade of Green Buildings, Santa Barbara 2003

Wagner Residence, Sunset Magazine 2002

Battle Residence, San Francisco Magazine, 2000

Licenses/Registration:

American Institute of Architects, member

US Green Building Council, member

ADPSR, member

The Sustainability Project , Board Member

Name: Stephan Hoffpauir

Courses:

LA 161: Golden Sections/Sacred Geometry

Educational Credentials:

Bachelor of Architecture, Louisiana State University, 1977

Teaching Experience:

Guest Lecturer, University of Houston School of Architecture, Honors Studio, 1990-1991
Instructor, Academy of Art College, San Francisco, Graduate Studies Program, 1995

Professional Experience:

Stephan Hoffpauir AIA, Oakland, CA, Principal/Architectural Illustrator, 1991-present
Hoffpauir Rosner Studio, Houston, TX, Principal/Architectural Illustrator, 1986-1991
Skidmore Owings & Merrill, Houston, TX, Staff Architect, 1981-1986
3D/International, Houston, TX, Staff Architect, 1979-1981
MDRW Architects, Houston, TX, Staff Architect, 1977-1979
Oficina Tecnica Moreno-Barbera, Madrid, Spain, Student Intern, 1974

Selected Publications and Recent Research:

Architectural Illustration in Watercolor, 1989, Whitney Library of Design, author/illustrator

Professional Memberships:

American Society of Architectural Illustrators, member, Board of Directors, 1999-2002
San Francisco Society of Illustrators, member
Society of Children's Book Writers and Illustrators, member

Name: Kelly Holt

Courses:

LA 108: Composition for the Artist

Educational Credentials:

Ph.D, Candidate, Literature, University of California, Santa Cruz
M.F.A, Creative Writing, San Francisco State University, 2001
B.A, American Studies, University of California, Santa Cruz, 1998 with Honors

Teaching Experience:

Teaching Associate, U.C. Santa Cruz, Literature Department, 2002-2005
"The San Francisco Renaissance: Poetry and Community."
Intermediate Writing: Poetry. Seminar and Workshop.
Introduction to Creative Writing. Seminar and Workshop in Poetry, Fiction, and Creative Non-Fiction.
Teaching Associate, San Francisco State University, Creative Writing Department, 2000-2001
"Craft of Poetry."
Fundamentals of Creative Writing, Introductory course in Poetry, Fiction, and Playwriting.
Teaching Assistant, U.C. Santa Cruz, Literature Department, 2002-2005
Teaching Assistant, San Francisco State University, Creative Writing Department, 1999

Selected Publications and Recent Research:

Poems have appeared in New American Writing, Jacket, Tolling Elves, Commnweal, Mirage 4 Periodical),
Small Town and Fourteen Hills, Jesstures (chapbook), Press, 2005
Equidistances (chapbook) Pony Xpress, 2000
Study for the Other (chapbook), No Corners Press (forthcoming)
Writing exercises appear in Poetry for Dummies by The Poetry Center and John Timpane, Hungry minds
Press, 2001

Professional Memberships:

Member, Poetry Center and American Poetry Archives, San Francisco, CA 1999-present
Member, Poetico Research Cluster, UC Santa Cruz, 2003-present
Member, Small Press Traffic Literary Organization, 2004 and Volunteer to the reading series, Spring 2000
Member, San Francisco Italian Cultural Institute, 2004-2005

Name: Huey Ying Hsu

Courses:

LA 249: History of Architecture 2

Educational Credentials:

PhD, Design Theories and Methods/History of Architecture and Urbanism

March, University of California Berkeley

MA, Histories and Theories, Architectural Association School of Architecture, London, UK

BA, Architecture, University of California at Berkeley

Teaching Experience:

Graduate Student Instructor, ED1&4 Introduction to Environmental Design, Spring 2003, 2004, Summer 2009, Fall 2008 and 2009, *University of California Berkeley*

Graduate Student Instructor, Arch 130 Design Methods and Theories, Spring 2008, *University of California Berkeley*

Graduate Student Instructor, Arch 170, Historical Survey of Architecture and Urbanism, Spring and Fall 2007, *University of California Berkeley*

Graduate Student Instructor, CP 300 Graduate Student Instructor Training Course, *University of California Berkeley*

Teacher's Assistant, Arch 100A, Architecture Design Studio, Fall 1999, *University of California Berkeley*.

Archive Assistant III, ED Archive, Summer 2008-present

Research Assistant III, Professor Jean-Pierre Protzen on the Tambo Colorado Project, Summer 2008-Spring 2009.

Undergraduate Academic Advisor, College of Environmental Design, Fall 2003-Fall 2004, *University of California Berkeley*

Student Assistant/Graduate Student/Librarian Assistant, East Asian Library, Spring 1998-Fall 2004, *University of California Berkeley*

Presenter, Building Traditions Session: Early Years of the Modern Chinese Construction Industry, December 12-15, 2008, *Oxford, United Kingdom*

Presenter, Practice Text and Place, Fifth Annual Architecture Research Symposium at CED, April 6, 2007, *University of California at Berkeley, Berkeley, CA*.

Selected Publications and Recent Research:

Conversation: AA's method and Belief in Teaching Architecture Histories and Theories, World Architecture, Tsing Hua University Architectural Publication, China. June 2006.

Paper Section Discussant: Spaces of Erasure and Remembrance, Placing East Asia, Graduate Student Conference, University of California Berkeley.

Professional Memberships

Conference Organizing Committee and Paper Session Chair, Media and Medium: Virtuality and the Representation of History, University of California at Berkeley, April 30-May 1, 2010.

Name: Sam R. Hunt

Courses:

ARH 239: Materials & Methods

Educational Credentials:

AB in Architecture, College of Environmental Design at University of California at Berkeley, 1984

Teaching Experience:

Teacher of English as a Second Language, 1985-1987, Tokyo, Japan

Professional Experience:

Designer-Builder, self employed, 1989-present

Developer-Landlord, self-employed, 1991-present

Selected Publications and Recent Research:

Certificate of Recognition in Appreciation of the Restoration and Preservation of 714 Waller Street, an 1885 Victorian Residence in San Francisco: 2004 California Historic Society

SF AIA: Exhibitioner *San Francisco Living: Home Tours*, Alpine Terrace Residence

Name: Josh Keller

Courses:

ARH 230: Color, Perception and Space

Educational Credentials:

Masters of Fine Arts, San Francisco Art Institute, 2009

Bachelor of Architecture, Kent State University, 1996

Bachelor of Science, Kent State University, 1996

Teaching Experience:

Visiting Critic, Art Academy of San Francisco, (2008) California College of the Arts (2004-2008), UC Berkeley (2003-2005), Kent State University 1998-2000

Professional Experience:

Bohlin Cywinski Jackson, San Francisco, CA, 1999-Present

The Design Alliance, Pittsburg, PA, 1997-1999

Leo A Day, Washington, DC, 1996-1997

Michael Benjamin Architects, Cleveland, OH, 1996

Selected Publications and Recent Research:

Dessert: Part III of Fritos & Champagne, Adobe Books, San Francisco, CA, 2010

Lunch Swap, Fort Mason Center, San Francisco, CA, 2010

Fort and Center: Weather Streams, Headlands Center for Art, San Francisco, CA, 2010

10 Wallets: The Museum of Pocket Art 2006 to 2009, The Lab, San Francisco, CA, 2009

Works on Paper, Toomey Tourell, San Francisco, CA, 2009

Vernissage: SFA, MFA Graduate Exhibition, Fort Mason Center, San Francisco, CA, 2009

Immediate Thought, Museum of Pocket Art, Various, 2008

Negotiations, Clara Street Projects, San Francisco, CA, 2008

Archive Practices: A Group Show, Swell Gallery, San Francisco, CA, 2008

Sorted, Swell Gallery, San Francisco, CA, 2008

Ways and Means, WAM Gallery, San Francisco, CA, 2008

Daily Practice, Diego Rivera Gallery, San Francisco, CA, 2008

Impressions, Swell Gallery, San Francisco, CA, 2008

Lost in the Landscape, Land's End w/SOEX & Bureau Urban Secrets, San Francisco, CA, 2007

Interventions, Legion of Honor Museum, San Francisco, CA, 2007

Young Architects, AIA Gallery, Pittsburg, PA, 1998

Professional Memberships:

Co-Founder of Production Space, Center for Experimental Practice

Licenses/Registration:

Commonwealth of Pennsylvania

Name: David Kesler

Courses:

ARH 110: Studio 1: Conceptual Design Studio

Educational Credentials:

Masters of Architecture, Columbia University,
Bachelors of Architecture, Pratt Institute,

Teaching Experience:

(2001-2003) *Diablo Valley College*,
(1998-2000) *UC Berkeley Extension*,
Adjunct Professor of Architectural Theory, (1989) *Parsons School of Design*,
Teaching Assistant, History & Theory, (1983-1985) *Columbia University*,

Professional Experience:

Principal, *David Kesler Architect*, 2001-2008
Studio Director, *Philip Banta & Associate*, 2000-2001
Vice President, *Fee Munson Ebert Architecture + Design*, 1998-1999
Design Director, *Mancini Duffy Architects*, 1997-1998
Senior Design Architect, *The Hillier Group*, 1993-1996
Senior Design Architect, *Kohn Pedersen Fox Interior Architects*, 1990-1992
Richard Meier and Partners Architects, 1986
Steven Holl Architects, 1983-1985
Peter Eisenman Architects, 1981-1983

Selected Publications and Recent Research:

Senior Editor, *Precis 6*, The Journal of the Graduate School of Architecture and Planning of Columbia University 1986
Graham Foundation Grant for the Publication of *Precis 6*
Architectural Record, September 1989, Four Book Reviews
Proposals for the DMZ – Project for the Demilitarized Zone between North and South Korea, Spring 1989
Progressive Architecture, November 1988
Private Residence at 1 Lexington, published in *HG* and other publications 1990
Interior Design Magazine, Polygram Holding, 1991
New York Times Home Section, The Limits of Chaos Article by Joseph Giovannini on the work of David Ari Kesler and others, February 4, 1988

Licenses/Registration:

Architect in California

Name: Nicole Lambrou

Courses:

ARH 170: Projective Drawing & Perspective

Educational Credentials:

Master of Architecture, Yale University, 2003-2006

Bachelor of Arts, Philosophy & Cognitive and Computer Science, Minor in Fine Arts, Binghamton University, Binghamton, NY 1994-1998

Teaching Experience:

Coordinator, Graduate Midpoint, Architecture, Academy of Art University, San Francisco, CA 2013-Present

Teaching Assistant, 2007-2008, Geometry, Drawing and Visual Inquiry, *Yale University*

Instructor, Summers 2006-2008, Education in Architecture, *Athens, Greece*

Professional Experience:

Designer, TinkerCraft, New York and California, 2007-Present

Designer, Galfand Partners Architects, San Francisco, CA, 2007-Present

Designer, Behnisch Architekten, Stuttgart, Germany, 2006-2007

Designer, Ben Ledbetter, New Haven, CT, Summers 2005, 2006

Designer, Yale University Building Project, New Haven, CT, Summer 2004

Co-Founder, Morpheus Enterprises LLC, New York, NY 2001-2003

Programmer Analyst, Smith Barney, Inc, New York, NY 2000-2001

Business Analyst, Alliance Capital Management, New York, NY, 1999-2000

Associate Analyst, Federal Reserve Bank of NY, New York, NY, 1998-1999

Selected Publications and Recent Research:

Second Prize, Architecture Proposal for Public Library in Macedonia

Honorable Mention, Architecture Proposal for Housing in Santa, FE, NM

Licenses/Registration:

LEED AP

Name: Amy Leedham

Courses:

ARH 430: Climate & Energy Use: Sustainable Strategies

Educational Credentials:

March in Sustainable Environmental Design, Architectural Association, London, England, UK 2011
BSc in Architecture and Urban Planning, Northeastern University, Boston, MA 2007

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA
Instructor, University of Brighton, Brighton, England 2011
Instructor and Lecturer, Architectural Association, London, England 2010
Workshop Facilitator, KTH Royal Institute of Technology, Stockholm, Sweden 2010
Presenter, ETSAM Technical University of Madrid, Madrid, Spain 2010

Professional Experience:

Designer and Sustainability Specialist, EHDD, San Francisco, CA 2011-Present
Arch. Assistant, William Rawn Associates, Boston, MA 2007-2008
Arch. Assistant, Utile Inc, Boston, MA 2007
Arch. Assistant, Skidmore, Owings & Merrill, London, England 2006
Arch. Assistant, Integrated Design Group, Boston, MA 2006
Arch. Assistant, SPEC Engineering, Burlington, MA 2004
Arch. Assistant, Ralph Lerner Architect, Princeton, New Jersey 2001

Selected Publications and Recent Research:

Integrating Energy Modeling into the Design Process, AIA San Francisco, CA 2013
Future Climate Change Projections for Edge Lane, Liverpool: Adaption Strategies, Oxford Brooks
University Research Publication May 2011 (contributor)

Licenses/Registration:

LEED AP

Name: Michael Leitch

Courses:

LA 271: College Algebra with Geometry

Educational Credentials:

Bachelor of Science, Physics, Mathematics, Theater. Evergreen State College, Olympia, WA, 1986

Teaching Experience:

Math Department Head, Instructor, Math and Physics, Mountain Crest Academy, San Francisco, CA, 1996-present

Math Department Head, Instructor, Math, Drama, Japanese, South San Francisco, CA, 1994-1996

Flight Instructor, Self Employed, Berkeley, CA, 1994-present

Flight Instructor, Nice Air, San Jose, CA, 1993-1994

Ground School Developer, Flight Safety International, Vero Beach, FL, 1991-1992

Teacher, Program Coordinator, Little America and Nishinippon Tandai Fuzoku High School, Fukuoka, Japan, 1990-1991

ESL Teacher, Berlitz School of Languages, Fukuoka, Japan, 1987-1990

Name: Mei Kuen Liu

Courses:

ARH 420: Structures: Systems Investigation

Educational Credentials:

Master of Engineering, Cornell University, Ithaca, New York 2000

Bachelor of Science, Cornell University, Ithaca, New York 1999

Teaching Experience:

Academy of Art University, San Francisco, CA 2012

Teaching Assistant, Engineers Alliance for the Arts, San Francisco, CA 2003

Graduate Teaching Assistant, Cornell University, Ithaca, New York 1999-2000

Professional Experience:

Senior Engineer, Forell Elsesser Engineers, San Francisco, CA 2011-Present

Senior Project Engineer, Buro Happold Consulting Engineers, New York and Hong Kong 2008-2011

Project Manager, DeSimone Consulting Engineers, New York and San Francisco, CA 2000-2008

Licenses/Registration:

California Licensed Structural Engineer 2007

California Licensed Civil Engineer 2003

Member, Structural Engineers Association of North California (SEAONC) (Past Chair)

Name: Sepideh Majidi

Courses:

ARH 390: 3D Digital Modeling

Educational Credentials:

Master of Architecture, Academy of Art University, San Francisco, CA 2009

Master of Architecture, Azad University, Tehran, Iran 2000

Professional Experience:

Partner, ArchHive Design/Build, San Francisco, CA 2009-Present

Design Assistant, Kiran Mehra Architect, Ridgecrest, CA 2008-2009

Lead Designer, Rai Studio, Tehran, Iran 2006-2007

Designer, Freelance Sculptor/Furniture Design, San Jose, CA 2001-2007

Junior Designer, Hamoon, Tehran, Iran 1996-2000

Architectural Assistant, Sarava, Tehran, Iran 1993-1996

Name: Brett Marsengill

Courses:

ARH 110: Studio 1: Conceptual Design Studio

Educational Credentials:

Master of Environmental Planning, University of Arizona, Tempe, Arizona 1996

Bachelor of Landscape Architecture, University of Georgia, Athens, Georgia 1993

Teaching Experience:

Guest Lecture, University of Georgia, Athens, Georgia 2000

Graduate Professor, Academy of Art University, San Francisco, 2012

Professional Experience:

Hargreaves Associates, San Francisco, CA

Randall Planning and Design, Inc., Walnut Creek, CA

Robert and Company, Atlanta, GA

Water Technology, Inc, Beaver Dam, WI; Atlanta, GA

Professional Memberships:

American Institute of Certified Planners (AICP)

American Society of Landscape Architects

Registered Landscape Architect, California

Registered Landscape Architect, Georgia

LEED Accredited Professional by US Green Building Council (USGBC)

Name: Thomas Marsh

Courses:

FND 131: Figure Modeling

Educational Credentials:

Master of Fine Art, Sculpture, California State University, Long Beach, CA 1977

Bachelor of Fine Art, Painting, Layton School of Art, Milwaukee, WI 1974

Studied art bronzecasting at the Dionisi and Veschi foundries, Rome, Italy 1977-1978

Studied aesthetics under John Hospers at the University of Southern California 1975-1976

Studied anatomy as a special graduate student at the Medical College of Wisconsin, Milwaukee, Wisconsin

Teaching Experience:

Instructor, Fine Art (Foundations), Academy of Art University, San Francisco, CA 2001-Present

Professional Experience:

Bronze portrait bust of Dr. Edwin Feulner, Heritage Foundation, Washington, DC 2013

Shrine for the Unborn, public sculpture, St. Thomas Aquinas Catholic Church, Charlottesville, VA 2012

Seven Sanctuary Sculptures, St. Mary Catholic Church, Fredericksburg, VA 2010

Name: Shaum Mehra

Courses:

ARH 390: 3D Digital Modeling

Educational Credentials:

Master of Architecture, Academy of Art University, San Francisco, CA 2010

Bachelor of Science in Political Science, San Francisco State University, San Francisco, CA 1996

Professional Experience:

Partner, ArchHive Design/Build, San Francisco, CA 2009-Present

Design Assistant, Kiran Mehra Architect, Ridgecrest, CA 2008-2009

General Building Contractor, Shaum Mehra Construction, San Francisco, CA 1997-2010

Professional Memberships:

California General Contractor, Licensed

Name: Susie Meserve

Courses:

LA 108: Composition for Artist

Educational Credentials:

Master of Fine Arts in English (poetry), University of Massachusetts at Amherst, Amherst, MA 2001
Graduate work, Middlebury College Breadloaf School of English, Sunderland, VT 1997
Bachelor of Arts in English, Tufts University, Somerville, MA 1995

Teaching Experience:

Instructor, English Composition, Academy of Art University, San Francisco, CA 2006-Present
Online Instructor, Berkeley Extension, Berkeley, CA 2013-Present
Business English Instructor, Akasie Language School, Oslo, Norway 2009
Instructor, English, Berg Vidergaende Skole (Berg High School), Oslo, Norway 2009
Instructor, Universitet i Oslo (University of Oslo), Oslo, Norway 2008
Instructor, English Composition and Creative Writing, University of Massachusetts at Amherst, Amherst, MA 1999-2001

Professional Experience:

Founder and Host, The Eureka Salon (a reading series for writers), San Francisco, CA 2007-2008
Volunteer, The Poetry Center, San Francisco State University, San Francisco, CA 2006-Present
Grant Writer, Community Works, Berkeley, CA 2006=2007
Assistant Editor, Technology & Learning Magazine, San Francisco, CA 2005-2006
Education Program Director, Oregon Council for the Humanities, Portland, OR 2002-2004

Selected Publications and Recent Research:

"Little Elegy" (poem) The Café Review Agha Shahid Ali Festschrift issue, 2011
Faith (chapbook of poems) Finishing Line Press, 2008 (www.finishinglinepress.com)
"Morality" (poem) Verse Daily, 2008 (www.versedaily.org)
"In Huaraz" (memoir excerpt) Santa Fe Writers Project (finalist, 2007 Literary Awards) (www.sfwp.com)
"Ghost" (poem) The Cream City Review, 2007 (www.creamcityreview.org)
"Morality," "History" (poems), Gulf Coast, 2007 (www.gulfcoastmag.org)
"Dear Letta" (collaborative film with Brooke White), Imagining Ourselves Online Exhibit, 2006

Name: Clifford H. Minnick, Jr.

Courses:

ARH 250: Studio 4: Site, Culture & Integral Urbanism

Educational Credentials:

Master of Architecture, Southern California Institute of Architecture, Los Angeles, CA, 1998

Bachelor of Architecture, Boston Architectural Center, Boston, MA, 1993

Edinboro University of Pennsylvania, School of Fine Arts, Sculpture, 1982-1984

Teaching Experience:

Adjunct Professor, 2005-Present, California College of the Arts Department of Interior Design, San Francisco, CA

Teaching Assistant/Thesis Co-Advisor, 1997, 1999, Humanities, Southern California Institute of Architecture, Los Angeles, CA

Teaching Assistant, 1991, Boston Architectural Center, Boston, MA

Professional Experience:

Principal, F/36 Design and Consulting, Oakland, CA, 2008-Present

Associate, Schwarts and Architecture, San Francisco, CA, 2005-2008

Owner, Minnick Design and Consulting/dnup, Santa Monica & Oakland, CA 1998-2005

Project Designer, Sagan Piechota Architecture, Venice & San Francisco, CA, 1998-2001

Designer, Frank O. Gehry and Associates, Santa Monica, CA, 1998

Designer, D'Agostino Izzo Quirk Architects, Somerville, MA, 1994-1995

Owner, Clifford H. Minnick Design & Consulting, Boston, MA, 1990-1994

Designer, Trimble, Nichols, Steels Architects, Inc., Boston, MA, 1988-1990

Librarian, Shop Drawings Clerk, Drafter, Perry, Dean, Rogers & Partners: Architects, Inc., Boston, MA, 1985-1988

Name: Lusi Morhayim

Courses:

ARH 292: Programming & Culture

Educational Credentials:

PhD, Social and Cultural Processes in Architecture and Urban Design, University of California, Berkeley 2012

Master of Science in Architecture, Yildiz Technical University, Istanbul, Turkey 2003

B.ARCH, Architecture, Yildiz Technical University, Istanbul, Turkey 2000

Teaching Experience:

Graduate Teaching Assistant, College of Environmental Design, University of California, Berkeley 2007-2010

Instructor, Department of Architecture, Yildiz Technical University, Istanbul, Turkey 2005

Teaching Assistant, Department of Architecture, Yildiz Technical University, Istanbul, Turkey 2002-2004

Professional Experience:

Designer, Sanal Architecture and Planning, Istanbul, Turkey 2006

Selected Publications and Recent Research:

Contributor, *Workshop: Architecture Day and Night*, Tasarum Publishing, Istanbul, Turkey 2005

Indoor Air Quality in High-rise Office Buildings, Tasarum Publishing, Istanbul, Turkey 2005

Contributor, *Design Competition: Ottoman Grand Bazaar in Berlin*, Tasarum Publishing, Istanbul, Turkey 2003

Name: Shane A. Myrbeck

Courses:

ARH 440: Building Systems: Mechanical, Electrical & Plumbing

Educational Credentials:

Master of Science in Architectural Acoustics, Rensselaer Polytechnic Institute, Troy, New York
Bachelor of Science in Audio & Media Technology, New England Institute of Art, Brookline, MA

Professional Experience:

Senior Acoustics and Audiovisual Consultant, ARUP, San Francisco, CA 2009-Present
Technical Lead, ARUP Soundlab, ARUP, San Francisco, CA 2010-Present
Research Assistant, Architectural Acoustics, Rensselaer Polytechnic Institute 2008-2009
Assistant Engineer, Architectural Acoustics, Rensselaer Polytechnic Institute 2005-2007

Selected Publications and Recent Research:

Cushner, Myrbeck and Young, *Using Ambisonic Technology in Entertainment and Design*, Protocol Magazine, Volume 17, Issue 12 (Fall 2012)
Ayaz, Madriz, Myrbeck, *Tender Voice/ Tender Noise: A Two-faceted web-based community journalism and acoustic ecology project*, IEEE Digital Library, IoT 2010, Tokyo, JP
Valente, Braasch, Myrbeck, *Comparing perceived auditory width to the visual image of a performing ensemble in contrasting multi-modal environments*, J. Acoust Soc. Am. Vol. 131, Issue 1, p.205

Professional Memberships:

Member, Acoustical Society of America
Member, Audio Engineering Society

Name: Molly Ness

Courses:

LA 161: Golden Sections/Sacred Geometry

Educational Credentials:

Leed AP, 2008

Interior Design and Interior Architecture, University of California Extensions, 2003-2006

Bachelor of Science in Medical Microbiology and Immunology, University of Wisconsin, 1990

Teaching Experience:

Critic and guest lecturer at University California Berkeley Extensions

Professional Experience:

Macy's West, Store Planning and Design, 2007-Present

Mackenzie Partners, Inc, San Francisco, CA, Director of Operations, 2002-2003

Marin Biologic, Tiburon, CA, Operations Manager, 1998-2001

Professional Memberships:

Board of Student Advisors, University California Berkeley Extensions

Name: Alexandra Neyman

Courses:

ARH 210 Studio 3 : Site Operations & Tectonic Systems
LA-449: Urban Design Theory

Educational Credentials:

Master of Architecture, University of Michigan, Taubman College of Architecture and Urban Planning, 2005
Bachelor of Science of Architecture, University of Michigan College of Architecture and Urban Planning, 1999
School of Art and Design, University of Michigan, 1995-1996
Center for Creative Studies: Summer Classes, 1994
Cranbrook Horizons Upward Bound: Summer Program, Bloomfield Hills, MI, 1993-1995
Schusev's School of Art and Architecture, former USSR, 1987-1991

Teaching Experience:

Lecturer of Architectural Design 322 UG2, Winter 2008, University of Michigan, Ann Arbor, MI
Research Assistant for Pr. Of Structures Elizabeth English, 1997-98, University of Michigan, Ann Arbor, MI
Research Assistant for Pr. Of History Anatole Senkevich, Fall 2005, University of Michigan, Ann Arbor, MI
MI Summer Discovery Program, Summer 2005, University of Michigan, Ann Arbor, MI
GSI Architecture 212, Winter 2004,2005, University of Michigan, Ann Arbor, MI

Graduate Student Instructor, 2008-2010, *University of California at Berkeley*
Journal Editor, 2009-2011, *University of California at Berkeley*
Exam and Paper Reader, 2006-2008, *University of California at Berkeley*
SAT Course Instructor/Private Tutor, 2004-2005, *The Princeton Review, San Diego, CA*
Visiting Juror, 2002-2011, *UC Berkeley, Pratt Institute, University of Toronto, Rensselaer Polytechnic Institute, Harvard Graduate School of Design, City College of New York, Diablo Valley Community College*

Professional Experience:

Founder/Co-Founder, Meta:space llc., Emeryville, CA, 1998- Present
TMP Architects, Bloomfield Hills, MI, 2008-2009
Designhaus, Rochester, MI, 2005-2007
Mitchell and Mouat Architects, Ann Arbor, MI, 2001

Selected Publications and Recent Research:

Masters Thesis in Dimensions, Volume 19, "Mapping Heterotopia: Accelerating Capitalist Space," 2005
Masters Thesis. Archived at UofM Architecture Library, "Mapping Heterotopia: Accelerating Capitalist Space,"
Xylem University of Michigan Literary Journal, Volume XIII, "Drawings," 1997
UofM Annual Student Show, Taubman Architecture Gallery, Suburban Terminal, Ann Arbor, MI, 2003
UofM College of Architecture and Urban Planning "Facade Charette" First Place Award in collaboration with Ellen Delonis, 1998
Cranbrook Horizons Upward Bound Summer Program Creative Drawing Award 1994,1995
Cranbrook Horizons Upward Bound Summer Program Annual Exhibit 1994, 1995
Schusev's School of Art & Architecture Annual Exhibit 1988.89,90
Schusev's Young Artist Award

Name: James Nguyen

Courses:

LA 255: College Math

Educational Credentials:

Master of Fine Arts in Fashion Design, Academy of Art University, San Francisco, CA June 2012-Present

MA in Statistics, Boston University, Boston, MA 2011

BA in Statistics, Boston University, Boston, MA 2010

Teaching Experience:

Instructor, Math, Academy of Art University, San Francisco, CA 2012-Present

Professional Experience:

Billing Assistant, Boston Medical Center, Boston, MA 2011

Billing Specialist, Spark Center, Boston Medical Center, Boston, MA 2009-2011

Research Assistant, VA Medical Center, Jamaica Plain, MA 2008-2009

Name: Francesca Oliveira

Courses:

ARH 475: Professional Practices for Architects

Educational Credentials:

Masters in Business Administration, Villanova University, Villanova, PA 2011

Studied at São Paulo School of Business, São Paulo, Brazil and SDA Bocconi, Milan, Italy 2011

Bachelor of Architecture, Drexel University, Philadelphia, PA 2006

Teaching Experience:

Adjunct Professor, Drexel University, Philadelphia, PA 2011-2013

Critic and Jurist, Architecture, Drexel University, Philadelphia, PA 2006

Instructor, Critic and Jurist, Architecture, Academy of Art University, San Francisco, CA 2007-Present

Critic and Jurist, Architecture, Morgan State University, Baltimore, Maryland 2007-Present

Critic and Jurist, Architecture, Temple University, Philadelphia, Pennsylvania 2007-Present

Professional Experience:

Senior Project Architect, Skidmore, Owing & Merrill, San Francisco, CA 2013-Present

Project Architect, Klingstubbins, Inc. (Jacobs Engineering Group), Philadelphia, PA 2003-2013

Intern, DAS Architects Inc., Philadelphia, PA 2002-2003

Professional Memberships:

Chapter Director & Chair of Continuing Education Task Force, Board of Directors, AIA Philadelphia 2013

Licenses/Registration:

LEED AP BD+C

Registered Architect, Pennsylvania and NCARB Certified Architect

Name: John Onken

Courses:

ARH 239: Materials & Methods

Educational Credentials:

Masters in Environmental Design, The University of Cambridge (St. Edmund's College), Cambridge, UK
1991

B.ARCH, The University of Kansas, Lawrence, KS 1986

Teaching Experience:

Instructor, Architecture, Academy of Art University, San Francisco, CA 2012-Present

Mentor, SPARK apprenticeship program, San Francisco, CA 2011-2012

Visiting Critic, The Architectural Association, Cambridge University, The University of Sheffield, Temple
University, The University of Kansas, Washington University, Kingston University 1991-2007

Instructor, watercolor for architects, Surrey Adult Education, England 1993-1996

Team Lead/Mentor/Director, AIA Student Charrettes, London Chapter 1996-2006

Professional Experience:

Creator and Director, John Onken Architects Limited, London and California 2006-Present

Founding Partner, 3s Architects 2001-2006

Principal, John Onken Architecture, Wimbledon, England 1998-2001

Architect, ORMS Designers + Architects, London, England 1995-1998

Architect, David Chipperfield Architects, London, England 1994-1995

Architectural Assistant, Richardson Architects, San Francisco, CA 1992-1994

Architectural Assistant, Munkenbeck + Marshall, London, England 1989-1991

Selected Publications and Recent Research:

Timber and the Sustainable Home, Published by TRADA Technology 2008

Living Etc., featured project June 2010

The New York Times, featured project in 'On Location,' October 2011

Grand Designs, April 2010, June 2008

Build-It magazine, Cover project, September 2008

Build-It magazine, featured project, June 2008

InsideOut magazine, March 2007

Country Home and Interiors, March 2007

Quonset Huts on the River Styx, 1987 by ADPSR

collaborative projects have also been published in

The Architectural Review, Architectural Record, The Architect's Journal, Blueprint

Professional Memberships:

The Royal Institute of British Architects, since 1996

The American Institute of Architects, since 1993, and vice president of the London

Chapter from 1995-1996 and Design Awards director, 2008/2009

The Architectural Association, since 1988

The Federation of Small Businesses, since 2002

The Kingston Chamber of Commerce, since 2003

Licenses/Registration:

LEED Green Associate since 2010

ARB Registration, 1996

NCARB Registration, 1993

Name: Edward Pertcheck

Courses:

ARH 190: Building Information Modeling
LA 293: Precalculus

Educational Credentials:

Bachelor of Architecture, University of Cincinnati, OH, 2000
Bachelor of Art with Honors, Spanish, University of Cincinnati, OH, 2000

Teaching Experience:

BIM and Precalculus instructor, Academy of Art University, San Francisco, CA

Professional Experience:

Hunstman Architectural Group, Job Captain, Junior Designer, San Francisco, CA, August 2000 to present

Licenses/Registration:

California Licensed Architect, 2006
LEED 2.0 Accredited Professional, 2004

Name: Sara Peschel

Courses:

ARH 240: Site Design & Mapping

Educational Credentials:

Master Landscape Architecture, Harvard University, 1999
BS Natural Resources, University of Vermont, Burlington, VT 1996

Professional Experience:

Associate, Project Manager, Shades of Green Landscape Architecture, Sausalito, CA 2012- Present
Associate, Project Manager, Tom Leader Studio, Berkeley, CA 2006-2012
Designer/Project Manager, Mathews Nielsen Landscape Architects, New York, New York, 2001-2006
Landscape Consultant, Dennis Oppenheim, New York, New York, 2000-2006
Designer, Sawyer Berson Architecture and Landscape Architecture 2000-2001

Selected Publications and Recent Research:

“Railroad Park: Magic In The Heart of the City”, Topos, Issue 77, 2011.
“River Vitality”, Landscape Architecture China, 2011 No. 4, 2011.
“Wave Forms” Sculpture, January-February 2008.
“Messing With Perfection” ID,, March-April 2007
High Performance Infrastructure Guidelines for the NYC Department of Design + Construction and Design Trust for Public Space, landscape architecture consultant and illustrations/graphics. October 2005.
Illustrations for Kirkwood, Niall, The Art of Landscape Detail: Fundamentals, Practices and Case Studies. (Wiley 1999).

“Compost” Banvard Gallery at Knowlton School of Architecture, Ohio State University, 2008.
“Adaptations” with Ocean Earth, Apex Art, New York, NY, 2004.
“The Run”, curator, White Box, New York, NY, 2002.
“Big Deal” with Ocean Earth, World Trade Center and Nikolai Gallery, New York, NY, 2001. Student Works, Harvard Graduate School of Design, 1998, 1999.

Name: Christopher M. Pizzi

Courses:

ARH 240: Surveys & Mapping

Educational Credentials:

Master of Architecture, Yale University, 2001

Bachelor of Architecture, Syracuse University, Magna cum Laude, 1996 with Religion Minor

Institute of Classical Architecture and Art, continuing education courses, 2006-Present

Teaching Experience:

Teaching Fellowship, *Yale School of Architecture: Drawing Architecture*, Spring 2000

Teaching Assistantship, Yale School of Architecture: *The Millennium House*, Fall 2000

Guest Juror, *UC Berkeley College of Environmental Design, California College of Art, City College of San Francisco, New York Institute of Technology, Parsons School of Design, Pratt Institute, Yale College and Catholic University*

Professional Experience:

WRT Planning and Design, San Francisco, CA, 2010- Present

WRT Solomon ETC, San Francisco, CA, 2005-2010

John Simpson & Partners, Architects & Urban Designers, London, UK, 2003-2005

Robert A.M. Stern Architects, New York, NY, 1998-1999

William A. Hall Partnership, Architecture & Planning, New York, NY, 1996-1998

Daniel, Mann, Johnson & Mendenhall (DMJM), New York, NY, 1996

Intern, *Lerner/Ladds Architects*, Providence, RI, 1995

Selected Publications and Recent Research:

Honorable Mention, for "Harvest Courtyard," LOST Competition, 2009

William Edward Parsons Memorial Medal for Distinction in City Planning, Yale University, 2001.

David M. Schwarz / Architectural Services Inc. Internship & Traveling Fellowship, Inaugural Recipient, Yale University, 2000.

Luther Gifford Prize in Architecture for Achievement in Design, Syracuse University, 1996

"Specifically Speaking," Drawing featured on *The Architect's Newspaper*, March 3rd, 2010.

"BART to SMART: Place-making and Transportation Infrastructure," Presentation given at the Santa Cruz Land Use Forum, May, 2008.

"Urban Character: Doorway Types & Configurations," promotional brochure, April 2008.

"Redevelopment of Harleston Village, Charleston, South Carolina," *The Classicist*, No. 7, January 2008.

"Architectural Cartoons," self-published research booklet, June 2007.

"Pacific View", Painting featured on the cover of *New Hampshire Electric Co-op Newsletter*, Feb. 2006.

"Doorways: Types & Configurations" in EP:2010 Celebrating Emerging Professionals Exhibit, AIA National Headquarters, Washington, DC, NW, April 2010.

"Harvest Courtyard" in Lost Competition Exhibition, 3a Gallery, San Francisco, CA, September 2009.

Urban Journal: Paintings & Collages by Christopher Pizzi, Café International, San Francisco, CA, January 2008.

Imaginary Still Lives: Paintings by Christopher Pizzi, Koffee Too?, New Haven, CT, March 2001.

Urban Iconographies: Work from the David Schwarz Traveling Fellowship, Yale Art & Architecture Building, New Haven, CT, January 2001.

Professional Memberships:

SPUR, Institute of Classical Architecture & Art

Licenses/Registration:

Licensed in California

LEED AP

Name: Alicia Ponzio

Courses:

FND 131: Figure Modeling

Educational Credentials:

Certificate in Sculpture, Florence Academy of Art, Florence, Italy 2008
Studied under Master painter Sebastian Capella, La Jolla, CA 2003-2004
Studied figure drawing, The Watts Atelier of the Arts, Encinitas, CA 2001-2003
Bachelor of Science, University of Pennsylvania, Philadelphia, PA 1996

Teaching Experience:

Instructor, Figure Modeling, Pixar University, Emeryville, CA 2013
Instructor, Portrait and Figure Modeling, Brookgreen Gardens, Pawley's Island, SC 2013
Instructor, Fine Art- Figure Modeling, Academy of Art University, San Francisco, CA 2011-Present
Director/Instructor, Artistic Anatomy, Florence Academy of Art, Florence, Italy 2009-2011

Professional Experience:

Group Show, The Catherine Lorillard Wolfe Art Club 117th Annual Open Exhibition at the National Arts Club, New York, NY 2013

Selected Publications and Recent Research:

"Winners of Art Renewal Center's 2011-2012 International Salon", The Times/August 12, 2012
"Beyond a Likeness", American Art Collector/Aug 2011, pg 82
"Gifted Sculptress Inspired by Italy", The Italian Tribune 12 May 2011

Name: Aditi J. Rao

Courses:

LA 292: Programming & Culture

Educational Credentials:

Master of Architecture & Master of City Planning, University of California, Berkeley, CA 2007

Bachelor of Arts in Media Arts, Sciences, and Mathematics, Wellesley College, Wellesley, MA 1998

Teaching Experience:

Instructor, Architecture, Academy of Art University, San Francisco, CA 2012-Present

Lead Graduate Instructor, Architecture, University of California, Berkeley, CA 2004-2006

Professional Experience:

User Experience Designer, Freelanc, San Francisco, CA 2009-Present

Urban and Graphic Designer, Field Paoli Architects, San Francisco, CA 2007-2009

Graphid Designer and Editor, Center for Community Innovation, San Francisco, CA 2007

WEB and User Interface Designer, Freelance, San Francisco, CA 2002-2003

Associate-User Experience, Sapient, San Francisco, CA 1999-2002

User Interface Designer, NEC Computers & Communication Research Labs 1998-1999

Co-Founder and Lead Designer, Yemaya Designs 1996-1998

Computer Consultant, Wellesley College Information Services, Wellesley College, Wellesley, MA 1996-1998

Name: Mark A. Reynolds

Courses:

LA 161: Golden Sections/Sacred Geometry

Educational Credentials:

Master of Art, Towson University, Towson, Maryland, 1971

Advanced Studies, Printmaking/Drawing, University of Delaware, Newark, Delaware, 1970-1971

Bachelor of Science, Art and Art Education, Towson University, Towson, Maryland, 1967

Teaching Experience:

Art Instructor, Graduate/Undergraduate Schools, Academy of Art University, San Francisco, CA, 1990-present

(classes include Sacred Geometry, Drawing, Printmaking, and Perspective)

Lecturer in History, Catonsville Community College, Catonsville, MD, 1980-1981

Instructor in Mandala Drawing, AUM Esoteric Study Center, Baltimore, MD, 1973-1975

Art Teacher, Baltimore Public Schools, Baltimore, MD, 1967-1969

Professional Experience:

Stephan Hoffpauir AIA, Oakland, CA, Principal/Architectural Illustrator, 1991-present

Hoffpauir Rosner Studio, Houston, TX, Principal/Architectural Illustrator, 1986-1991

Skidmore Owings & Merrill, Houston, TX, Staff Architect, 1981-1986

3D/International, Houston, TX, Staff Architect, 1979-1981

MDRW Architects, Houston, TX, Staff Architect, 1977-1979

Oficina Tecnica Moreno-Barbera, Madrid, Spain, Student Intern, 1974

Selected Publications and Recent Research:

Architectural Illustration in Watercolor, 1989, Whitney Library of Design, author/illustrator

Professional Memberships:

American Society of Architectural Illustrators, member, Board of Directors, 1999-2002

San Francisco Society of Illustrators, member

Society of Children's Book Writers and Illustrators, member

Name: Benjamin Rice

Courses:

ARH 190: Building Information Modeling

Educational Credentials:

Master of Architecture II, Princeton University, New Jersey, 2010

Bachelor of Architecture, Southern California Institute of Architecture, Los Angeles, CA, 2009

Teaching Experience:

Visiting Instructor, Virginia Tech School of Architecture and Design, 2011-present, Virginia Tech School of Architecture + Design

US Workshop Coordinator, Architectural Association Hyper Threads Workshop, 2010-2011, Bangalore, India

Assistant-in-Instruction, Graduate level Design and Material & Methods Course, Princeton University School of Architecture, 2009-2010

Teaching Assistant, Undergraduate level history and theory courses, 2007-2009, Southern California Institute of Architecture, Los Angeles, CA

Teaching Assistant, Undergraduate level math and structure courses, 2004-2005, NewSchool of Architecture and Design, San Diego, CA

Instructor, Transcript Education Program, 2010, Princeton University

Instructor, Architecture & Interior Design Studio, Spring 2006, *San Francisco City College*

Instructor, Undergraduate Studio 100A, Summer 2008, *University of California, Berkeley*.

Visiting Critic, Summer & Fall 2004 & Spring & Fall 2005, *University of California Berkeley*

Visiting Critic, Fall 2005, *California College of Arts and Crafts*

Lecturer, Temporal Surface – Time zone Hotel: New York's subconscious as a world city, 2002, *Columbia University GSAPP: WTC Proposal*.

Professional Experience:

Principal, Matter Management, Miami, Florida, Los Angeles, CA, 2011-2012

Project Designer, Reiser + Umeoto RUR Architecture P.C., New York, NY, 2010-2011

Project Designer/Project Manager, Matter Management, Miami, Florida & Los Angeles, 2007-2010

Project Designer, Patterns, Los Angeles, CA, 2007

Project Designer, Steven Lomardi Architect, San Diego, CA, 2005-2006

Intern, Estudio Teddy Cruz, San Diego, CA 2005-2006

Selected Publications and Recent Research:

Faculty Travel Grant, Virginia Tech School of Architecture + Design, 2011

Princeton University Fellowship, Princeton University, 2009-2010

Graduate of Distinction and Thesis of Distinction, Southern California Institute of Architecture, 2009

SOM Sponsored Research, Skidmore, Owings, & Merrill LLP, 2008

Design Excellence Scholarship, Southern California Institute of Architecture, 2008

Contributing Writer, eVolo Magazine, New York, New York and Los Angeles, CA, 2010-present

Editorial Contributor, Carla Leitao and The Huffington Post, New York, New York & Herndon, Virginia, 2011-present

Editor, eVolo Issue 05 "Architecture Xenoculture" eVolo Magazine, Forthcoming 2012

Editor, "Libraries: Information and Knowledge Spaces I, II, III" The Huffington Post, 2011

Editor, "Meta-Transparency: Mixing Science With Social Networks and Politics," The Huffington Post, 2011

Editor, "Cite de l'Ocean et du Surf, Biarritz: Interview Steven Holl and Solange Fabiao," The Huffington Post, 2011

Editor, "Cloud Architecture," The Huffington Post, 2011

Editor, "Technologized," TARP Architectural Manual

Name: David Riffert

Courses:

LA 279: Seminar in Italy

Educational Credentials:

MA in Art History, Penn State University, State College, PA
BA in History and Art History, Principia College, Elmhurst, IL

Teaching Experience:

Instructor, Liberal Arts, IAD, Art History Coordinator, Academy of Art University, San Francisco, CA 1996-Present

Instructor, Art History, Image librarian, Department Head, Principia College, Elmhurst, IL 1993-1996

Research Assistant, Part-Time Instructor, Pennsylvania State University, State College, PA 1990-1993

Selected Publications and Recent Research:

Various short news articles for the Christian Science Monitor

Art Reviews for the Principia Pilot (college newspaper)

contributed to a catalogue on Collecting Medieval Art in America (Penn State Univ. exhibit and catalogue/Palmer Museum of Art)

contributed to the selection and presentation of Maybeck drawings for a special exhibit on Bernard

Maybeck at the Maybeck Gallery in '95 (Maybeck Place in Elmhurst, IL)

"Gods Hand Reaches Out, Michelangelo's Creation of Adam" in Scriptural Forum (a research periodical in biblical studies).

Authored an Art History Computer Study Guide for the Academy of Art University (2000), co-authored an online graduate course *"Creating the Enlightenment,"* replete with thirteen chapters or modules (2006) presently writing a new online course titled, *"Art and Ideology of the 20th Century"*

Name: Luis A. Rivera Jr.

Courses:

ARH 440: Building Systems: Mechanical, Electrical & Plumbing

Educational Credentials:

Masters of Science, Sustainable Design & Construction, Stanford University, Stanford, CA 2012

Bachelor of Science, Architectural Engineering, The University of Texas, Austin, TX 2010

Associate of Science in Engineering, Austin Community College, Austin, TX 2006

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA 2012-Present

Professional Experience:

Mechanical Engineer, ARUP, San Francisco, CA 2012-Present

Intern, ARUP, San Francisco, CA 2010

Intern, Energy Engineering Associates 2010

Intern, Shah Smith & Associates 2009

Manager, Shenanigna's Night Club 2003-2009

Selected Publications and Recent Research:

Rivera, L.A & Novoselac, A (2010) *"The Effect of Variable Airflow on Wind Driven Natural Ventilation Measurement*, ASHRAE

Name: Benjamin B. Ron

Courses:

ARH 240: Site Design & Mapping

Educational Credentials:

Bachelor of Science, University of California, Berkeley, CA 1974

Teaching Experience:

Instructor, Architecture, Academy of Art University, San Francisco, CA 2012-Present

Professional Experience:

President, Martin M. Ron Associates Land Surveyors, San Francisco, CA 1987-Present

Chief of Surveys, Martin M. Ron Associates Land Surveyors, San Francisco, CA 1983-87

Surveyor, Martin M. Ron Associates Land Surveyors, San Francisco, CA 1980-83

Drafter/Chainman, Martin M. Ron Associates Land Surveyors, San Francisco, CA 1974-1980

Professional Memberships

Board of Directors, Institute Of Leadership, Dominican University, 2010-present.

Board of Directors, Community Media Center of Marin (higher education representative for Marin County), 2011-present.

Licenses/Registration:

Licensed Land Surveyor, State of California, Registration # LS-5015

Name: Wafaa Sabil

Courses:

ARH 230: Color, Perception, and Space

Educational Credentials:

Masters of Architecture, Georgia Institute of Technology, Atlanta, GA 2003

Masters of Architecture, School of Architecture Paris la Villette, University of Paris, France 2001

Teaching Experience:

Instructor, Architecture, Academy of Art University, San Francisco, CA 2009-Present

Teaching Assistant, Stanford University, Stanford, CA 2004-Present

Professional Experience:

Designer, Swinerton Builder

Architectural and Interior Designer, EHDD and Barcelon & Jang, San Francisco, CA 2006-2010

Job Captain, Retail & Hospitality, Gensler, San Francisco, CA 2005-2006

Architectural Designer, Kodama Diseno, San Francisco, CA 2003-2005

Designer, Cubellis & Associates, Boston, MA 2001-2002

Intern, AEC Inc, Lyon, France 2000

Selected Publications and Recent Research:

Research Assistant of Mike Gamble on *The Art of Living Well: The Auto and the Pedestrian Reconsidered in Atlanta, Georgia Strip Developments*, Georgia Institute of Technology 2003

Licenses/Registration:

Certified Green Building Professional (CGBP)

Green Point Rater in Existing Multifamily Building

Name: Hans Nicholas Sagan

Courses Taught:

LA 292: Programming & Culture
LA 319: History of Architecture 3

Educational Credentials:

PH.D. Candidate, Architecture and Urban Planning, University of California at Berkeley, CA 2004-Present
Postgraduate Extension, University of Minneapolis, MN 1999-200
Masters in Communications Studies, University of North Carolina, Chapel Hill, NC 1998
B.A. in Cultural Studies and Comparative Literature, University of Minnesota, Minneapolis, MN 1995

Teaching Experience:

Research and Urban Design Coordinator, Architecture, Academy of Art University, San Francisco, CA 2014
Graduate Director, Architecture, Academy of Art University, San Francisco, CA 2012-2013
Instructor, Architecture, Academy of Art University, San Francisco, CA 2011-Present
Adjunct Faculty, Urban Studies and Planning, San Francisco State University, San Francisco, CA 2012
Graduate Student Instructor, Architecture, University of California, Berkeley, CA 2006
Instructor, History, Duke University, Durham, NC 1998
Instructor/Teaching Assistant, Communications, University of North Carolina, Chapel Hill, NC 1996-1998

Professional Experience:

Coordinator, Architectural Research, University of California, Berkeley, CA 2005-2007
Editorial Board Member, Journal Critical Sense, University of California, Berkeley, CA 2004-2007
Graduate Student Researcher/Assistant, Department of Architecture, University of California, Berkeley, CA 2004-2007

Selected Publications and Recent Research:

"Never Mind the Style...Feel the Quality": Rem Koolhaas/OMA. Content (review). Critical Sense Vol. XII Number 1, Spring 2005.

"Commodity=Stability: Social Science Education for Design Students", with Georgia Lindsay. Submitted to the Journal of Architectural Education; presented at EDRA 40

The Body, the City and the Buildings in Between: textbook for social science onsite users for design pedagogy, edited by Cranz & Lefteris; contributor

Professional Memberships:

Environmental Design Research Association, 2009-Present

Name: Deborah Samia

Courses:

FASCU 270: Ecorche

FND 131: Figure Modeling

Educational Credentials:

Bachelor of Fine Art in Sculpture, Academy of Art University, San Francisco, CA 1998

Courses in Fine Art, Pacific University, Forest Grove, Oregon 1993-1995

Teaching Experience:

Instructor, Figure Modeling and Ecorche, Academy of Art University, San Francisco, CA 2005-Present

Instructor, Classical Sculpture, Arte Verissima Studios, Oakland, CA 2011

Teaching Assistant, Sculpture and Mold Making, Academy of Art University, San Francisco, CA 1997

Professional Experience:

Assistant to sculptor Mario Chiodo 2010-Present

Assistant to sculptor Bruce Wolfe 2010-Present

Sculptor, Retail Figurines for "just the Right Shoe", Carson, IN 2012-2013

Assistant to sculptor Oben Abright 2011-2012

Sculptor, Retail Figurines "Ebony Visions", Lenox, Bristol, PA 2008-2013

Assistant to sculptor Danielle Anjou, Tiburon, CA 2000

Sculptor, Scene 2, San Francisco 2000

Sculptor, CMN Enterprises, Oakland CA 1999

Sculptor, Illusive Concepts, Concord, CA 1998

Name: Vahid Sattary

Courses:

ARH 320: Structures: Wood and Steel
ARH 330: Structures: Concrete, Masonry & Tensile Systems

Educational Credentials:

PhD in Structural Engineering, University of Michigan, Ann Arbor, MI 1988
MS in Civil Engineering, University of Michigan, Ann Arbor, MI 1982
BS in Civil Engineering, Illinois Institute of Technology, Chicago, IL 1980

Teaching Experience:

Instructor, Architecture, Academy of Art University, San Francisco, CA 2012-Present
Teaching Assistant, Engineering, University of Michigan, Ann Arbor, MI 1982-1988

Professional Experience:

Principal, Sattary Structural Engineering, San Francisco, CA 2000-Present
Structural Engineer and Associate, Forell/Elsesser Engineers, San Francisco, CA 1996-2000
Structural Engineer, Rutherford and Chekene Consulting Engineers, San Francisco, CA 1995-1996

Selected Publications and Recent Research:

Sattary, V., "*Analytical Studies of Reinforced Concrete Shear Walls*," Doctoral dissertation, Univ. of Michigan, 1987.

Sattary, V., and Wight, J. K. "*Earthquake Load on R/C Beams: Building versus Single Beam*," Journal of the Structural Division, ASCE, Vol. 112, No.7, July 1986, pp. 1493-1508.

Sattary, V., and Wight, J. K. "*U.S.-Japan Cooperative Research Program: Instrumentation of the Seven Story Full Scale Reinforced concrete Test Building*," The University of Michigan, Report No. UMCE 85-5, April 1985.

Sattary, V., and Wight, J. K. "*Results from the Simulated Tests of a Full Size Reinforced Concrete Building in Tsukuba, Japan*," Proceedings, Eighth World Conference on Earthquake Engineering, V.6, Earthquake Engineering Research Institute, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, pp. 643-650

Professional Memberships:

San Francisco Building Inspection Commission, 2006-2008
Structural Engineering Association of Northern California (SEAONC) active member of Seismology Committee

Licenses/Registration:

California Registered Structural Engineer SE (3973)
California Registered Civil Engineer CE (46824)

Name: Karen Seong

Courses:

ARH 170: Projective Drawing & Perspective
ARH 310 Studio 5: Assembly, Buildings & Context
ARH 410 Studio 7: Tectonics and Structure
ARH 420 Structures: Systems Investigation

Educational Credentials:

Masters of Architecture, Columbia University, New York, NY 2000
Bachelor of Arts in Architecture, University of California, Berkeley, CA 1995

Teaching Experience:

Assistant Director, Undergraduate School of Architecture, Academy of Art University, San Francisco, CA
2013 – Present
Instructor, Architecture, Academy of Art University, San Francisco, CA 2012-Present
Lecturer, Architecture, University of California, Berkeley, CA 2011
Guest Critic, CCSF
Guest Critic, Academy of Art, Guest Critic, Hanyang University, Seoul National University
Teaching Assistant, Architectural Design I, 1999, Bernard and Columbia Architecture, Bernard College
Teaching Assistant, Intro to Architecture Summer Program, Columbia University Graduate School of
Architecture, 1999
Graduate Studio Coordinator, 1998-1999, Columbia University Graduate School of Architecture

Professional Experience:

Principal, Seong Tranel Architects, San Francisco, CA, 2010-present
Board of Directors, Buildings and Grounds Committee Chair, The Little School, San Francisco, CA, 2010-
Present
Associate, Skidmore Owings Merrill, LLP, New York and San Francisco, 2000-2009
Freelance Design Assistant, Stan Allen Architect, New York, NY 2001
Exterior Envelope Consulting Intern, R.A. Heintges & Associates, New York, NY, 1999
New Construction Projects, Des Architects + Engineers, Redwood City, CA, 1997
Barrett Quezada Architecture, San Francisco, CA, 1996-1997

Selected Publications and Recent Research:

“SOM Journal 4”, published by Hatje Cantz, 2006
“Enclosures,” presented at Architectural League of New York, 2001
“Entropia”, published by Black Dog, 2000 and Exhibited at Xoooper Hewitt Design Triennial, 2000

Professional Memberships

AIA
LEED AP
NCARB

Licenses/Registration

Licensed Architect in New York and California

Name: Doron Serban

Courses:

ARH 180: Digital Visual Media
ARH 250: Studio 4: Site Culture & Integral Urbanism
ARH 390: 3D Digital Modeling

Educational Credentials:

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

Teaching Experience:

Teaching Assistant, AutoCAD (2D/3D), 3ds Max 8-2009, Syracuse University School of Architecture, January 2007-May 2008.
Reviewer, Designing Virtual Worlds, May 2009, University of California Berkeley
Reviewer, Architecture Collaborative, On-Line Design Studio, December 2008, University of California Berkeley
Reviewer, Media II, February 2008, Syracuse University School of Architecture

Selected Publications and Recent Research:

Portfolio Designer, Linton, Harold. Portfolio Design. Fourth Edition. W.W. Norton & Company (New York, NY) (forthcoming 2011)
Serban, Doron. Super Secret Sunday Club: 10 Weeks in the Life of a CrossFit Affiliate. Lulu.com, Raleigh, NC, 2010.
Master of the Design Process, Syracuse University School of Architecture Grad Sessions Conversations with Greg Lyann, 2006.
Illustrator, Building Your World: Conceptual Design and Visualization with AutoCAD, Autodesk, Inc. San Rafael, CA, 2006.
Associate Editor: Helm, William C. II, Intersight: Journal of the School of Architecture and Planning, Buffalo Book, Buffalo, NY.
Associate Editor, Reitherman, Robert & Cobeen, Kelly. Design Documentation of Wood frame Project Index Building CUREE, Richmond, CA, 2003.
Syracuse University School of Architecture May 2008-August 2008.
Syracuse Architecture Thesis Show, Syracuse, NY.

Name: Sameena Sitabkhan

Courses:

ARH 250: Studio 4: Site Culture & Integral Urbanism

Educational Credentials:

Master of Architecture, Southern California Institute of Architecture 2004
Bachelor of Arts in Urban Studies, University of California, San Diego, CA 1995
Classes at Kamla Rajeha Vidvanidhi Institute for Architecture, Mumbai India 2003
Classes at Chiang Mai University, Thailand 1993

Teaching Experience:

Critic and Jury Member, Architecture, Academy of Art University, San Francisco, CA 2012-Present
Critic and Jury Member, CCA, San Francisco, CA 2012-Present
Critic and Jury Member, Art Center College of Design, Pasadena, CA
Critic and Jury Member, Woodbury University, Burbank, CA

Professional Experience:

Principal and Architect, MasalaLAB, Oakland, CA 2006-Present
Architect, David Baker Architects, San Francisco, CA 2013-Present
Senior Designer, Plum Architects, San Francisco, CA 2009-2013
Project Manager, John Friedman Alice Kimm Architects, Los Angeles, CA 2007-2008
Designer, TAS Architects, Los Angeles, CA 2004-2007
Project Manager, City of Los Angeles Housing and Planning Department, Los Angeles, CA 1996-1999

Selected Publications and Recent Research:

"Lighting the Edges", TAS Gallery - Group Show 2013

"Common Assembly w/DARR" CAN Art Center Neuchatel Switzerland Nottingham Contemporary UK 2012

"13.3% EXHIBIT – Women in Architecture" Woodbury University

"Greenstop: Visionary Designs for a self-sustainable rest stop" UC Davis Design Museum 2008

ARTIST IN RESIDENCE | 2011

Decolonizing Architecture Art Residency, Beit Sahour Palestine

ARTIST IN RESIDENCE | 2010

Guapamacataro Artist Residency, Michoacan Mexico

Professional Memberships:

Member of Board of Directors, Los Angeles Forum for Architecture and Urban Design 2007-2008

Licenses/Registration:

California License #C34580
LEED AP

Name: Gabriela Sotomayor

Courses:

LA 279: Seminar in Italy

Educational Credentials:

D.Phil Classical Archaeology, University of Oxford, UK 2013

Certification in Gemmology, Gemmological Association of Great Britain, Foundation Gemmology Laboratory 2011

M.A. History of Art (Greek & Roman Art), Courtauld Institute of Art, London, UK 2009

B.A. Art History & Archaeology, Washington University in St. Louis, St. Louis, MO 2008

Teaching Experience:

Director, School of Art History, Academy of Art University, San Francisco, CA 2012-Present

Tutorial Instructor, Greek and Roman Trade and Economy, University of Oxford, London UK 2010-2011

Tutorial Instructor, Women in Ancient Greece, Sexuality and Gender in Greece and Rome, Greek Vases 600-300 BC. University of Oxford, London UK 2009-2010

Teaching Assistant, Art History, Washington University in St. Louis, St. Louis, MO 2006-2008

Professional Experience:

Researcher, Oxford Centre for Maritime Archaeology, Alexandria, Egypt 2012

Curator, Ashmolean Museum, Oxford, UK - Jewelry display, new Ancient Egypt and Nubia Galleries – Egypt Meets Greece and Rome Room 2011

Curator, Museum of Contemporary Art in Santiago, Chile 2008

Selected Publications and Recent Research:

Review of *Ἰλῆως τῷ φοροῦντι. Sérapis sur les gemmes et les bijoux antiques.* Publication de la Classe des Lettres. Collection in 40, 3e serie, Tome I, no 2061). Academie Royal de Belgique, Bruxelles, 2009. (April, 2003), 412-413.

“Gem and Jewellery Trade and Production in the Roman World,” Oxford Roman Economy Project: The Economics of Roman Art , vol. 6, (forthcoming 2013)

“Julia: the invisible daughter of Augustus,” Spires Intercollegiate Arts & Literary Magazine at Washington University in St. Louis , (July, 2006), 31-45

Professional Memberships:

Member, Archaeological Institute of America Gemmological Association of Great Britain

Name: Jenna Stauffer

Courses:

ARH 440: Building Systems: Mechanical, Electrical & Plumbing

Educational Credentials:

Masters of Architectural Engineering 2010, Pennsylvania State University, PA
Bachelors of Architectural Engineering 2010, Pennsylvania State University, PA

Teaching Experience:

Instructor, Architecture, Academy of Art University, San Francisco, CA 2012-Present

Professional Experience:

Electrical Engineer, ARUP, San Francisco, CA 2010-Present

Professional Memberships:

Registered PE: California 2012
LEED AP BD+C, 2011

Name: Peter I. Strzebniok

Courses:

ARH 250: Studio 4: Site, Culture & Aggr

Educational Credentials:

Master of Architecture, Ball State University, June 1996
Diploma in Architecture, Technical University, Berlin, Germany, 1994-1996
Military Service, German Air Force in Beja, Portugal, 1987-1989
Linguistic and Cultural Exchange, Lycee St. Germain, Auxerre, France, 1984

Teaching Experience:

Independent Study, 2007, *Art Academy, San Francisco, CA*
Co-teaching of a design studio, Spring 2006, *Woodbury University, Burbank, CA*
Studio Critic, *Berkeley & California College of the Arts*

Professional Experience:

Founder and Principal, *Nottoscale, San Francisco, CA*, March 2006-Present
Project Team Member, *Gordon H. Chong + Partners, San Francisco, CA*, October 2003-february 2006
Project Designer, *Studio Daniel Libeskind, Berlin, San Francisco, CA* February 2000, September 2003
Designer, *Office for Metropolitan Architecture, Rotterdam*, November 1999-2000
Project Team Member, *Schweitzer BIM, Los Angeles, CA*, May 1998-October 1999
Detailer, *The Hill Partnership, Inc, Newport Beach*, May 1997-October 1997
Detailer, *Nicholas Grimshaw & Partners, Berlin*, October 1996-March 1997

Selected Publications and Recent Research:

Home House Project, Southeastern Center of Contemporary Art, 2003, winning entry
"Studienstiftung des Deutschen Volkes," *LA*, October 1997- April 1998
Full university Scholarship for graduate Studies, 1994-1996

Professional Memberships:

Meandra

Licenses/Registration:

Licensed Architect in Berlin, Germany and California

Name: Michael Tauber

Courses:

ARH 450: Studio 8: Housing and Comprehensive Design

Educational Credentials:

Master of Architecture, University of California, Berkeley, CA 1993
Bachelor of Science in Architecture, University of Michigan, Ann Arbor, MI 1989

Teaching Experience:

Instructor, Architecture, Academy of Art University, San Francisco, CA 2012-Present
Adjunct Professor, Architecture, California College of the Arts (CCA) 2005-Present
Teacher, AYP (Architectural Youth Program) San Francisco, CA 1996
Graduate Student Instructor, Architecture and Environmental Design, University of California, Berkeley, CA 1990

Professional Experience:

Principal, Michael Tauber Architecture San Francisco, CA
Ross Drulis Cusenbery Architecture, Sonoma, CA
Associate, Michael Willis Architects, San Francisco, CA
House + House, San Francisco, CA
Esherick, Homsey, Dodge and Davis, San Francisco, CA
Glenn Robert Lym Architect, San Francisco, CA
Kappe Architects and Planners, San Francisco, CA

Professional Memberships:

Member, American Institute of Architects (AIA)
Chair, Professional Development Committee, AIA
Chair and Founder, Small Business Issues Forum, San Francisco Chamber of Commerce
Former Vice President, Embarcadero Chapter, Business Networking International (BNI)
Board Member, UC Berkeley Environmental Design Alumni Association, 1998-2004
Former Treasurer, Member, University of Michigan Alumni Association, Golden Gate Chapter

Licenses/Registration:

California Architectural License Number C25947
LEED Accredited Professional

Name: Walter Thoma

Courses:

LA 108: Composition for Artists

Educational Credentials:

Master of Arts in Applied Linguistics, University of Massachusetts, Boston, MA 1989

Courses in Architecture, Boston Architectural Center, Boston, MA 1981-1983

Bachelor of Arts in Sociology & Fine Art, Brandeis University, Waltham, MA 1981

Teaching Experience:

Instructor, Online, English Composition, ESL, Academy of Art University, San Francisco, CA 2013-
Present

Associate Director, Academy Resource Center, , Academy of Art University, San Francisco, CA 2001-
2002

Adjunct Instructor and Content Developer, English and Composition, World Learning Inc., Waltham, MA
1993-1995

Professional Experience:

Program Manager, The Coolidge Center for Environmental Leadership, Cambridge, MA 1992-1993

Name: Robert Tindall

Courses:

LA 108: Composition for Artists

Educational Credentials:

M.A. in English Literature from San Francisco State University, completed May 2004

M.A. in English with concentration in TESOL from San Francisco State University, completed in December of 2000

B.A. in English Literature with minor in Music (with a concentration in classical guitar performance) University of Hawaii, August 1996.

Teaching Experience:

Instructor, English and ESL, Academy of Art University, San Francisco, CA 2005-Present

Professor, English, San Mateo Community College District, San Mateo, CA 2005-Present

Professor, English and ESL, College of Alameda, Alameda, CA 2006-2012

Professional Experience:

Editor, MacAdam/Cage Publishing, San Francisco, CA 1999-2002

Editor, Blind Donkey Journal, Honolulu, Hawaii 1987-1993

Meditation Instructor, Tarapoto, Peru 2004, 2012-Present

Guide for Medicine Journeys, Amazon Rainforest, Peru 2006-Present

Selected Publications and Recent Research:

"*The Sangha as Family.*" Blind Donkey, the journal of the Diamond Sangha. Vol. 10, Number 3 + 4, Summer/Fall 1988. An exploration of the personal meaning of "sangha," the Buddhist term for religious community.

"*Coyote and Dionysius.*" Hawaii Review, the literary journal of the University of Hawaii. A personal account of the healing powers of ancient Greek tragedy. Spring Issue, 1993.

"*Observador por la Paz.*" Golden Gater, the newspaper of San Francisco State University, April 16th, 1998. An account of my experience as an Observer for the Peace in a Zapatista village in Chiapas, Mexico.

Translation of Enrique Santos Descépolo's "Gira, Gira," a classic Argentine tango lyric, for Dale Pendell's *Pharmakodynamis*, Mercury House, San Francisco, 2003.

"*Pilgrimage to Santiago.*" Lead article in the Sacramento Bee Travel Section, April 20th, 2003. An account of my pilgrimage through Spain to the shrine of St. James in the region of Galicia.

The Jaguar That Roams the Mind: An Amazonian Plant-Spirit Odyssey. Inner Traditions Publishing, 2008. An autobiographical account of a year long apprenticeship in the vegetalista shamanic tradition of the Amazon rainforest.

The Battle of the Soul in Sir Gawain and the Green Knight. VDM Verlag Dr. Muller, 2009. This monograph, my Master's thesis in Literature, explores the influence of mystical theology upon the chivalric psychomachia as it occurs in the 14th century poem, "Sir Gawain and the Green Knight."

"*A Quest to Heal HIV with Vegetalista Shamanism,*" *ReVision Journal* (Vol. 32, 2) Summer 2010. Issue theme: Shamanism & the Wounded West,

"*The Minotaur of the Behaviorist Maze: Surviving Stanford's Learning House in the 1970's,*" *Journal of Humanistic Psychology*, July 2011, 51 (3).

Name: Monica Tiulescu

Courses:

ARH 210 Studio 3: Site Operations & Tectonic Systems

Educational Credentials:

Master of Science in Advanced Architectural Design, Columbia University 2000
Bachelor of Architecture, The Cooper Union for the Advancement of Science and Art 1999
Southern California Institute of Architecture

Teaching Experience:

California College of the Arts, San Francisco: Lecturer
Parsons School of Design: Adjunct Assistant Professor
Florida International University: Assistant Professor and Lower Division Coordinator
Columbia University: Adjunct Assistant Professor
University of California, Berkeley: Lecturer
Pratt Institute, School of Architecture: Visiting Assistant Professor

Professional Experience:

Roy Design, New York, NY: Designer
G Techs with Frank Gehry Architects: Designer

Selected Publications and Recent Research:

“Architecture without Buildings: The Value of Design Speculation”
online magazine: DESIGNBOOK, 2008
Emergent Memory: The National Aids Memorial Grove Competition, book 2004
Virtual Exhibit, The Highline Competition 2003
Pentagon Memorial Competition 2002
P.S.1 Competition Winner, 2001

Name: Sam Tsitrin

Courses:

LA 255: College Math
LA 296: Applied Physics

Educational Credentials:

Master of Science in Physics, San Francisco State University, San Francisco, CA (expected 2014)
Teaching Credential Program, Alliant University 2008
Bachelor of Arts in Physics, University of California, Berkeley, CA 2006

Teaching Credentials in Physics, Biological Sciences, General Education

Teaching Experience:

Instructor, Physics and Math, Academy of Art University, San Francisco, CA 2013-Present
Teacher of Physics, Biology, Earth Science, Geometry, Algebra, Oakland Charter High School, Oakland, CA 2006-2013

Professional Experience:

Technology Director/Data Manager, Oakland Charter H.S., Oakland, CA, 2010-present
Site Coordinator, Oakland Charter H.S. (API 961), Oakland, CA, 2010-2011
Research Assistant, Space Sciences Laboratory, UC Berkeley, 2006
USRP Intern, NASA Goddard, Greenbelt, MD. 2004

Name: Rich W Tubiolo

Courses:

LA 381: Marketing Essentials

Educational Credentials:

Masters of Business Administration from Golden Gate University, San Francisco, CA
Bachelor of Arts in English Literature from California State University, Northridge, CA

Teaching Experience:

Instructor, Marketing/Advertising, Academy of Art University, San Francisco, CA 2008-Present

Professional Experience:

President, Marketing with Teeth, San Francisco, CA 2006-Present
Account Director, TMP Worldwide, San Francisco, CA 2005-2006
Manager, Marketing & Production, Kaiser Permanente, Oakland, CA 1995-2005

Name: Bradley E Van Alstyne

Courses:

LA 480: The Small Business Entrepreneur

Educational Credentials:

PhD. (In progress) Online Education, California Institute of Integral Studies
Master of Arts, Information and Communication Studies, California State University, Chico, CA 1993
Bachelor of Arts, Human Communication Studies, California State University, Chico, CA 1987

Certificate, Online Teaching and Online Course Development, Academy of Art University, San Francisco, CA 2005

Microsoft Blackboard Certification Levels I & II, Heald College, Hayward, CA 2002

Online Teaching Certification, Heald College, Hayward, CA 2001

Teaching Experience:

Full-Time Communication Instructor/Department Chair: Dominican University of California, San Rafael, California 2004-Present

Coordinator, Online Development and Education: Dominican University of California, San Rafael, CA 2011-Present

Part-Time Online Communication and Business Instructor/ Curriculum Developer: Academy of Art University, San Francisco, CA 2004-Present

Part-Time Communication Instructor: City College of San Francisco, San Francisco, CA 2008-Present

Part-Time Communication Instructor: Holy Names University, Excel Program, Oakland, CA 1999-Present

Full-Time Communication Instructor/Faculty Mentor: Heald College, School of Business, Hayward, CA 1997-2003

Professional Experience:

Rehabilitation Coordinator, Job Coach, and Public Relations and Marketing Coordinator: Work Training Center for the Disabled, Chico, CA 1992-1995

Communication Consultant: (print and construction businesses) Northern California. 1990-1992

Selected Publications and Recent Research:

"Creating Online Curriculum and Teaching Online for Success". Whitworth University, Spokane Washington, Fall 2009

"Building and Teaching Successful Online Courses: A Learner Based Approach" Hawaii International Conference on Education, January 2010

Journal of Conscious Behavior, 2010-Present.

Journal of Transformative Studies, 2010-Present

Editorial Team for Nonverbal Communication by Joseph Devito, 1st edition, Kendall Hunt, ISBN: 978-1-4652-1898-8, fall 2012

Professional Memberships

Board of Directors, Institute Of Leadership, Dominican University, 2010-present.

Board of Directors, Community Media Center of Marin (higher education representative for Marin County), 2011-present.

Name: Sarka Volejnikova

Courses:

LA 115: The Natural World 1: The Base Layer

Educational Credentials:

Bachelor of Landscape Architecture, University of California, Berkeley, CA 1998

Teaching Experience:

Instructor, Architecture, Academy of Art University, San Francisco, CA 2012-Present
Teaching Assistant, Landscape Architecture, University of California, Berkeley 1997

Professional Experience:

Design/Project Management, KenKay Associates, San Francisco, CA 2012-Present
Design/Project Management, Keller Mitchell & Co., Oakland, CA 2011-2012
Design/Project Management, Cliff Lowe Associates, San Francisco, CA 2002-2008
Designer, MPA Design, San Francisco, CA 2002
Landscape Designer, PGA Design, Oakland, CA 2001-2002
Designer/ Project Manager, Adrienne Wong Associates, Oakland, San Francisco, CA 2001
Landscape Designer, PGA Design, Oakland, CA 1998-2000

Selected Publications and Recent Research:

Isfahan - The Garden City, historic research paper, prof. Bernard O'Kane 1996
The Wallenstein Garden in Prague, historic research paper, prof. Louise Mozingo 1996

Professional Memberships:

Bay Friendly Landscaping professional qualification
Sierra Speakers Toastmasters International, member

Licenses/Registration:

California Landscape Architect Registration Number 5391
LEED Green Associate

Name: Cassie Waddell

Courses:

ARH 440: Building Systems: Mechanical, Electrical & Plumbing

Educational Credentials:

Bachelor of Science, Architectural Engineering, University of Kansas, Lawrence, KS
Bachelor of Architecture, Architecture, University of Kansas, Lawrence, KS

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA 2012-Present

Professional Experience:

Mechanical Engineer Energy Analyst, ARUP, San Francisco, CA 2007 – Present
Mechanical Intern, Flack & Kurtz, San Francisco, CA 2005
Undergraduate Researcher Phase Change Materials, University of Kansas School of Engineering 2005-2007
Student Assistant, University of Kansas Art & Architecture Library 2001-2007

Selected Publications and Recent Research:

"Modeling Radiant Systems," ASHRAE Energy Modeling Conference, Atlanta, CA 2011
"Solar Gain and Cooling Load Comparison Using Energy Modeling Software," SIMBUILD, New York, NY, 2010
"Building Environmental Modeling," AIA, Oakland, 2009

Licenses/Registration:

Professional Engineer, CA Mechanical (License # M35197)
LEED™ Accredited Professional
Founding Member, International Building Performance Simulation Association (IBPSA) Bay Area Chapter (2010-Present)
Member, ASHRAE

Name: John Williams

Courses:

ARH 440: Building Systems: Mechanical, Electrical & Plumbing

Educational Credentials:

Masters in Engineering, Mechanical Engineering, University of Manchester,

Teaching Experience:

Instructor, Academy of Art University, San Francisco, CA 2012-Present

Professional Experience:

Mechanical Engineer Energy Analyst, ARUP, San Francisco, CA 1997 – Present

Licenses/Registration:

Professional Engineer, CA Mechanical (License # M35257)

Member, ASHRAE

Chartered Engineer, UK, CEng

Name: Stephen Williams

Courses:

LA 279: Seminar in Italy

Educational Credentials:

MA in History, San Francisco State University, San Francisco 2001

BA in History, San Francisco State University, San Francisco 1998

Teaching Experience:

Instructor, Art History, Academy of Art University, San Francisco, CA 2001-Present

Name: Archibald C Woo

Courses:

ARH 441: Tectonics: Code Analysis & Building Envelope Documentation

Educational Credentials:

Master of Architecture, University of Nebraska, Lincoln, NE 1984

Bachelor of Science in Architecture, University of Nebraska, Lincoln, NE 1981

Teaching Experience:

Instructor, Architecture, Academy of Art University, San Francisco, CA 2012-Present

Instructor, Interior Architecture, Academy of Art University, San Francisco, CA 2012-Present

Professional Experience:

Principal, Woo Architecture San Francisco, CA 2009-Present

Project Manager, Anshen + Allen San Francisco, CA 2007-2008

Lead Architect, M+W Zander U.S., Inc. San Francisco, CA 2004-2007

Project Manager, Deems Lewis McKinley, San Francisco, CA 2001-2004

Project Manager, Kwan Henmi Architecture San Francisco, CA 1997-2001

Design Architect, Ellerbe Becket Architecture, San Francisco, CA 1994-1997

Project Manager, Fong & Chan Architects San Francisco, CA 1990-1994

Architect, KNW Architects & Engineers, Hong Kong, China 1985-1990

Professional Memberships:

Member, American Institute of Architects (AIA)

AIASF Mentorship Committee 2007-2009

Licenses/Registration:

California Architectural License Number C-25649

Name: Ethen Wood

Courses Taught:

ARH-110: Studio 1: Conceptual Design Studio
ARH-310 Studio 5: Assembly, Buildings & Context

Educational Credentials:

Master of Architecture II, Harvard University Graduate School of Design, 2002
Bachelors of Architecture, University of Oregon 1998

Teaching Experience:

Adjunct Professor, 2010, University of San Francisco, Studio 2

Professional Experience:

Principal, *Ethen Wood Designs*, 2009 - Present
Designer, *Mark Horton Architecture*, 2007-2009
Designer, *Aidlin Darling Design*, 2003-2005
Designer, *Fougeron Architecture*, 2001, 2002-2003, 2005-2006

Selected Publications and Recent Research:

Residential Architect, Jackson Family Retreat, May 2009
San Francisco Chronicle, 1532 house, February 16, 2009
Architectural Record, Ingleside Branch Library, January
2009 *Dwell*, Jackson Family Retreat, January 2009

3. Visiting Team Report (VTR) from the previous visit. (See next page)

**Academy of Art University
Department of Architecture**

Initial Candidacy Visiting Team Report

B. Arch. (162 credits)

**The National Architectural Accrediting Board
10 October 2012**

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from a NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments & Visit Summary

- A. **PROGRAM CONTEXT.** The program's thorough planning and preparation of the team room and ancillary exhibitions, as well as interaction with the enthusiastic students, have helped the team better understand the culture and energy of an arts-school-based program.
- B. **STRUCTURED FOR SUCCESS.** Structured university support for student and faculty success is a demonstrated commitment to the program by the president, administration, and program directors, including the unique capabilities of the Cyber Campus online course development and the Academy Resource Center, which provides unparalleled student academic support, classroom services, ESL language support, tutoring, and faculty development.
- C. **FACILITIES.** 601 Brannan's warehouse/dot-com/open studio space is functional, spacious, and just right for the architecture program.
- D. **PART-TIME FACULTY.** The philosophy of the university is to employ part-time practicing professionals in each discipline to ensure student learning from real-world practitioners. The structured curriculum and teaching environment provide a framework for meeting learning outcomes while utilizing part-time faculty. The faculty is diverse, enthusiastic, and committed to the students and the program. The students express their appreciation for the dedication of the faculty and the professional experience they bring to the program.
- E. **ONLINE INSTRUCTION.** Academy of Art University's capability for providing quality online instruction has been demonstrated by the professional production of over 4,000 design-oriented courses and 100,000 supporting online videos. The proprietary production techniques include provisions for live online studios; and peer group interaction with graphic, verbal, and text student-faculty interface.
- F. The team celebrates the Academy of Art University's unique opportunity to develop a professional B.Arch. degree program by leveraging the cross-disciplinary capabilities and culture found in an art and design university.

2. Conditions Not Yet Met

REALM A Student Performance Criteria: Critical Thinking and Representation

- A.4. Technical Documentation
- A.5. Investigative Skills

REALM B Student Performance Criteria: Integrated Bldg Practices, Technical Skills & Knowledge

- B.2. Accessibility
- B.3. Sustainability
- B.5. Life Safety
- B.6. Comprehensive Design
- B.7. Financial Considerations
- B.8. Environmental Systems
- B.9. Structural Systems
- B.10. Building Envelope Systems
- B.11. Building Service Systems Integration
- B.12. Building Materials and Assemblies Integration

REALM C Student Performance Criteria: Leadership and Practice

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- C.1. Collaboration
- C.2. Human Behavior
- C.3. Client Role in Architecture
- C.4. Project Management
- C.5. Practice Management
- C.6. Leadership
- C.7. Legal Responsibilities
- C.8. Ethics and Professional Judgment
- C.9. Community and Social Responsibility

3. Causes of Concern

- A. IMPLEMENTATION of B.Arch. DEGREE. The proposed B.Arch. program, established in 2011, has transferred BFA students into the program with the hope and expectation that achieving accreditation by 2016 will provide the equivalent of an accredited degree for students scheduled to graduate in 2014.
- B. ONLINE INSTRUCTION. The program has not yet completed development of online courses demonstrating that ALL studio and support courses can be taught with student outcomes equal to onsite learning.

4. Progress Since the Previous Site Visit

This category is not applicable to the Bachelor of Architecture Initial Candidacy Visit.

II. Compliance with the Conditions for Accreditation

Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self-Assessment

I.1.1 History and Mission: *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.

Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.

[X] The program has fulfilled this requirement for narrative and evidence

2012 Team Assessment: The history and mission of the university and the program are fully described in the APR as well as in the August 2012 Program Review.

I.1.2 Learning Culture and Social Equity:

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.

Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

[X] The program has demonstrated that it provides a positive and respectful learning environment.

[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.

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2012 Team Assessment: Evidence for this condition is found in several sources, including the APR; 2012 Program Review; interviews with administrators, faculty, and students; and a review of AAU written policies. A number of items are noteworthy including a student body made up of 25% international students, a large number of Asian-American and Hispanic students, a celebration of diversity, and the AAU's willingness to accommodate faculty, administrators, and students with disabilities.

1.1.3 Response to the Five Perspectives: Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.¹ In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

[X] The program is responsive to this perspective.

2012 Team Assessment: The architecture program is clearly built on the values of the art and design mission of the university as a whole. In the words of the president, it is the "bookend" with fine arts of the 19 programs in art and design currently offered by the institution. The interdisciplinary potential of architecture with allied disciplines is yet to be fully explored as the department is engaged in securing its foundation. It is anticipated that upper-level studios and electives will have more potential for interdisciplinary work. As a school that intentionally hires practicing faculty, the research contribution to the academy is primarily applied research, which is highly valued by the administration, faculty, and students.

There is a pervasive and intentional infusion of the liberal arts into the curriculum. Students understand the importance of the liberal arts to their education and the commitment to holistic design principles.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

[X] The program is responsive to this perspective.

2012 Team Assessment: As evidenced by the APR, through department and university policies, and through interviews with students, faculty, and administrators, it is clear that the school and the department cherish diversity and that students are respected, nurtured, and mentored. In addition, students are well aware of professional opportunities through lectures, practicing faculty, and IDP instruction. A student from the Department of Architecture sits on the AIA San Francisco Board on a rotating basis with the California College of Art and Design. Once the program has graduates, it can further assess its success in this arena.

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, 1990.

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- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program is responsive to this perspective.

2012 Team Assessment: Due to the high number of practicing adjunct faculty and the richness of the curriculum, this perspective is embedded in the program through direct instruction and studio learning. A dedicated faculty member serves as the IDP coordinator.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

[X] The program is responsive to this perspective.

2012 Team Assessment: Student preparation for entering the profession is uniquely evidenced by the program's (and the university's) reliance upon teaching and administration by practicing professionals at ALL levels of the program including executive director, directors, and faculty; as well as the program's access to and utilization of the Bay Area's diverse architecture and architectural practice.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program is responsive to this perspective.

2012 Team Assessment: Architecture and the public good is evidenced by the curriculum's emphasis on social issues and specific engagement in the San Francisco community.

1.1.4 Long-Range Planning: *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

[X] The program's processes meet the standards as set by the NAAB.

2012 Team Assessment: The long-range plan found in the APR and supplemented by material received during the site visit meets this objective. However, because the program is in its infancy the long-range plan is not as fully formed and rich in goals, objectives, outcomes and timelines as the more fully

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developed plan for the M.Arch. program; therefore, it is clear that the administration and faculty understand what they need to do to prepare this fully formed plan in the future.

1.1.5 Self-Assessment Procedures: *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
 - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
 - *Individual course evaluations.*
 - *Review and assessment of the focus and pedagogy of the program.*
 - *Institutional self-assessment, as determined by the institution.*

The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.

[X] The program's processes meet the standards as set by the NAAB.

2012 Team Assessment: The program has a multiplicity of self-assessment procedures in addition to the NAAB accreditation process. These include AAU programmatic review, long-range planning outcomes, and surveys by Institutional Research of professionals attending the spring show. Of particular note is the mid-point review of student outcomes on a student-by-student basis. This assessment ensures that students who enter the upper-level course work are fully prepared to do the work. The mid-point review process also informs the curriculum. Curricular adjustments have been made based upon the assessment procedures noted above.

PART ONE (I): SECTION 2 – RESOURCES

I.2.1 Human Resources & Human Resource Development:

- **Faculty & Staff:**
 - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions².*
 - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
 - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
 - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
 - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
 - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

[X] Human Resources (Faculty & Staff) are adequate for the program

2012 Team Assessment: We find that all of the above bullet points are adequately provided for the program.

In meetings with administration, we found that formalized support is provided at the university level and at the department level. The university Academic Resource Center (ARC) provides support to adjunct faculty through workshops and in-class observation. They have online access and other electronic media for immediate response to requests for help. The ARC is an incredible source of assistance and support to faculty.

- **Students:**
 - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
 - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

[X] Human Resources (Students) are adequate for the program

2012 Team Assessment: The university's open enrollment policy appears to be working based on student acclimation and achievement. The university and the Academic Resource Center are dedicated to each student's success and provide every opportunity for each student to get the help they need to succeed. The ARC supports students whose English is a barrier to learning through the English as a Second Language (ESL) program. This remarkable program actually puts an ESL specialist in the classroom with the student until the deficiencies are eliminated.

² A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

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1.2.2 Administrative Structure & Governance:

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

[X] Administrative Structure is adequate for the program

2012 Team Assessment: The information in the APR has proven to be accurate with regard to program governance. New hires have been made to fill the positions of department director and department associate director. They report to the department executive director and in turn the executive director reports to the chief academic officer and the president.

- **Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

[X] Governance opportunities are adequate for the program

2012 Team Assessment: There are frequent town hall meetings, governance meetings, and curriculum review meetings where faculty, staff, and students have the opportunity to interact with the administration. Course evaluations at the end of the semester provide students with the opportunity to influence the curriculum. The students are discussing increased participation in school governance with the administration.

1.2.3 Physical Resources: *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

[X] Physical Resources are adequate for the program

2012 Team Assessment: Currently the space for architecture education at 601 Brannan is adequate and works very well. In discussion with the administration, the team was given a 3-year resource forecast, noting student enrollment projections and the future need for additional space. A plan is in place for accommodating the future program with additional space.

The team found the shop to be organized, well equipped, and adequate in size to provide safety for the users.

1.2.4 Financial Resources: *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

[X] Financial Resources are adequate for the program

2012 Team Assessment: The upper administration is committed to the success of the program and has given adequate financial resources to the program and has indicated there will be a continued commitment. The per-student cost committed to architecture equals or exceeds that of other departments.

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Anecdotal comments from the students indicate that students in other departments are envious of the space and equipment/technology of the department.

1.2.5 Information Resources: *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are adequate for the program

2012 Team Assessment: The university is on the leading edge of educational technologies. Students have adequate access to hardback literature, hard and digital information, and other digital resources that support professional education. Between the department library and the university "ebrary," the information resources are adequate for the program. The information is available online, and the faculty and students praised the access and the continual expansion of both hard copy and "ebrary" resources.

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PART I: SECTION 3 –REPORTS

1.3.1 Statistical Reports³. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
 - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the student population for the institution overall.
 - Qualifications of students admitted in the fiscal year prior to the visit.
 - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
 - Time to graduation.
 - Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.
 - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.
- Program faculty characteristics
 - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
 - Demographics compared to those recorded at the time of the previous visit.
 - Demographics compared to those of the full-time instructional faculty at the institution overall.
 - Number of faculty promoted each year since last visit.
 - Compare to number of faculty promoted each year across the institution during the same period.
 - Number of faculty receiving tenure each year since last visit.
 - Compare to number of faculty receiving tenure at the institution during the same period.
 - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

[X] Statistical reports were not provided

2012 Team Assessment: Annual Reports are not applicable to the initial candidacy visit.

1.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.

The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused Evaluation Program Report and Focused Evaluation Team Report, including appendices and addenda should also be included.

³ In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

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[X] Annual Reports and NAAB Responses were not provided

2012 Team Assessment: Annual Reports are not applicable to the initial candidacy visit.

I.3.3 Faculty Credentials: *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

In addition, the program must provide evidence through a faculty exhibit⁴ that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.

[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.

2012 Team Assessment: The instructional faculty is largely composed of part-time practitioners. The evidence of their diverse range of knowledge and experience was demonstrated with résumés, faculty exhibits, and student outcomes. The university provides unique faculty development and peer review procedures to ensure teaching success.

The instructional faculty for courses yet to be taught has not been identified.

⁴ The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

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PART ONE (I): SECTION 4 – POLICY REVIEW

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

[X] The policy documents in the team room met the requirements of Appendix 3

2012 Team Assessment: The policy documents available online, along with policy documents obtained during the candidacy visit, meet the requirements of Appendix 3.

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

**PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & STUDENT PERFORMANCE
CRITERIA**

II.1.1 Student Performance Criteria: The SPC are organized into realms to more easily understand the relationships between individual criteria.

Realm A: Critical Thinking and Representation:

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

A.1. Communication Skills: *Ability to read, write, speak and listen effectively.*

[X] Met

2012 Team Assessment: This criterion has been met by LA (Liberal Arts) 319: History of Architecture 3, LA 429: Architecture Theory as well as through observation of student presentations and student meetings.

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

[X] Met

2012 Team Assessment: This criterion is met by ARH (Architecture) 310: Studio 5. It will potentially be enriched when the results from ARH 350: Studio 6: Field Conditions and Sustainability, being taught this fall, are evaluated.

A. 3. Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.*

[X] Met

2012 Team Assessment: This criterion is met through ARH 170: Projective Drawing and ARH 210: Studio 3: Site Operations & Tectonic Systems.

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

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[X] Not Yet Met

2012 Team Assessment: The course listed to teach this criterion, ARH 410: Studio 7: Tectonics and Structure, is currently being taught for the first time and to one student only; ARH 441: Tectonics: Code Analysis and Building Documentation has not yet been taught.

- A.5. Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

[X] Not Yet Met

2012 Team Assessment: This criterion is not met because ARH 420: Structures: Systems Investigation and ARH 550: Studio 10: Final Project have not yet been taught.

- A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

[X] Met

2012 Team Assessment: This criterion has been met by ARH 210: Studio 3: Site Operations & Tectonic Systems.

- A. 7. Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

[X] Met

2012 Team Assessment: This criterion is met by ARH 150: Studio 2: Spatial Ordering and Form. It will potentially be enriched when the results from ARH 350: Studio 6: Field Conditions and Sustainability, being taught this fall, are evaluated.

- A. 8. Ordering Systems Skills: *Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.***

[X] Met

2012 Team Assessment: This criterion is met by ARH 110: Studio 1: Introduction to Architectural Design and Urban Environments and ARH 150: Studio 2: Spatial Ordering and Hybrid Programs.

- A. 9. Historical Traditions and Global Culture: *Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.***

[X] Met

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2012 Team Assessment: This criterion is met by LA 219: History of Architecture 1 and LA 319: History of Architecture 3.

- A. 10. **Cultural Diversity:** *Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.*

[X] Met

2012 Team Assessment: This criterion is met by ARH 292: Programming and Culture.

- A.11. **Applied Research:** *Understanding the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.*

[X] Met

2012 Team Assessment: This criterion is met by ARH 292: Programming and Culture. It is anticipated that ARH 550: Studio 10: Advanced Design Studio–Final Project, which has not yet been taught, will enhance the understanding of the role of applied research.

Realm A. General Team Commentary: The program is clearly providing students with the ability to think abstractly and critically; to use research in creating ideas; and to understand the complexities of the cultural and environmental context of architecture. Students are able to clearly express themselves orally, through writing, and through hand-drawn and digital graphics. They understand and respect diverse cultures and how to assess community needs. Students are not yet prepared for technical documentation and still require a deeper ability to investigate the design process in its entirety.

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Realm B: Integrated Building Practices, Technical Skills and Knowledge: Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

B. 1. Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

[X] Met

2012 Team Assessment: This criterion has been met in ARH Studio 250 and is anticipated to be significantly enhanced in Comprehensive Studio 450.

B. 2. Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

[X] Not Yet Met

2012 Team Assessment: The team room evidence was insufficient to demonstrate the ability of all students to meet the criterion.

B. 3. Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.

[X] Not Yet Met

2012 Team Assessment: This criterion is expected to be met in ARH 350: Studio 6: Field Conditions and Sustainability, which is being taught this semester for the first time; and in ARH 430: Climate & Energy Use: Sustainable Strategies, which has not been taught.

B. 4. Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

[X] Met

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2012 Team Assessment: Ability to respond to site characteristics of soil, topography, vegetation, and watershed in the development of a project design is met in ARH 240 Surveys and Mapping.

B. 5. Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught.

B. 6. Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

A.2. Design Thinking Skills	B.2. Accessibility
A.4. Technical Documentation	B.3. Sustainability
A.5. Investigative Skills	B.4. Site Design
A.8. Ordering Systems	B.5. Life Safety
A.9. Historical Traditions and Global Culture	B.7. Environmental Systems
	B.9. Structural Systems

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught.

B. 7. Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion are being taught this semester for the first time.

B. 8. Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion are being taught this semester for the first time.

B. 9. Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

[X] Not Yet Met

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2012 Team Assessment: The courses listed to teach this criterion have not yet been taught and/or are being taught for the first time.

- B. 10. Building Envelope Systems:** *Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.*

Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught.

- B. 11. Building Service Systems Integration:** *Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems*

Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught and/or are being taught for the first time.

- B. 12. Building Materials and Assemblies Integration:** *Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.*

Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not yet been taught and/or are being taught for the first time.

Realm B. General Team Commentary: The Student Performance Criteria for Realm B: Integrated Building Practices, Technical Skill and Knowledge are largely not yet met at this time. However, the curriculum intent is clear that appropriate content will be provided in courses yet to be taught, including emphasis on sustainable design, accessibility, life-safety, and constructability.

Realm C: Leadership and Practice:

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

- C. 1. Collaboration:** *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

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[X] Not Yet Met

2012 Team Assessment: It is too early in the program to see collaboration with others to any depth. The courses listed to teach this criterion have not been taught.

- C. 2. **Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.***

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

- C. 3. **Client Role in Architecture: *Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.***

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

- C. 4. **Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods***

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

- C. 5. **Practice Management: *Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.***

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

- C. 6. **Leadership: *Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.***

[X] Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

- C. 7. **Legal Responsibilities: *Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

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Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

- C. 8. **Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

- C. 9. **Community and Social Responsibility: *Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

Not Yet Met

2012 Team Assessment: The courses listed to teach this criterion have not been taught.

Realm C. General Team Commentary: Due of the high number of practicing part-time faculty, students are able to interact with individuals involved in the profession, helping to reinforce the learning objectives in Realm C.

Given the program's infancy, the learning objectives have not yet been fulfilled because courses have not yet been taught. However, the richness of the part-time faculty gives an indication that the criterion is expected to be met as the program advances.

PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK

II.2.1 Regional Accreditation: *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

[X] Met

2012 Team Assessment: The university is accredited by the Western Association of Schools and Colleges. There is evidence of this accreditation on the university web site and the web site of the WASC.

II.2.2 Professional Degrees and Curriculum: *The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

[X] Met

2012 Team Assessment: The university is seeking candidacy for its planned B.Arch. program. The university is careful to use the term BFA for its current program and is careful not to use B.Arch., the program seeking initial candidacy. This is evident on the university web site and in printed documentation meant for public information.

The curriculum demonstrates that it has the ability to provide the required 45 hours of general studies and electives. The program needs to continue to evaluate the desired balance between professional electives and general studies electives.

II.2.3 Curriculum Review and Development

The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.

[X] Met

2012 Team Assessment: The Faculty Curriculum Committee, all of whose members are licensed architects, evaluates the curriculum in conjunction with the BFA faculty. Students evaluate the curriculum through course assessments.

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PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION

Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.

In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.

[X] Met

2012 Team Assessment: The program is designed for open enrollment of students coming directly from high school and there is no evaluation of prior education outside the normal admission process, which requires a high school diploma or GED. The Academic Resource Center provides support for student academic success.

PART TWO (II): SECTION 4 – PUBLIC INFORMATION

II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.

[X] Met

2012 Team Assessment: All public sources contain accurate information about the BFA degree program, which is not yet accredited. The above is found on the university web site and in written publications for public consumption.

II.4.2 Access to NAAB Conditions and Procedures

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:

*The 2009 NAAB Conditions for Accreditation
The NAAB Procedures for Accreditation (edition currently in effect)*

[X] Met

2012 Team Assessment: There is a link on the university web site to the NAAB Conditions and Procedures for Accreditation. Students indicated that they had knowledge of the documents.

II.4.3 Access to Career Development Information

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:

*www.ARCHCareers.org
The NCARB Handbook for Interns and Architects
Toward an Evolution of Studio Culture
The Emerging Professional's Companion
www.NCARB.org
www.aia.org
www.aiaa.org
www.acsa-arch.org*

[X] Met

2012 Team Assessment: There is a link on the university web site to all of above documents and web sites.

II.4.4 Public Access to APRs and VTRs

In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:

*All Annual Reports, including the narrative
All NAAB responses to the Annual Report
The final decision letter from the NAAB
The most recent APR*

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The final edition of the most recent Visiting Team Report, including attachments and addenda

These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.

[X] Met

2012 Team Assessment: The Initial B.Arch. Candidacy APR is available to the students in the department offices. The annual reports, NAAB responses to the annual reports, decision letters from the NAAB, and final editions of the most recent VTR are not applicable.

II.4.5 ARE Pass Rates

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs are required to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.

[X] Not Yet Met

2012 Team Assessment: Not applicable. There are no graduates of the candidacy program and therefore no eligibility for examination.

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III. Appendices:

1. Program Information

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution (I.1.1)

Reference Academy of Art University, *APR*, pp 6-7.

B. History and Mission of the Program (I.1.1)

Reference Academy of Art University, *APR*, pp. 7-10.

C. Long-Range Planning (I.1.4)

Reference Academy of Art University, *APR*, pp. 15-19.

D. Self-Assessment (I.1.5)

Reference Academy of Art University, *APR*, pp. 19-26.

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2. Conditions Met with Distinction

Student Performance Criteria A.6. FUNDAMENTAL DESIGN SKILLS is met with distinction by ARH 210: Studio 3 Site Operations and Tectonic Systems.

Student Performance Criteria A.9. HISTORICAL TRADITIONS and GLOBAL CULTURE is met with distinction by LA 219: History of Architecture 1; and LA 319: History of Architecture 3.

Student Performance Criteria A.10. CULTURAL DIVERSITY is met with distinction by LA 292: Programming and Culture.

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3. The Visiting Team

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IV. Report Signatures

Respectfully Submitted,


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Team Chair

Representing the Profession


Stephen Vogel, FAIA
Team member

Representing the Academy


Robert A. Boynton, FAIA
Team member

Representing the NAAB

Program Response to the Final Draft Visiting Team Report



Response to the Initial Candidacy Visiting Team Report – February 8, 2013

I. SUMMARY OF TEAM FINDINGS

2. Conditions Not Yet Met

Part Two (II): Educational Outcomes and Curriculum

II.1.1 Student Performance Criteria

REALM B

B.2 Accessibility

2012 Team assessment: The team room evidence was insufficient to demonstrate the ability of all students to meet the criterion.

AAU RESPONSE

The course assigned to meet this criterion, ARH 310 Assembly Building and Context, had only been taught for the first time during the Spring 2012 semester. Adjustments have been made to clarify the Course Learning Outcome in the studio curriculum and to introduce clear student outcomes for projects within the studio class assigned to this criterion. The criterion will also be revisited in ARH 450 Housing and Comprehensive Design.

REALMS A, B and C: The remaining items where criteria were determined to be “not met”

2012 Team assessment: The courses listed to teach this criterion have not yet been taught.

AAU RESPONSE

All new courses are being designed with close attention to the SPCs. Twice per year, the student work is reviewed by instructors and department directors as new courses are developed online and onsite in order to evaluate their success in meeting all student learning outcomes.

3. Causes of Concern

A. IMPLEMENTATION of B.Arch DEGREE. The proposed B.Arch. program, established in 2011, has transferred BFA students into the program with the hope and expectation that achieving accreditation by 2016 will provide the equivalent of an accredited degree for students scheduled to graduate in 2014.

AAU RESPONSE

The university is committed to provide our 5-year graduates in Fall 2014 with the opportunity to achieve the equivalent of a NAAB accredited degree. We anticipate that the 5-year (162 semester unit) BFA program will be fully prepared for an Initial Accreditation Visit in 2015 based on the work of the graduating classes in Fall 2014 and Spring 2015.

B. ONLINE INSTRUCTION. The program has not yet completed development of online courses demonstrating that ALL studio and support courses can be taught with student outcomes equal to onsite learning.

AAU RESPONSE

All studio and support courses use a uniform syllabus and course learning outcomes outline that applies equally to both online and onsite course sections. New online course builds will employ the same syllabus as the onsite course sections. Online courses are continually modified to ensure that the online course sections produce equivalent student outcomes. The department reviews equivalent outcomes on an annual basis, by comparing onsite and online work against each other. In cases where work is not equivalent, the course material and teaching methodologies are modified as necessary to ensure student outcome equivalency. Annual online instructor conferences are held to review lessons learned and best practices for online instruction.

The program is implementing and improving technology each semester to create an equivalent studio culture and environment for our online Architecture students that looks towards the future practice of design, project management and communication.

4. Catalog (or URL for retrieving online catalogs and related materials)

Catalog: <http://www.academyart.edu/assets/pdf/aaucatalogweb.pdf>

Catalog Supplement:

<http://www.academyart.edu/assets/pdf/catalogsupplementandacademicpolicies.pdf>

5. Response to the Offsite Program Questionnaire (N/A)

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