



ACADEMY *of* ART UNIVERSITY

FOUNDED IN SAN FRANCISCO 1929 BY ARTISTS FOR ARTISTS

Academy of Art University
School of Architecture

Architecture Program Report for 2015 NAAB Visit for
Initial Accreditation

Bachelor of Architecture 162 Credits

Year of the Previous Visit: 2014

Current Term of Accreditation: “the proposed professional architecture program: **Bachelor of Architecture** was formally granted continuation of its candidacy for a period of not less than two years. The continued candidacy term is effective January 1, 2014.”

“The request for a visit for initial accreditation in fall 2015 is approved and the visit has been added to the 2015 NAAB Visit List.”

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 Cyber Campus. 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 Development, 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, Writing for Film, Television and Digital 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 WASC Senior College and University Commission (WSCUC) (receiving a 7-year grant of initial accreditation in May, 2007 and reaccredited for another 7 years in July 2014) and nationally accredited by the National Association of School of Art and Design (NASAD). AAU also has programmatic accreditations through NAAB (Master of 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 January 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 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.

Under construction and within walking distance is the new Transbay Terminal which will for the first time bring the Caltrain riders directly into the SF financial district and house the San Francisco terminus of the High Speed Rail from Los Angeles. There are future plans to link this facility to BART, the existing underground public transport system linking the East Bay and Oakland and parts of the South Bay to the city of San Francisco. This project has been part of the catalyst of a new building boom in San Francisco as the city seeks to house both the emergence of new tech companies as well as the growing workforce in the city center. Our courses and studios are able to integrate both the larger questions of potential growth as well as construction site visits into the curriculum with the support of the development companies, local architecture firms and construction teams.

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 two year term as student representative on the AIASF Board of Directors. The AAU AIAS Chapter includes AIA outreach events on its calendar and in 2015 we see an increased commitment from new AIA SF Board President, Irving Gonzalez and Executive Director, Jennifer Jones, to partner with the School of Architecture in developing opportunities to support students as they move from their academic careers into their professional career. Two Faculty members have recently been elected to the AIA SF Board of Directors; Paul Adamson, FAIA and Elizabeth Tippin, Esq. LEED AP.

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 programs 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 Cyber Campus 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. Our M.Arch degree courses are all offered online and we are 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. In the B.Arch program we are finding that by far the highest number of students utilizing the online offerings are "hybrid" students, in other words, students who study both onsite and online either simultaneously each semester, or move between onsite and online in different semesters.

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 live-streamed and/or 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, fundamental 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 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. 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 B.Arch 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; and 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 Development, 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 Cyber Campus 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 including an excellent ESL support team), Faculty Development, Cyber Campus, 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 school year culminates in the AAU Spring Show when Industry Professionals from all sectors are invited from the local community and also flown in from across the country to view the student work exhibited, meet with students and provide comment on the work and the portfolios. For Architecture students this provides an introduction to a much broader network of professionals and celebrates the fine work that the best students achieve throughout the year.

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 of 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 2015 we are in the process of developing a foreign study opportunity that takes students to Germany, Belgium, France and the Netherlands to visit contemporary architecture case studies for 15 days. In looking ahead to the future - Summer 2016 and beyond- the school is studying options in both Europe 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. The New York City studio was developed in ARH 310 Studio 5: Assembly Buildings and Context. For three semesters out of the last four, B.Arch students and 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. In Spring 2015, thirteen students and one faculty member will be participating in the trip. This is 100% participation from all the students in the studio. 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's 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 onsite 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 at both 601 Brannan and 466 Townsend are the following: During the first week of the Semester-Monday through Friday: 7:30am -10:30pm, Saturdays and Sundays: 10am-10pm. During the rest of*

the Semester they are: Monday through Friday: 7:30am -11:30pm, Saturdays and Sundays: 10am-11:30pm.

- *Studios and courses online promote the same values articulated in the Studio Culture Policy. Students participate in an open discussion as part of each class where dialogue about a faculty driven set of questions is a prominent part of the requirement. When students post their work, it is in such a manner that it is open for all other students to view and discuss. Commentary on the work of students in the studio is promoted. Synchronous review times are established during the semester and guest reviewers are invited to these reviews. (Guest reviewers can participate from literally anywhere). The online system is founded on an inherent respect for the student's life situation, work constraints and time constraints. Unlike the onsite studios and classes, the online system allows students to participate in the curriculum outside of the constraints of a physical studio. Online students inherently must prove that they have the self-determination and self-discipline to not only accomplish their work, but to participate in the work of others.*
- *Tools, policies and mechanisms for supporting a healthy and robust online studio culture are at all times being evaluated. An example of this is that in recognition of the need to support a healthy critical dialogue in the classroom – onsite and online, the B.Arch program partnered with Liberal Arts to create a new course as part of the first semester offering onsite and online. LA123 Design Philosophy is where students learn the tools and discourse methodology to support this collaborative discussion based mode.*
- *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 through the website. 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.*
<http://www.architectureschooldaily.com/2013/01/aau-school-of-architecture-studio-culture-policy/>

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 last review was in 2013. The Studio Culture Policy is presented each semester in Orientations, Open House, and Faculty Semester Start Meetings.*

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 and less than a third of the entire ARH student body identify themselves as "white" based on our race/ethnicity statistics.
- 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, Online Language Support, 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 such as Liberal Arts, Landscape Architecture, Interior Architecture and Design, and other support such as Curriculum, Information Resources, ESL, Faculty Development, Cyber Campus, 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, to 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 the School of Architecture IDP Educator Coordinator. Part of his duties is to mentor and act as Supervisor for students enrolled in the 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. The ARH 430 Sustainable Strategies course introduces the students to the LEED requirements as well as other building performance standards. These understandings culminate in the Housing and Comprehensive Design Studio (ARH 450) and the Tectonics: Code Analysis & Building Envelope Documentation (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 first-hand 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 (i.e. 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 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. In 2014/2015 the relationship extended to include architects from Gensler, as well as young practitioners. 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 (ARH 475) that introduces the student to the practice through a series of office tours highlighting the diverse range of design practices. Students interview partners, owners and associates in these firms and develop profiles of the business practice as a way of understanding the relationship between the client, the design studio culture and 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 provides 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 introduced a bi-annual Leadership and Ethics Panel which invites professionals each semester whose practices and endeavors highlight the strong link between 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:

Studio 4: Site Culture & Integral Urbanism (ARH250) promotes the design of a project that is of civic interest (currently a fire station in the onsite course delivery and a public library in the online course delivery). The project solution requires students to augment their project program with additional community minded program space based on their individual "stance" about how the community can be best served based on their site and user analysis. In addition, the students are reviewed by visiting guest critics from the San Francisco Building Design and Construction (BDC) department who are working on projects of similar programs and in some cases working on the same site and program as the students. This "real life" comparison adds to an essential awareness of how the projects affect the users, the community and municipality.

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. The collaborative teaching team in this class represents Sustainability experts working in highly differentiated modes. Bill Worthen, LEED Fellow is working as a consultant to many of the large high-profile projects recently completed or currently under construction in the city. For two years before this, he was the AIA National Sustainability Director. Pete Gang, has educated clients and students alike on the sustainable opportunities and responsibilities within small scale construction. Amy Leedham from EHDD is currently working as both a project designer as well as Sustainability Specialist to support a better understanding of the long term benefits of the award winning projects that EHDD has accomplished inclusive of Living Building Challenge certifications, LEED Platinum certifications and AIA COTE awards. These

understandings are brought into the classroom through lectures, student case study projects and site visits. This is one of many examples of how the forward-thinking San Francisco design leadership is benefitting AAU students.

Studio 7: Tectonics and Structure: ARH 410 Within the context of the urban high-rise in San Francisco and Los Angeles, students look at the opportunities and responsibilities to question the conventional attitudes about private development. They have investigated and proposed the accommodation of privately-held public spaces as well as public amenities provided by the private developer to benefit the city. Each student is asked to identify a public program that would contribute towards community-building based on his or her analysis of site context. Further, the typology of the tower is understood as having an urban presence and contributing to the skyline.

Studio 8: Housing and Comprehensive Design (ARH 450) 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. Students integrate an understanding of the specific user needs, identify the opportunities to identify public space and community programs on and off the San Francisco waterfront, and show leadership in presenting these in this comprehensive exploration covering everything from master planning to material specifications while highlighting sustainable options for future development.

Ethics and Leadership Panel: ARH 475 Professional Practice: faculty and students partner in the planning of this event. The Directors and faculty bring in panelists who we see as taking leadership roles with the local or global community and/or the profession such as Rafael Sperry (ADPSR), Bill Worthen (LEED Fellow) Garrett Jacobs (Architecture for Humanity and Coding for America) Kristy Wang (SPUR – Housing and Community, Rosa Sheng (AIA – Missing 32% study) and Edgar Lopez, San Francisco City Architect. The panel was live-streamed to our online students, and archived in the Guest Speakers lecture site.

The students from ARH 475 set the agenda by assembling the questions for the Panel discussion. These panel discussions and interactions with the students have been successful in multiple dimensions- raising students awareness of the issues that the profession addresses, broadening the opportunities so that students can see how their academic skills can be applied to problem-solving within and outside of the building design process and also providing students a higher level of insight into their career path as all the panelists are generous in describing their “story” and path through the profession into a place of leadership. There is a great diversity in this exchange but all panelists have expressed a great deal of passion for their topics and chosen agendas.

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, for 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 Senior College and University Commission (WSCUC) Accreditation Liaison Officer, Cathy Corcoran; Chief Financial Officer Martha

Weeek; Controller Carey Nerad. The most recent, 3-year resource projection for both B.Arch and M.Arch programs, created in February 2015, 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
- 22 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 Cyber Campus
- 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 years.

In Spring and Summer of 2015, Program Learning Outcomes will be reviewed based on the feedback loop from the 5th year Thesis Review.

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 continued to meet in Spring and Summer of 2014 to articulate a more detailed plan for addressing needs and implementing programs that were identified as needs in the initial meetings. 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.

Based on the Strategic Planning effort, in Spring 2015 the Architecture School launched a Professional Preparedness Workshop to support the students in preparing for the process of creating the materials and adopting the behaviors necessary to be successful in the job search and interview process.

The B.Arch Program Learning Outcomes are currently under review by ARH Directors and will be updated before Fall 2015

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 Review), Joan Bergholt, the Director of Institutional Research, Jessie Eckardt and Director of Assessment, Rachel Platkin to analyze these forces and make any necessary changes in vision, mission, and objectives. The Chief Academic Officer, Alana Addison, the Curriculum Director, Denise Cottin and the Curriculum Committee are instrumental in reviewing and amending program changes as needs are identified.

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; and 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 an 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 are 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 Office of Institutional Research provides 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 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 2012 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 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 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);*
- *Periodically 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 administrators, 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), updated 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 and the biannual update will be submitted to the Commission in November 2015.

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, in February 2014 the Board agenda included presentations on the new Academy website and retention initiatives and the CEO Advisory Board (led by board member Charlotte Yates) organized interviews with senior staff to identify organizational and communication issues. In October, the Board heard updates on the Digital Press initiative and academic discussion with Director Robert Keats on the new Writing school, and Director David Goodwine about Game Developments. 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 (WASC Senior College and University Commission (WSCUC), 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:

Mimi Sullivan, AIA, CGBP continues as Executive Director, Jennifer Asselstine as Undergraduate Program Director, Eric Lum as Architecture Department Online Education Director, Clare Dougan as full time Department Administrative Assistant and Studio Coordinator and Mary Ordog as the full time department Administrator, and Erin Berta as the Archivist.

Facilities:

The Architecture and Interior Architecture and Design departments reside in a building located at 601 Brannan Street in San Francisco. Additional classroom and studio spaces to serve the IAD department 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 are available to all students online and onsite in all first year courses. Thesis 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 /ARCHITECTURE

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

ASSESSMENT MAP- B.Arch /ARCHITECTURE (Continued)

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

ASSESSMENT MAP- B.Arch /ARCHITECTURE (Continued)

<i>Visual and Verbal Presentation Skills</i>	<i>Formative assessment</i>	<i>Summative assessment</i>
<i>Clearly explain and defend design projects</i>	<i>ARH 250 Studio 4: Site Culture & Integral Urbanism</i>	<i>ARH 550 Studio 10: Final Project</i>
<i>Create project boards which exhibit logical sequencing and composition</i>	<i>ARH 250 Studio 4: Site Culture & Integral Urbanism</i>	<i>ARH 550 Studio 10: Final Project</i>
<i>Develop intelligent representational strategies in research presentation</i>	<i>ARH 450 Studio 8: Housing and Comprehensive Design</i>	<i>ARH 550 Studio 10: Final Project</i>

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

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 Chief Academic Officer. 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 WSCUC

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 WASC Senior College and University Commission (WSCUC)); WSCUC does evaluate the quality and results of university-level processes such as assessment, program review, and planning as well as the University's general financial capacity and resources (financial, physical, leadership faculty and staff). Recommendations from this process are also given priority at the institutional level.

The AAU had our reaccreditation visit in April 2014 and the WSCUC commission letter was received in July, 2014.

The Academy of Art University (AAU) has received reaffirmation of accreditation for a term of 7 years from the WSCUC Senior College and University Commission (WSCUC). The WSCUC Senior College and University Commission gave commendations of the university in the areas of: Centrality of Mission (widespread and "abiding passion"); Focus on Students and Learning ("profoundly committed to students and their learning aspirations"); Community among Students (engaged "community of learners" onsite and online); and Mature Distance Education Programs ("pioneer in developing unique online learning environments"). AAU is committed to engaging with the recommendations of the Commission on five "areas for continuing action and development": Leadership and Organizational Structure and Effectiveness (efficiency of decision-making and planning); The Faculty Role (engaging with the greater life of the institution); Student Success (improving graduation rates); Student Life (integrating the co-curriculum and maturing offerings); and Strategic Planning (centralized plans drawing on multiple perspectives, especially faculty). The WASC Senior College and University Commission (WSCUC) has indicated particular concern that these items be addressed and has scheduled a special visit in fall 2016 that will focus on the university's progress in addressing the Commission recommendations. AAU is required to demonstrate substantial progress on each of these areas by the time of the special visit, and many faculty and administrators in the AAU community will be collaborating on the various projects associated with action on these items. The next WSCUC visit will be the special visit in 2016, followed by a mid-cycle review in 2018.

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 the 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) Curriculum Reviews at the end of each semester.*
- 3) Midpoint Review assessments: Threshold evaluations that occurs at the end of semester four (4) and semester eight (8) to review student performance.*
- 4) Student Evaluations, Student feedback (Town Hall Meetings and one-on-one interviews) and student success data from Online and Onsite.*
- 5) Student learning outcomes in the M.Arch program*

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. All onsite courses that carry NAAB criteria had been launched when the Fall 2014 Visiting Team came for our Continuing Candidacy Visit. ARH 550 (Studio 10: Final Thesis) was in its first semester of being offered and it was exhibited as “work in progress” in the NAAB Team Room. The work of the first thesis students has been formally evaluated against our Program Learning Outcomes. Currently we have a second and third cohort of thesis students in process. Thesis Faculty, ARH Directors and Coordinators have reserved time to discuss the thesis studio structure. ARH Directors will be reviewing the Program Learning Outcomes (last amended in Fall 2012) and measuring the language and the outcomes against the Student Work presented.*
- 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. This studio utilized a site in downtown San Francisco in the first 3 semesters that it was offered. In FA 2014, they faculty chose a site in Los Angeles near LACMA in order to incorporate urban situations that are in contrast to San Francisco. This was in part, in response to student feedback. This studio is led by Assistant Director, Karen Seong and co-instructed by Ben Damron and Alvaro Bonfiglio.*
- Housing and Comprehensive Design Studio ARH 450 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 master plan, 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. This studio is still running as described. New faculty have taken over the helm – Mallory Cusenbery and Mark Donahue. The housing component has been specified now as a Veterans Housing Community. The collaboration component has been enriched with the addition of Francesca Oliveira’s contribution of a collaboration workshop.*

Accessibility is being addressed with the addition of a workshop offered by Mimi Sullivan – ARH Executive Director and Partner in a local Design Firm specializing in affordable housing.

- *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.*
- *The work of the first thesis students has been formally evaluated against our Program Learning Outcomes. Currently we have a second and third cohort of thesis students in process. Thesis faculty has been expanded with the inclusion of Amit Price Patel, Paul Jamtgaard and Robert Shepherd. Thesis Faculty, ARH Directors and Coordinators have reserved time to discuss the thesis studio structure.*
- *ARH Directors will be reviewing the Program Learning Outcomes (last amended in Fall 2012) and measuring the language and the outcomes against the Student Work presented.*
- *Online course offerings have grown to include ARH 399, ARH 441, LA 123. New courses under construction include ARH 310, ARH 320, ARH 350, ARH 420, ARH 430; partial and complete rebuilds of existing courses include ARH 110, ARH 210, ARH 230, ARH 250, LA 319.*

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

- *ARH 180 2D Digital Media has been amended to include not only more AutoCAD experience, but also a project that gives students experience in documenting an existing constructed space.*
- *ARH 190 Building Information Modeling (BIM) is now ARH 399 Building Information Modeling (BIM). The course has been moved in the curriculum, assigned specific pre-requisites, and the course content onsite has been rewritten to better prepare students for ARH 450 Housing and Comprehensive Design and ARH 441 Tectonics : Codes and Building Envelope*
- *ARH 350 Studio 6 has been amended to include a more explicit wall section drawing.*
- *ARH 430 Climate Use and Energy Use: Sustainable Strategies has been amended to include a Vernacular Case Study*
- *LA 319 Architecture History 3 has been amended to include a broader set of references in student work to global, non-western precedents.*
- *ARH 475 Professional Practices for Architects has been amended to include more specific short answer questions in each homework assignment, to include a recorded verbal and visual presentation and to include a written summary of the verbal presentation.*

Long-range planning

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

- *The ARH Governance Committee have requested the following:*
 - *New Roles be created for an Online Freshman Coordinator, an ARH B.Arch Professional advisor, a Second Year Design Studio and Collaboration Coordinator.*
 - *reductions in class caps for ARH 441, ARH 475, ARH 510, ARH 550*
 - *support to run a Professional Preparedness Workshop.*
 - *a more collaborative approach to Online Class Builds*
- *At the time of writing this report, ARH 441 was approved for course cap reduction, the Professional Preparedness Workshop has received permission to run and discussions are underway for a more collaborative approach to course builds, specifically ARH 320 Structures.*

I.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 Jack Tiranasar now include: George Craigmyle, James Ryan, John Kearns, and Alex Benavente. 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 now includes Kerri Conlon, Shop Manager, Justin Mrazik, Lead Shop Technician, Nancy Sayavong, Lead Metal Shop Technician, Greg Gunstrom, Lead Digital Fabrication Technician, and Part-Time Technicians Kevin Neilan and William Ward. One Part-Time Technician position is currently open.

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 an holistic vision for the School of Architecture with the introduction of an Executive Director.

Mimi Sullivan, AIA, (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, was 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.

In Fall 2013, Mark Mueckenheim joined the School of Architecture as the M.Arch Director bringing a unique perspective based on his European education, professional and academic experience. Also, Erin Berta was brought in as the Department Archivist. Karen Seong took the position of B.Arch Assistant Director, taking over from Beverly Choe. Nicole Lambrou took on the M.Arch Assistant Graduate Director role. Prior Program Chair, Alberto Bertoli is now Chair Emeritus. M.Arch Coordinators include Ben Rice, M.Arch Emerging Technologies, and Richard Smith, M.Arch Midpoint Review Coordinator. Mary Ordog is our department Administrator working with full-time Administrative Assistant Clare Dougan. Rounding out the departmental staff are IDP Educator Coordinator, Sam Mathau and M.Arch student advisor, David Gill.

Introduction

The Architecture Program employs 14 full time and 71 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).

Student to faculty ratios (Fall 2014)

	Undergrad Students	Grad Students	Total Students	Faculty	Student Faculty Ratio
Full Time	171	151	322	14	
Part Time	100	89	189	71	
Total	271	240	511	85	6.0:1
Full-time Equivalent (FT + 1/3 PT)					10.4:1

Faculty-Course Matrix

Matrix for faculty teaching in the B.Arch curriculum from Fall 2013 to Spring 2015 is included in Section 1.3.3. and in the faculty resumes in Section 4.3.

Faculty Resumes

Resumes for faculty teaching in the Undergraduate program are included in Section 4.3.

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. Two to three full time ARH faculty members are budgeted to attend the Annual ACSA conferences each year. In 2015 the Budget allows for 2 attendees in Spring and 2 attendees in Fall. Eric Lum and Jennifer Asselstine will be attending the Toronto Conference.*
- 2. California Architects Board Meeting, Feb 2014: Mimi Sullivan attended a special meeting to discuss the direction of education in regards to licensure in 2014 and Mark Donahue, Comprehensive Design Coordinator is slated to attend a similar meeting on this subject in March*
- 3. One faculty member was approved to attend the Facades Conference in Los Angeles in February 2015. Karen Seong attended the conference.*
- 4. One full time faculty member has been budgeted to attend the Monterey Design Conference held every other year. Karen Seong (B.Arch Assistant Director) attended in 2014*
- 5. Two full time faculty attended the Acadia Conference in October, 2014. Participants were Ben Rice and Doron Serban. Two participants are slated to attend in October 2015*
- 6. One faculty member is budgeted to attend the LEED Conference/Green Build in 2015.*
- 7. Braden Engel, History Theory Coordinator is slated to attend the Society of Architectural Historians Conference in Chicago in April 2015*
- 8. Two faculty have been slated to attend the Urban Land Institute Conference in September in San Francisco*
- 9. To support part time faculty in attending conferences and meetings of interest and relevance to their curriculum, there is a budget of \$500 per semester set aside. PT Faculty will submit a request for this funding through the department and it will be approved by the AAU Executive office.*
- 10. 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 Charrette which focuses on urban issues. The 2015 Fall Charrette is scheduled for the first week in Fall term. The Fall Charrette in 2014 focused on a prominent site in transition where the current train station is being relocated creating the possibility for new housing, mixed use and open space to be considered. The invited critics were Martin Felson and Sarah Dunn from Chicago. 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 2013

The AAU School of Architecture sponsors a Public Lecture series each year, inviting speakers of note from the national and international realm and exposing our students to a broad range of critical discussion about both the history and the future of architectural and environmental design. The School of Architecture was thrilled to host Sir Peter Cook in February 2015. Last year, the Public Lecture series hosted: Ines Dantas of WUDA Wurfbaum Dantas Architects, Munich; Janek Bielski of Janek Bielski Architects-Los Angeles; Mark Mueckenheim of MCKNHM Architects BDA; Georg Rafailidis of Davidson

Rafailidis Architects-Buffalo NY/Berlin Germany; Michelle Delk of Snohetta, New York/Oslo; and Sascha Glasl of Space & Matter, Amsterdam.

The School of Architecture hosts guest designers and architects to lead the ARH Fall Charrette. In collaboration with the School of Landscape Architecture, the M.Arch program and upper level studios in the B.Arch program, the Charrette is designed to bring students of different experience and expertise together in groups of 15-20 people where the team addresses a number of contemporary urban issues and systems in the design visualization of an evolving district in the San Francisco city fabric. In Fall 2014, we hosted Martin Felson and Sarah Dunn from Chicago as the guest designers and the design teams collaborated for 4 days to reinvent a portion of the SOMA district that will change as the Transbay Terminal project relocates the existing Caltrans station and opens up a significant amount of space for redevelopment.

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. In 2014 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.

In 2014 we introduced the Ethics and Leadership Panel and guest speakers have joined us to discuss the application of the architecture degree across professional disciplines and in the service to the profession and the broader national and international communities. The guest speakers for these panel events in 2014 included: Garrett Jacobs Program Coordinator at Peer Network for Code for America; Bill Worthen: FAIA, LEED AP BD+C President of Urban Fabrick; Kristy Wang: Community Planning Policy Director for SPUR; Raphael Sperry AIA, LEED AP, President of Architects/Designers/Planners for Social Responsibility (ADPSR); and Rosa Sheng AIA, LEED AP BD+C Senior Associate of Bohlin Cywinski Jackson, San Francisco; Annaliese Pew Vice President and Chief Operating Officer of Building AFRICA; and Edgar Lopez, AIA, City Architect and Deputy Director for the Department of Public Works, City and County of San Francisco.

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. A new Online Orientation was launched for B.Arch online students in SP 2015. This allows us to clearly set up the expectations of the program, introduce students to the essential characteristics expected to be exhibited in the studio and courses, and start to introduce the arc of the education as it leads to a professional path.

Advising is provided by the department and by Student Services. Architecture students also have access to a tailored professional practices course, a new Professional preparedness workshop, career and industry support 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 are added each week.*
- *Industry Partnerships - creative leaders and recruiters visit campus each semester to mentor, advise and recruit talent at industry panels, company presentations and portfolio reviews.*

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.*

- *In Spring 2014 the AIAS took members to the Jewish contemporary Museum and went on a docent-led architecture tour.*
- *Just prior to Fall 2014, the AIAS helped host a number of orientation week events, including helping as guides on an architectural walking tour of San Francisco, participating in a firm crawl, a private tour with staff architect at the Exploratorium and stayed for an after-hours social event of our general membership and incoming students.*
- *The ARH Napkin Sketch Auction raised donations in Spring and Fall 2014 for the LEAP organization in San Francisco which helps to fund art education in local schools. The professional architectural community partners with LEAP via a Sandcastle Competition. Teams of professional architects and engineer "compete" while raising significant funds for their partner schools. The fundraising at the AAU was spearheaded with a "Napkin Drawing" art auction with drawings donated by faculty and students.*
- *In Fall 2014, the AIAS hosted a 2-part Portfolio Development series. Part 1 was a presentation by Mary Scott on graphic design and general rules of thumb to apply when creating a portfolio, followed by Q&A and passing samples. Part 2 consisted of a panel discussion with 10 professional graphic designers and was followed with one-on-one portfolio feedback.*
- *Co-President, Samantha Buckley and Student Representative, Sikharin Chayaratana attended the AIAS Forum in Nashville. The 2015 AIAS Forum is planned to take place in San Francisco and AAU AIAS students are planning to participate in the conference as well as be on the planning committee.*
- *The AIAS coordinates with BAYA (Bay Area Young Architects) to attend their monthly tours, has attended public events such as Gensler's Gallery night multiple times, and planned their own private firm tours.*
- *Spring 2015 AAU AIAS chapter will be attending the West Quad conference in Seattle, WA during Spring break.*
- *AIAS will be hosting a Food and Swag sales for the upcoming lecture by Sir Peter Cook, hosted by AAU Architecture Department.*
- *On March 26th, AIAS will be hosting another Portfolio review session (with licensed Architects) including Q&A, and one-on-one portfolio feedback.*
- *The AIAS is planning a General member's dinner in Spring 2015.*
- *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 next AAU Chicago Trip is being planned for Fall 2015.*
- *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.

I.2.2. Administrative Structure & 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.

Sam Mathau’s Role as IDP Education Coordinator, as prescribed by NCARB, was reorganized so that his administrative hours carry throughout the year, not just during the semesters.

Duties of the Executive Director position include: oversee program’s achievement of its mission, provide leadership in developing the program strategic plan, initiate new curricular programs related to the accredited architecture programs, 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).

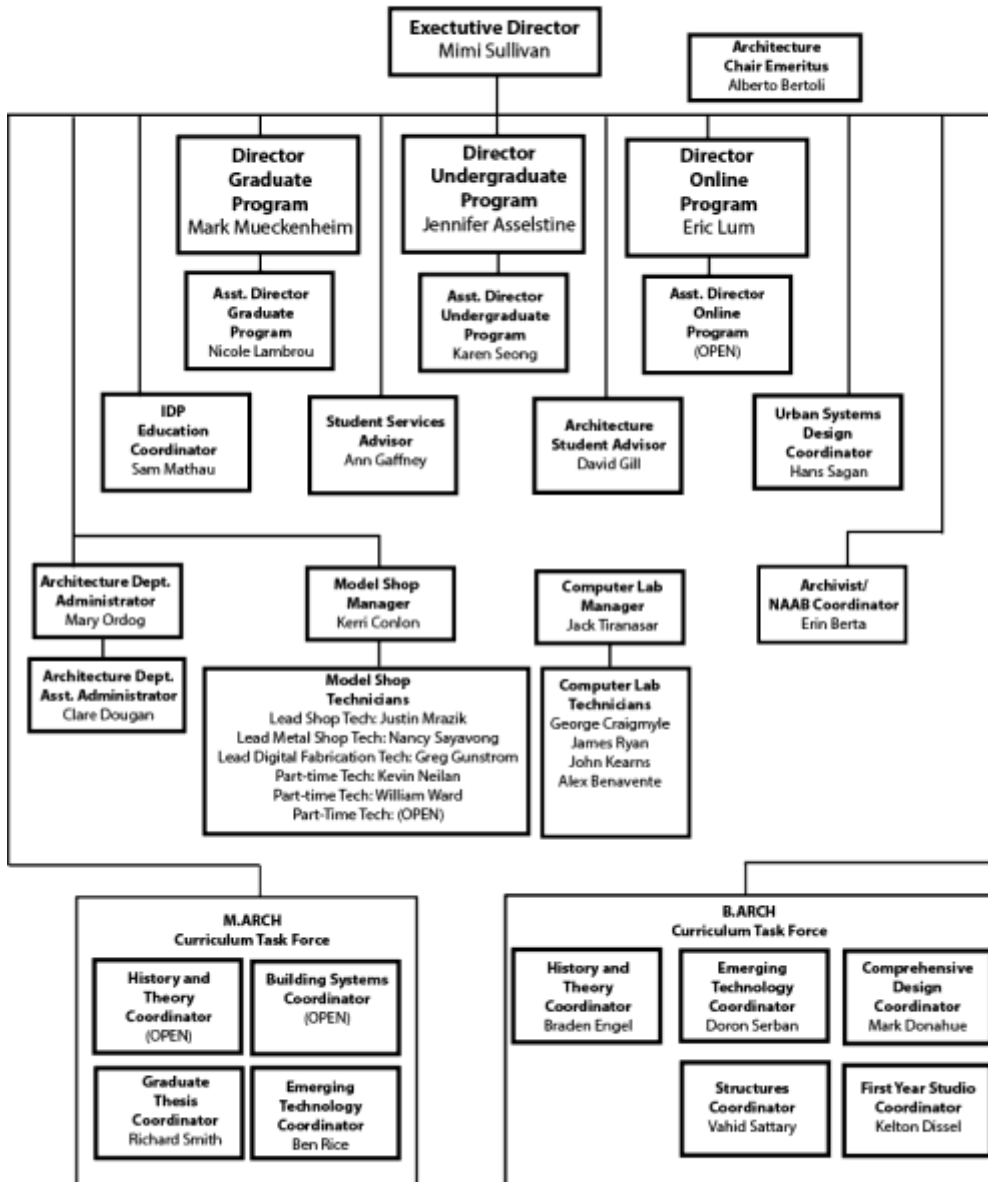
Duties of the full-time B.Arch Director position include: teaching, developing curriculum, recruiting and overseeing the department’s faculty, liaising with practicing professionals in the field of architecture, outreach to other AAU departments, advising students, conducting Town Hall and DAT meetings,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

See attached link for [Organization Chart](#)

<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19462&ithint=file%2cpdf&app=WordPdf&authkey=!AAk691Zksyw3Cu0>

ACADEMY OF ART UNIVERSITY SCHOOL OF ARCHITECTURE 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 and key ARH Coordinators. 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 2015 semester 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 year BFA and the B.Arch degree. (The 4 year BFA has not accepted any new students since Fall 2011, and will end 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), 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 the 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 sq. ft.) 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 sq. ft. dedicated to ARH and additional presentation space that is shared with both departments (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. (Note: Landscape Architecture was moved to another AAU Building in Spring 2015 to make more studio, office, and presentation space for ARH and IAD at 601 Brannan.

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 nail guns, drill presses, a compound miter saw, a band saw, 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 has been installed at the Industrial Design department workshop which has been purchased with the understanding that it will be a resource to Architecture students as well. 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 plans identify the current architecture spaces at 601 Brannan Street.

See attached link for 601 Brannan, First Floor, [Model Shop Floor Plan](https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19467&ithint=file%2cpdf&app=WordPdf&authkey=!ABnZqKptyiywvyQ)
<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19467&ithint=file%2cpdf&app=WordPdf&authkey=!ABnZqKptyiywvyQ>

See attached link for 601 Brannan, [First Floor](https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19465&ithint=file%2cpdf&app=WordPdf&authkey=!ACxZLfCETM5-hfA)
<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19465&ithint=file%2cpdf&app=WordPdf&authkey=!ACxZLfCETM5-hfA>

See attached link for 601 Brannan, [Second Floor](https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19466&ithint=file%2cpdf&app=WordPdf&authkey=!AJMrJXQhu1OSYwg)
<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19466&ithint=file%2cpdf&app=WordPdf&authkey=!AJMrJXQhu1OSYwg>

See attached link for 466 Townsend, [Third Floor](https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19464&ithint=file%2cpdf&app=WordPdf&authkey=!AKLOSz6RnQ2Ms7E)
<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19464&ithint=file%2cpdf&app=WordPdf&authkey=!AKLOSz6RnQ2Ms7E>

Changes

With a steadily growing Undergraduate population, we expect to need additional studio spaces by Fall 2015 and Spring 2016 to accommodate the B.Arch needs. 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. See link for Architecture [Square Footage Chart](https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19474&ithint=file%2cxlsx&app=Excel&authkey=!AFW2RKdFpvQOhVY)
<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19474&ithint=file%2cxlsx&app=Excel&authkey=!AFW2RKdFpvQOhVY>

ARCHITECTURE DEPARTMENT SQUARE FOOTAGE				
1ST FLOOR OF 601 BRANNAN	ROOM #	ROOM DESCRIPTION	DEPARTMENT	APPROX. SQUARE FOOTAGE
	100	OFFICE	ARH	181
	101	LECTURE CLASSROOM	IAD	617
	102	PRESENTATION AREA	ARH (SHARED)	350
	103A	CONFERENCE ROOM	ARH	227
	103	CONFERENCE ROOM	ARH	207
	104	MATERIALS LIBRARY	IAD	200
	SHOP	WOODSHOP, METALSHOP, MODEL MAKING	ARH (SHARED)	5,641
	105	COMPUTER CLASSROOM	IAD	695
	105A	STUDIO CLASSROOM	IAD	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	ARH	908
		OTHER (IT, COMMON, MISC SHARED SPACE)		18,892
			TOTAL-1ST FLOOR BRANNAN	41,066
			TOTAL USED BY ARCHITECTURE DEPT. ON THE FIRST FLOOR OF 601 BRANNAN	30,893
			TOTAL 1F AREA USED EXCLUSIVELY BY ARCHITECTURE DEPT.	6,633
			TOTAL 1F SHARED CLASSROOMS USED BY ARCHITECTURE DEPT.	8,221
2nd FLOOR OF 601 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	IAD	205
	206H	LECTURE CLASSROOM	IAD	265
	206I	OFFICE	IAD	239
	206J	PRINT ROOM AND PRINTING AREA	ALL	905
	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	769	
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 BRANNAN	34,728	
		TOTAL SQ. FT. USED BY ARCHITECTURE DEPT. ON THE SECOND FLOOR OF 601 BRANNAN	29,307	
		TOTAL 2F AREA USED EXCLUSIVELY BY ARCHITECTURE DEPT.	13,158	
		TOTAL 2F SHARED CLASSROOMS USED BY ARCHITECTURE DEPT.	1,032	
		TOTAL SQ. FT. USED BY ARCHITECTURE AT 601 BRANNAN	60,200	
3rd FLOOR OF 466 TOWNSEND	ROOM #	ROOM DESCRIPTION	DEPARTMENT	APPROX. SQUARE FOOTAGE
	310	STUDIO CLASSROOM	ARH	992
	311	STUDIO CLASSROOM	ARH	992
	312	STUDIO CLASSROOM	ARH	992
		PRESENTATION AREA	ARH	682
			TOTAL SQ. FT. USED BY ARCHITECTURE DEPT AT 466 TOWNSEND	3,658
			TOTAL SQ. FT. USED BY ARCHITECTURE DEPARTMENT	63,858

SUMMARY	
TOTAL AREA USED BY ARCHITECTURE DEPT. IN BOTH BUILDINGS:	63,858
TOTAL AREA USED EXCLUSIVELY BY ARCHITECTURE DEPT:	23,449
TOTAL SHARED CLASSROOMS USED BY ARCHITECTURE DEPT:	9,253

Computing Resources

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

See link for list of [Hardware](#)

https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19476&ithint=file%2cpdf&app=WordPdf&authkey=!AKHL9bH9_BEV9bg

See link for list of [Software](#)

<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19477&ithint=file%2cpdf&app=WordPdf&authkey=!AJGLrRARbEuejkc>

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. Gross revenues in 2014 are slightly below 2013 (2%).

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 22-23 of the Spring 2015

Student and Academic Policies document. 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. The program budget was \$4,821,235 in 2014 compared to a total of \$5,072,869 in 2013. The 2013 budget included \$1,200,000 for building related capital improvements/ acquisition costs to accommodate anticipated growth in the program enrollment. Only a small portion of these budgeted costs were spent in 2013.

Actual and Projected Revenues and Costs

The table below illustrates the current Revenues and Costs both actual and projected for the Master and Bachelor Degree Architecture Programs

**ACADEMY OF ART UNIVERSITY
 ARCHITECTURE PROGRAM - MASTER & BACHELOR DEGREES
 NAAB FINANCIAL INFORMATION**

		<u>2014</u>	<u>2015</u>	<u>2016</u>	<u>2017</u>
		<u>Preliminary</u>	<u>Projection</u>	<u>Projection</u>	<u>Projection</u>
ENROLLMENT					
Spring	- Undergraduate	260	288	300	310
	- Graduate	245	245	245	250
Fall	- Undergraduate	300	325	345	360
	- Graduate	242	250	255	260
Growth	- Undergraduate	12%	9%	5%	4%
	- Graduate	-1%	2%	1%	2%
	- Total	5%	6%	3%	3%
REVENUES					
Tuition	- Undergraduate	3,672,191	3,737,000	4,090,000	4,460,000

Tuition	- Graduate	3,815,501	4,361,000	4,573,000	4,897,000
Course fees		254,105	269,000	278,000	286,000
		7,741,797	8,367,000	8,941,000	9,643,000
EXPENSES					
Payroll costs, including taxes and benefits		3,239,923	2,672,000	2,899,000	3,137,000
Instructional expenses and course materials		245,307	330,000	341,000	351,000
Equipment - capital costs		382,172	88,000	89,000	90,000
Building improvements		49,278	36,000	37,000	38,000
Operating costs		34,803	26,000	27,000	28,000
		3,951,483	3,152,000	3,393,000	3,644,000
NET DEPT MARGIN BEFORE ALLOCATIONS		3,790,314	5,215,000	5,548,000	5,999,000
OVERHEAD ALLOCATIONS					
Facilities Overhead		1,873,722	2,016,000	2,083,000	2,147,000
Administrative Overhead		4,666,508	4,801,000	4,961,000	5,113,000
		6,540,230	6,817,000	7,044,000	7,260,000
NET DEPT MARGIN		(2,749,916)	(1,602,000)	(1,496,000)	(1,261,000)

Notes:

Based on current enrollment, students expressing interest in the Architecture program, and inquiries about the program, the Executive Vice President of Enrollment Management has applied historical trends and his expertise to project enrollment in the Architecture program.
 2014 tuition per unit is for undergraduate studies \$785 SP 2014 \$810 FA 2014 and for graduate studies \$885 SP 2014 & \$910 FA 2014.
 2015 tuition per unit is for undergraduate studies \$810 SP 2015 \$835 FA 2015 and for graduate studies \$910 SP 2015 & \$935 FA 2015.
 Tuition increase of 5% projected Fall 2016 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 any of the University's other academic departments, the Department has the greatest expenditure per student in the school. This excludes the new department of Writing for Film, Television and Digital Media which is in initial development and has fewer than 20 students.

Academy of Art University
 Per Student Expenditure Report By Department for the Year Ended December 31, 2014
 Based on Unaudited Preliminary Data

Department	Net Expenses	** LA, FND, ARC	Headcount Average	% of Students by Dept	\$ per Student
(Excluding Undeclared)					
Advertising	1,953,225	550,320	486.0	3%	5,151

Graphic Design	3,068,230	1,127,816	996.0	7%	4,213
Fashion	9,220,361	2,591,372	2,288.5	15%	5,161
Motion Pictures & Television	6,325,379	1,316,917	1,163.0	8%	6,571
Music Production & Sound Design for Visual Media	1,537,916	462,563	408.5	3%	4,897
Acting	1,169,627	240,623	212.5	1%	6,636
Writing for Film, Television & Digital Media	149,204	9,059	8.0	0%	19,783
Game Development	2,803,980	793,774	701.0	5%	5,132
Animation & Visual Effects	8,707,750	1,890,450	1,669.5	11%	6,348
Multimedia Communications	2,489,142	381,034	336.5	2%	8,529
Web Design & New Media	2,430,716	955,133	843.5	6%	4,014
Fine Arts & Sculpture	4,606,527	737,723	651.5	4%	8,203
Jewelry & Metal Arts	499,393	117,764	104.0	1%	5,934
Art History	110,524	62,279	55.0	0%	3,142
Illustration	2,919,100	1,314,086	1,160.5	8%	3,648
Photography	4,350,907	1,395,049	1,232.0	8%	4,664
Visual Development	734,188	472,754	417.5	3%	2,891
Architecture	3,928,486	538,996	476.0	3%	9,385
Landscape Architecture	652,213	95,683	84.5	1%	8,851
Interior Architecture & Design	2,105,922	1,019,111	900.0	6%	3,472
Industrial Design	2,944,224	580,327	512.5	4%	6,877
Art Education	395,909	138,712	122.5	1%	4,364
Liberal Arts **	4,093,631				
Foundations **	1,748,948				
Academy Resource Center **	10,948,966				
Total Academic/Instructional	79,894,468	16,791,545	14,829.0	100%	5,388

Sources:

Net Expenses - Dept Margin Report for Year Ended 12/31/2014 (excluding contra-asset \$)

Headcount - AAC_HEADCOUNT_BY_ACAD_ORG: Average of SP14 & FA14 Terms (end of term)

(Excluding Undeclared)

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 2014, the ratio in the Architecture programs was 6.0 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

- 179 onsite, continuing B.Arch students @ 60 sq. feet dedicated studio space per student = 10,740 sq. feet
- 105 onsite M.Arch students @ 80 sq. feet dedicated studio space per student = 8,400 sq. feet
- Total studio space needed = 19,140sq.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	284	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 ratio in the program, with a target of roughly 10:1 or better. As of Fall 2014, the ratio in the Architecture programs was 6.0 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 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, architecture and architecture-related materials in the Library collection are housed and serviced at a central library. Beginning March 2015, required and recommended texts for Undergraduate and Graduate level courses will be housed and serviced at the Brannan building. 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 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 Architecture 110, Studio 1: Concept Design Studio. 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

In addition to the required and recommended texts at Brannan, the Library holdings are housed in six primary locations on the 6th floor of 180 New Montgomery Street. These locations are: Reference, Circulating Stacks, Course Reserve, Desk Reference, Video, and Periodicals. The Library also has rare books, MFA and M-Arch projects, the picture file (a collection of thousands of images categorized by broad subject headings), and other smaller special collections.

The Help Desk is the primary service point for all patrons, and is open when the Library is open, 8 AM to 10PM Monday through Thursday, 8AM to 7PM Friday, and 10AM to 6PM on the weekends. Librarians utilize this space for one-on-one reference sessions 8AM to 5PM Monday through Saturday. Additionally, reference services are offered over email, by phone, and through online offices in Adobe Connect.

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 195 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	Number in Collection	2013	2014	2015 (Projected)
Books	40,000 volumes	\$47,750	\$36,850	\$60,000
E-Books	7,500 titles	\$8,000	\$8,000	\$12,000
Periodicals	197 current titles/subscriptions; 146 back issue titles	\$40,000	\$27,760	\$30,000
Database Subscriptions	18 databases	\$78,625	\$77,100	\$108,785
Digital Images	Luna (includes Amica and Archivision Collections)	\$11,545	\$11,200	\$11,200
Videos/Films	4,260 VHS & DVD	\$5,000	\$3,000	\$4,250
Sound Recordings	128 (28 Music CDs and 100 sound effect CDs)	\$250	\$150	\$250
Electronic Access	Software: Library Catalog & Digital Image Delivery	\$26,000	\$36,000	\$37,375
Picture File	10,000 items	\$0	\$0	\$0
MFA Archives	3,500 projects	\$0	\$0	\$0
Total	47,500 books and e-books	\$217,170	\$200,060	\$263,860
	343 past and current periodical titles			
	Over 380,000 digital images			
	4,388 multimedia items			

Periodicals for Architecture

The Library has an extensive periodical collection with 20 titles directly related to the field of architecture. Of these titles are current subscriptions while 12 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 23 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 228 architecture titles through the EBSCO Art Source database.

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

Avery Index to Architectural Periodicals (via ProQuest): A comprehensive guide to the current literature of architecture and design, the Avery Index surveys more than 2,500 US and foreign journals. It covers

archaeology, architecture, architectural design, city planning, furniture and decoration, historic preservation, history of architecture, interior design, landscape architecture, and urban planning.

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.

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.

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

Oxford Art: An online encyclopedia of world art and art history, spanning from prehistoric to modern art. Contains artist biographies, information about art movements, timelines of world art, definitions of art terms, and links to image collections.

Digital Visual Resources for Architecture

The LUNA Digital Image Collections database provides users with access to over 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

MADCAD.com: online subscription resource providing the following reference texts:

- ASHRAE Standard 90.1-2010 Energy Standard for Buildings
- ICC A117.1 Accessible and Usable Buildings and Facilities
- International Building Code
- International Energy Conservation Code
- International Existing Building Code
- International Fire Code
- NFPA 13: Standard for the Installation of Sprinkler System
- NFPA 70: National Electrical Code
- NFPA 101: Life Safety Code
- USGBC LEED Reference Guide for Green Building Design and Construction – 2010
- Architectural Graphic Standards, 11th Edition

Books and Films for Architecture

Academy of Art University Library ARH and IAD Books and Films - February 2015			
Books:			
Call Number Ranges	Subject	Unique Titles	Volumes
HT	Urban Planning	77	86
KFC813	California Building Laws	7	9
NA	Architecture	2375	2690
NC750	Drawing: Perspective	38	56
NC825	Drawing: Buildings / Interior Design / Interiors	19	24
NK	Interior Architecture and Design	1995	2379
SB	Landscape Architecture and Design	141	156
TA	Structural Engineering / Transportation Engineering	114	133
TF	Architecture of Transportation	4	4
TG	Bridge Engineering	11	11
TH	Building Construction	264	331
TJ163.5	Energy Efficient Design	3	3
TK425 - TK4399	Lighting Design	33	46

TR659	Architectural Photography	29	31
TITLES RELEVANT TO ARCHITECTURE IN EBOOK COLLECTION (NO ITEM RECORDS ATTACHED)		998	
TITLES RELEVANT TO ARCHITECTURE IN OTHER CALL NUMBER RANGES:		464	541
TOTAL BOOKS:		6572	6500
Films:			
VIDEO-ARH	Architecture and Architects	105	113
VIDEO-IAD	Architecture and Architects	7	7
TOTAL BOOKS AND FILMS:		6684	6620

Library Material for Sustainable Architecture and Energy Efficient Design

Material on Sustainable Architecture		
Material Type	Unique Titles	Volumes
Books	92	104
E-books	52	N/A
Movies	12	12
Total	156	116

These materials, which fall under a wide range of the call number ranges in the list above, have one or more of the following Library of Congress subject headings: "Sustainable architecture", "Sustainable buildings", and "Architecture -- Environmental aspects".

Procuring Digital Resources for Art and Design Disciplines

The Library Director works with staff librarians and Academic Department Directors to identify quality digital resources for the study of Architecture and to acquire those resources for the library collection. We are finding more resources that meet our students' research requirements and will continue to work with vendors and key stakeholders to identify and acquire digital content when deemed beneficial to the support of the Academy's curriculum.

Procurement of Physical Materials

The size and scope of our collection depends on the patron base we support, the physical space available for collections, funding from our administration, and availability of appropriate resources. We will continue to work with the administration to ensure that the research needs of the Academy community are met by our collection and services.

Risks to the Library

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 and 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, 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. Funding for 2015 was increased and purchasing has increased to acquire materials as swiftly as possible.

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 to the Architecture department- while the Library enjoys near-capacity use from students and faculty on a daily basis, analytics show that materials checked out by Architecture students is low. In addition, there appears to be a misunderstanding of what the library has and how to access these materials. Targeted marketing of resources and services to students and faculty will help bridge this disconnect.

Collection Development – Materials and electronic resources purchased for Architecture must support the Architecture curriculum. Funds allocated for 2015 will support this endeavor.

I.3. Institutional Characteristics

I.3.1. Statistical Reports

(N/A)

I.3.2. Annual Reports

(N/A)

I.3.3. Faculty Credentials

Credentials of faculty who are teaching in the undergraduate program may be found in the FacultyMatrix starting on the next page and in the Faculty Resumes found in Part 4.3 of this document. See link to [Architecture Faculty Matrix](#)

<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19484&ithint=file%2cpdf&app=WordPdf&authkey=!ANfC47sn51AKPwg>

ARCHITECTURE FACULTY CREDENTIAL MATRIX

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
Adamolekun, Tobi	Sustainability consultant since 2009; freelance architect and fabricator since 2011.	ARH-180	x				
Adams, Kyle	PE of California M36147 and Associate Design Building Institute of America (DBIA). Member of ASHRAE. B.S in Architectural Engineering, University of Kansas	ARH-440				x	x
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		x		x	x
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	x	x		x	x
		ARH-250					x
Asselstine, Jennifer	B.Arch Director at Academy of Art University, School of Architecture; Led the award-winning AAU student design build project in 2010. Has worked internationally in London, Kuala Lumpur and Sydney. BArch from University of Minnesota, 1983. Licensed Architect in Maryland	ARH-110	x	x		x	x
		ARH-430		x		x	x
Barriere, Lise	Lise Barriere is a LEED AP BD+C and NCARB certified, licensed architect in California with over twenty years of experience. Lise obtained a BA in psychology from McGill University in Montreal and studied architecture at Dalhousie in Nova Scotia.	ARH-350					x
Benoit , Peter	MA, University of California, B.S. Architecture, University of Virginia, Minor Concentration in English. Licensed Architect in California LEED AP	ARH-450	x	x			

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
(Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
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		x			x
		ARH-529		x		x	x
		ARH-550				x	
Bonfiglio, Alvaro	PH.D In Architecture, The University of Tokyo, Japan, Institute of Industrial Science Lecturer at the University of California, Berkeley College of Environmental Design/ Departmen of Architecture. Professor at Universidad De La Republica, Uruguay Registered Architect Montevideo, Maldonado \$ Rocha City Councils, Uruguay	ARH-410				x	
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	x				
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 Hewlitt. Boston College, Boston, MA.Fine Arts: studied oil painting under Andrew Taverelli.	ARH-230		x		x	x
Brugger, Laura	Ph.D from Columbia University, New York, NY in Art History and Archaeology, M.Arch and Master of Historic Preservation. Teaching professor at Pratt Institute-School of Architecture, Brooklyn, NY. Lecturer at CCA in San Francisco. Architectural Project manager at Historic Resources Group (HRG) Los Angeles 1996.	ARH-170					x
Brummond, Steven	MA- University of California, Berkeley, Bachelor of Science, Architecture, Minor in Architecture History, University of Virginia, Charlottesville.	ARH-180	x	x		x	

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
 (Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
Buhmann, Carol	MA in Building Design, Colombia University - has over 15 years of teaching experience as a professor/lecturer - Recently published	ARH-110	x	x		x	x
		ARH-310	x	x		x	x
		ARH-170					x
		LA-123		x			
		LA-319			x		
Chang, Joyce	LEED AP BD+C completed NCARB architectural licensing exams and is currently preparing for the California Supplemental Exam. B.A. degree from UC Berkeley and Master of Architecture degree at Yale School of Architecture. An avid explorer, has traveled extensively throughout Europe, Asia/South East Asia and Central/South America.	ARH-170					x
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	x		x	x	x
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-310	x				
Cia, Stephen	BS-Architectural Engineering, University of Kansas 2007	ARH-440		x		x	x
Clendenin, Heather	Program director, landscape Architecture Certificate Program 1997 -2007 - Registered Landscape Architect, California	ARH-110	x	x		x	x
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		x			
		ARH 399 (was ARH-190)				x	x

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
 (Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
Cusenbery, Mallory	design principal RossDrulisCusenbery Architecture, Inc., an architectural firm specializing in justice, public safety community and youth projects. Based in the San Francisco Bay Area Bachelors and Masters in Architecture at the University of California, Berkeley	ARH-450				x	x
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-410	x	x		x	x
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 LI, California licensed architect – C33370	ARH-150	x	x		x	x
DiTommaso, Agostino	Ph.D in Architecture, 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	x			x	
Donahue, Mark	Mater 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 Gensler, SOM, HKS, and has recently opened his own firm. AIA LEED BD+C.	ARH-239			x		
		ARH-350	x	x			
		ARH-440		x		x	x
		ARH-450				x	x
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 written 4 publications.	ARH-230	x				
Engel, Braden	Leeds Metropolitan University, United Kingdom PhD Candidate School of Art, Architecture & Design Architectural Association School of Architecture, London Master of Arts, Histories & Theories of Architecture North Dakota State University, Fargo, ND, USA Master of Architecture	LA-123				x	x
		LA-219	x	x	x	x	x
		LA-319	x	x	x	x	x
		LA-429	x	x	x	x	x

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
(Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
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	x			x	x
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	x	x		x	x
Gibson, Geoffrey	Has been a Project Architect/Project manager for 17 years - eight years of teaching experience.	ARH-150	x	x			
		ARH-310				x	
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	LA-123	x	x		x	x
Han, Bo	Registered Architect, California - LEED AP BD+C MBA in Sustainable Management (in process) Presidio Graduate School, San Francisco, M.Arch Graduate school of Design, Harvard University. B.A in Studio Art, Brown University Senior Architect/Technical Director at Gensler, San Francisco.	ARH-150					x
Hansell, William	Master of Architecture, University of Virginia. Bachelor of Science in Architecture, University of Virginia. Licensed Architect in CA.	ARH-350				x	
Hathaway, Alec	licensed architect with fifteen years of experience, most recently at EHDD Architecture in San Francisco (2006-12) LEED AP BD+C Bachelor of Science in Architecture from the University of Virginia and his Master of Architecture from the Yale School of Architecture.	LA-110				x	
		LA-123					x

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
 (Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
Hawthorne, Drake	M.ARCH-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-180					x
		ARH-230	x	x		x	x
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	x	x		x	x
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	x	x		x	x
Jamtgaard, Paul	Licensed architect in California. LEED AP BD+C, Senior Designer with Group 4 Architecture Research & Planning, South San Francisco M.Des Urban Design, Harvard, M.Arch University of California, Berkeley, B.A. in Economics University of Oregon.	ARH-510				x	
		ARH-550					x
Jones, J. Hulett	Owner and Principal Jones/Haydu, San Francisco. Registered Architect in California. Registered Residential Designer in Nevada. LEED AP, B.Arch from The University of Texas at Austin. Instructor and Lecturer at Cal Poly San Luis Obispo.	ARH-350					x
Kesler, David	Masters of Architecture, Columbia 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 Licensed Architect in California.	ARH-110	x	x		x	
King, Joseph	AIA, LEED AP, has been practicing architecture for over 15 years with an emphasis on urban multi-family and residential design. A registered architect in both California and Illinois,B.A. from the University of California, Berkeley and an M.Arch from the University of Michigan. design principal with the firm Booth Hansen and heads its San Francisco office.	ARH-350				x	x

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
(Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
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	x	x	x	x	x
Leedham, Amy	M.Arch in Sustainable Environmental Design, Architectural Association, London, England, UK. BSc in Architecture and Urban Planning, Northeastern University, Boston, MA.	ARH-430		x		x	x
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	x	x		x	x
Majidi, Sepideh	Master of Architecture, Academy of Art University, San Francisco Master of Architecture, Azad University, Tehran, Iran.	ARH-390	x			x	
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	x	x		x	
Meade, Zachary	M.Arch from Newschool of Architecture & Design, CA B.A in Political Science UC Santa Barbara. Architectural Designer with Design Blitz, San Francisco, CA. Lead Revit Designer with Woods Bagot, Melbourne, Australia and Hayball, Melbourne, Australia	ARH-390				x	x
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	x			x	

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
(Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
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		x		x	
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	x				
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		x		x	x
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	x	x		x	x
		LA-449			x		
Nonaka, Sara	M.S in Lighting, Rensselaer Polytechnic Institute, Troy, N.Y. B.A. Interior Architecture, University of California, Davis. Professional Lighting designer with WSP.	ARH-440				x	x
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-239				x	x
		ARH-450					x
		ARH-475		x			

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
 (Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
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	x	x	x	x	x
Pertcheck, Edward	Registered Architect, California - LEED 2.0 Accredited Professional	LA-293	x	x	x	x	x
		ARH-399 (was ARH-190)					x
Peschel, Sara	Master Landscape Architecture, Harvard University. BS Natural Resources, University of Vermont, Burlington, VT.	ARH-240	x	x		x	x
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 - LEED, Licensed in CA.	ARH-240	x	x		x	x
Price Patel, Amit	Masters degrees in architecture and urban planning from the University of California at Berkeley. Past president Architects/Designers/Planners for Social Responsibility (ADPSR) Senior Associate at David Baker Architects, AIA and LEED AP Registered Architect in California, Urban Designer	ARH-510				x	
		ARH-550					x
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		x		x	x

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
 (Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
Ron, Benjamin	Bachelor of Science, University of California, Berkeley, CA. Licensed Land Surveyor in CA.	ARH-240		x			x
Sabil, Wafaa	Masters of Architecture, Georgia Institute of Technology, Atlanta, GA. Masters of Architecture, School of Architecture Paris la Villette, University of Paris, France.	ARH-230	x	x			
Sagan, Hans	Bachelor of Science in Cultural Studies and Comparative Literature from University of North Carolina, Ph.D in Architecture from University California, Berkeley. Graduate student instructor, and previous Coordinator for Architecture Research Colloquium series, University of California Berkeley.	LA-292		x	x	x	x
		LA-319		x			x
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.	ARH-320	x	x	x	x	x
		ARH-330	x	x	x	x	x
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-410	x	x		x	x
		ARH-420	x	x		x	x
Serban, Doron	Masters of Architecture, Syracuse University. Designer and Architect consulting for Bay Area and Syracuse, NY.	ARH-180	x	x	x	x	x
		ARH-230				x	x
		ARH-250	x	x		x	x
		ARH-390	x	x		x	x
		PRO-499					x

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
 (Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
Shepherd, Robert	B.Arch from CCA active in the architecture community for two decades. His interest in architecture ranges from design driven solutions to complex systems integration, which are applied in a wide variety of projects at many scales.	ARH-550					x
Sitabkhan, 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 Architecture.	ARH-250		x		x	x
Sotomayor, Monica	Glass Artist. Studied at the Pilchuck Glass School in Stanwood, WA. MFA in Glass-University of Edinburgh, Scotland, UK Participant in numerous solo and group exhibitions. Expertise in Glass, Metal work, Ceramics & Porcelain, and Modelmaking.	PRO-499					x
Stauffer, Jenna	State University, PA Bachelors of Architectural Engineering 2010, Pennsylvania State University, PA	ARH 440		x			
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	x	x			
Sutton, Susan	Ph.D. Art and Religion, Graduate Theological Union, 2008 M.Arch, Yale University, New Haven, CT, 1991 B.A Architecture, Yale University, New Haven, CT 1986 Associate, Greg Delory AIBD, San Francisco, CA	LA-123				x	x
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	x	x			x

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
 (Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
Tippin, Elizabeth	an attorney in private practice in San Francisco, a USGBC Leadership in Energy and Environmental Design Accredited Professional (LEED AP). has taught professional practices courses in the Architecture Departments of the Academy of Art University and UC Berkeley. She is an Allied Member of the American Institute of Architects (AIA).	ARH-475				x	x
Tiulescu, 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	ARH-210	x				
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	x				
Williams, John	Masters in Engineering, Mechanical Engineering, University of Manchester. Professional Engineer in CA. MA in History, San Francisco State University, San	ARH-440	x	x			
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-399 (was ARH-190)				x	
		ARH-441	x	x		x	x
Wood, Ethen	Professional Design Associate for over 12 years - Recent Publications include: Residential Architect, Jackson Family Retreat 2009, San Francisco Chronicle	ARH-110	x				
		ARH-310	x			x	

**ARCHITECTURE FACULTY CREDENTIAL MATRIX
 (Continued)**

FACULTY MEMBER	Summary of expertise, recent research, or experience (limit 25 words)	COURSES TAUGHT & SEMESTER/YEAR	FA 2013	SP 2014	SU 2014	FA 2014	SP 2015
Worthen, William	Bachelor of Science degree in Building Science from Rensselaer Polytechnic Institute. Over twenty-years of policy development, public advocacy, practice experience, industry research and peer-to-peer education. Sustainability consultant for several high-visibility projects that explore the practical application of leading edge sustainability strategies, energy performance and high-level LEED certifications	ARH-430				x	x
Yuen, Robert	M.S in Architecture: Digital Technologies University of Michigan. Ann Arbor, MI, M.Arch University of Michigan. Ann Arbor, MI.B.A in Architectural Studies, University of Illinois at Chicago. Creative Director of RYRD	ARH-180					x

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. See link for [SPC Matrix](#)

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II.2. Curricular Framework

II.2.1. Regional Accreditation

Please find here the most recent letter from WSCUC, the regional accrediting agency regarding the AAU's term of accreditation. See link: [WSCUC Letter-2014](https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19480&ithint=file%2cpdf&app=WordPdf&authkey=!AKb49tRE1eqUVMY)
<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19480&ithint=file%2cpdf&app=WordPdf&authkey=!AKb49tRE1eqUVMY>



Guest
Harold Hewitt, Jr.
Capeham University

Visor Chair
William A. Luskaw
University of California, Santa Cruz

Jeffrey Aronson
California Polytechnic State University,
San Luis Obispo

Richard Bray
Schools Construction Representative

Linda Buckley
University of the Pacific

Ronald L. Carter
Loma Linda University

William Covino
California State University,
Los Angeles

Christopher J. Cross
Public Member

Rand Dierkerhock
University of Hawaii at Manoa

John Eichenmeyer
Member of University

Diane E. Harrison
California State University,
San Diego

Michael E. Jackson
University of Southern California

Barbara Karlin
Golden Gate University

Margaret Kassinis
Eastern Michigan University

Linda Kaulski
University of California, Davis

Deborah Liebman
University of La Verne

Julia Lopez
Public Member

Stephen Polvett, S.J.
University of San Francisco

Barry Ryan
West Coast University

Sharon Salinger
University of California, Irvine

Sandra Serrano
Community and Junior College
Representative

Rosanne Torrealba
California State University,
Dominguez Hills

Jane V. Willman
Public Member

Luis Williams
Public Member

President
Mary Ellen Perleika

July 7, 2014

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

Dear President Stephens:

At its meeting June 18–20, 2014, the WASC Senior College and University Commission (WSCUC) considered the report of the review team that conducted the Accreditation Visit (AV) to Academy of Art University (AAU) April 1-3, 2014. The Commission also had access to the institutional report prepared by Academy of Art University prior to the Offsite Review (OSR), to any supplemental materials requested by the team following the OSR, and to the institution's May 22, 2014 response to the visiting team report. The Commission appreciated the opportunity to discuss the review with you and your colleagues Nancy Houston, Board Chair; Joe Vollaro, Executive Vice President of Financial Aid and Compliance; Martha Weeck, Executive Vice President-Finance; and Melissa Sydeman, ALO. Your comments were helpful in informing the Commission's deliberations.

Since this reaffirmation review was conducted in keeping with the *2013 Handbook of Accreditation*, the Institution was expected to address several components in its institutional report. The institutional report and the review itself were part of the pilot effort undertaken by WSCUC and other designated institutions in order to explore the new review process. Academy of Art University elected to organize its report into six major sections, based on the instructions for pilot institutions:

1. Introduction
2. Essay 1: Ensuring the Integrity, Quality, and Rigor of AAU's Degrees
3. Essay 2: Achieving AAU's Core Competencies
4. Essay 3: Defining and Promoting Student Success at AAU
5. Essay 4: Ensuring Institutional Capacity & Effectiveness in the Future & Planning for the Changing Environment for Higher Education
6. Integrative Conclusion

This report and the accompanying attachments were explored and discussed by the review team at its Offsite Review on April 23-24, 2013. As a result of that effort, the institution was asked to respond to the team's Lines of Inquiry, requesting elaboration on the original documents. The supplemental documents received and the original institutional report formed the basis for the campus visit.

The reaffirmation review was the first since AAU was granted initial accreditation. The team noted the deep engagement of administrative and academic leadership in

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shepherding the review process, with more limited involvement of full- and part-time faculty. The team found that the Institutional Review Report (IRR) was a "serious inquiry into student learning and achievement," but that it "tended to point to evidence in the extensive portfolio of exhibits rather than effectively using and analyzing evidence in the essays themselves, with the result that the IRR... appears to be lacking in depth on critical issues." Likewise, the response to the Lines of Inquiry "was a good faith effort...but...tended to point to the portfolio of exhibits rather than provide thoroughly developed answers to the questions posed." Of additional concern to the team was the fact that the confidential email account was sent to AAU constituents a day in advance of the AV, curtailing the ability of the members to perform their work based on community input.

The introduction to the IRR provided context and highlighted notable institutional accomplishments. Since the time of initial accreditation, AAU has grown substantially, doubling in size. The team noted that this has resulted in a much more complex institution, and that administrative processes are struggling to mature to meet this increased complexity. Essay 1 on the meaning of degrees provided a deep discussion of AAU's engagement with the Lumina DQP Project, and the team reviewed compelling evidence of the institution's work to achieve quality and rigor of the degree, especially with respect to student learning outcomes. When coupled with the discipline created by programmatic accreditation, AAU has achieved consequential strides in the measurement and analysis of both Student Learning Outcomes (SLOs) and the WSCUC core competencies (as described in Essay 2.) Program Review is less well-developed, but appropriate processes and schedules are in place to maintain the activity across all academic programs, and to expand the activity to include co-curricular programs.

Essay 3 on Student Success engaged such matters as retention and graduation, the role of institutional initiatives in helping students and faculty complete their programs and develop their curricula (respectively), and student life. The team noted "AAU acknowledged its low graduation rates and recognizes its admissions policy as a significant factor in the graduation rate equation." However, the team "echoes earlier concerns [from the initial accreditation team review] about whether AAU can demonstrate that its academic programs can be completed in a timely fashion." The team noted the accomplishments of the Academy Resource Center and the Faculty Development Department; each has embraced best practices in pursuing its goals. These and other efforts are evidence of an ongoing commitment to student persistence, which was shared with the team in the form of the Persistence Plan. However, it was noted that there are significant challenges to accomplishing that plan, including but not limited to unwieldy administrative policies and unclear pathways for students to address common problems. Finally, the team reviewed the area of student life, noting the institution's markedly increased co-curricular programming and the positive spirit and tremendous amount of work being done by staff in this area. The team identified three areas for further consideration, dealing with organizational structure, staff qualifications and professional development, and student leadership and citizenship.

Essay 4 dealt with Institutional Capacity and Effectiveness and Planning for the Changing Environment. With respect to finances, the team found that while AAU is fiscally sustainable it is heavily reliant on tuition income, and a downturn in enrollment could have a considerable effect on institutional capacity. In that regard, the report specifically encourages the institution to consider examination of the balance sheet to leverage financing to ensure operations have sufficient capital. In addition, the team noted the absence of "a multiyear budgeting process and/or financial model", which could enhance the current operations ratio. The team also noted that the organizational structure is especially flat, with a total of

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27 direct reports to the president. With the absence of a President's Cabinet or other executive management body, organizational decisions are subject to a bottleneck. The team was advised by the Board of Directors that "an organizational consultant [has been engaged] to evaluate and recommend changes to the management structure in order to create a more effective and efficient leadership system and decision-making process."

The team also considered strategic planning and the role of the faculty. While many elements of an effective process for planning are in place, "more often than not...AAU follows a top-down model of planning and meetings with faculty most often take the form of faculty development...rather than engagement of faculty in a planning process." The liability of this practice is that fewer people contribute to the institution's goals and direction, and that constituencies can be isolated. This is particularly true of faculty, since the institution does not have an institution-wide governance body or formal committee structure. Additionally, the full-time faculty teaching load provides few if any stretches of time for professional artistic or scholarly work.

The team review of the Integrative Essay found that the effort was inadequate to the task, in so far as it does not consider the self-review process as whole and what has been learned from the effort. In addition, it found the strategic focus to be less comprehensive than would have been anticipated in a rapidly changing higher education environment.

Academy of Art University is to be commended for:

Centrality of Mission. AAU is driven by its mission and exhibits an abiding passion that is evident across the institution.

Community Among Students. Whether online or onsite, students are engaged with each other and their disciplines as a community of learners.

Focus on Students and Learning. AAU is profoundly committed to students and their learning aspirations. The engagement in the DQP project is but a single (and substantial) example of the devotion faculty and staffs have to ensuring that students succeed.

Mature Distance Education Programs. The institution has been a pioneer in developing unique online learning environments for the art and design student, resulting in the development of sophisticated learning platforms.

The Commission also endorses the recommendations of the team and wishes to emphasize the following areas for continuing attention and development, in addition to the recommendations contained throughout the team report:

Leadership and Organizational Structure and Effectiveness. The institution currently manages its affairs in a flat organization structure, impeding efficient decision-making and planning. Given its increased complexity, the team salutes the decision to undertake, and encourages the institution to consider the results of, a study of alternative management processes which do not depend upon a single individual to effect action. (CFRs 1.3, 1.7, 1.8, 3.4, 3.5, 3.8, 3.10, and 4.6)

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The Faculty Role. The participation of the faculty in the greater life of the institution, valuing their opinion and perspectives, is incumbent upon a maturing institution of higher education. AAU should examine how to engage faculty meaningfully in this greater role to ensure compliance with WSCUC Standards. (CFRs 1.4, 2.4, 2.8, 2.9, 3.3, 3.11, 4.6, 4.7, and 4.8)

Student Success. The institution is encouraged to continue its commitment to improve graduation rates (and thus retention) and to close achievement gaps. (CFRs 1.5, 2.6, 2.10, 3.6, and 4.5)

Student Life. There is a need for deeper integration of the curriculum with co-curricular programs, and for further maturation of the assessment of co-curricular offerings. This should include an examination of the need to increase the organizational role and professional profile of student affairs staff. (CFRs 1.7, 2.11, and 2.13)

Strategic Planning. The basic planning processes of the institution should be examined and recalibrated to provide for centralized academic, operations, technology, and budgeting plans which are mutually supportive of one another, and which draw on the perspectives of multiple constituencies, especially faculty.

Given the above, the Commission acted to:

1. Receive the Reaffirmation Review team report and reaffirm the accreditation of Academy of Art University for a period of seven years
2. Schedule the next comprehensive review with the Offsite Review set for fall 2020 and the Accreditation Visit tentatively set for spring 2021
3. Require a Mid-Cycle Review in spring 2018
4. Issue a Formal Notice of Concern and schedule a Special Visit in fall 2016 focusing on the institution's responses to the five concluding recommendations contained on pages 18 - 20, as well as the complementary recommendations, observations, and encouragements contained on pages 8 (second paragraph), 9 (third full paragraph and last paragraph), 10 (third paragraph), 11-12 (bulleted points), and 13 (last sentence of third paragraph) of the team report.

In taking this action to reaffirm accreditation, the Commission confirms that Academy of Art University has satisfactorily addressed the three Core Commitments to Student Learning and Success; Quality and Improvement; and Institutional Integrity, Sustainability, and Accountability, and has successfully completed the multi-stage review conducted under the 2008 Standards of Accreditation, according to the 2013 Pilot Review Process. Between this action and the time of the next review, the institution is encouraged to continue its progress, particularly with respect to student learning and success.

In accordance with Commission policy, a copy of this letter will be sent to the chair of Academy of Art University's governing board in one week. The Commission expects that the team report and this action letter will be posted in a readily accessible location on Academy of Art University's web site and widely disseminated throughout the institution to promote further engagement and improvement and to

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support the institution's response to the specific issues identified in these documents. The team report and the action letter also will be posted on the WSCUC website.

Finally, the Commission wishes to express its appreciation for the extensive work that Academy of Art University undertook in preparing for and supporting this accreditation review. WSCUC is committed to an accreditation process that adds value to institutions while assuring public accountability, and we are grateful for your continued support of this process. Please contact me if you have any questions about this letter or the action of the Commission.

Sincerely,



Mary Ellen Petrisko
President

MEP/cno

Cc: Harold Hewitt, Jr., Commission Chair
Melissa Sydeman, ALO
Nancy Houston, Board Chair
Christopher Oberg, WSCUC Staff Liaison

II.2.2. Professional Degrees and Curriculum

Curriculum

The following B.Arch curriculum outline represents the curriculum in its entirety and the sequence of courses. Course outlines may be found in Part 3 of this document.

Curricular Outline of the B.Arch degree

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

Total number of credits earned for program 162 units

Breakdown of professional content & general education in the Five Year BFA (162 credit hours total)
See on following pages:

See link to [B.Arch Program Semester Breakdown](#)

<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19486&ithint=file%2cpdf&app=WordPdf&authkey=!AHKnZL9felcNy38>

See link to [B.Arch Program Professional Studies Listing](#)

https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19488&ithint=file%2cpdf&app=WordPdf&authkey=!AEK-G_wkWPC8H3g

See link to [B.Arch Program General Studies Listing](#)

<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19490&ithint=file%2cpdf&app=WordPdf&authkey=!AAnAkt2ltN27FaY>

See link to [B.Arch Program Breadth Course Listing](#)

<https://onedrive.live.com/view.aspx?resid=58B0AC9E0F125841!19492&ithint=file%2cpdf&app=WordPdf&authkey=!AHbLkT01TyRoull>

B.ARCH PROGRAM SEMESTER BREAKDOWN						
YEAR 1 Semester 1						
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE	OFFERED ONLINE	BEING BUILT	FUTURE BUILD
ARH 110	STUDIO 1: Conceptual Design Studio (EAP LEVEL 4)	3	PROFESSIONAL STUDIES-REQ	x		
FND 113	Sketching for Communication	3	GENERAL STUDIES-REQ	x		
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)	x		
LA 255	College Math (EAP LEVEL 4)	3	GENERAL STUDIES-REQ	x		
		12	TOTAL SEMESTER UNITS			
YEAR 1 Semester 2						
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE	OFFERED ONLINE	BEING BUILT	FUTURE BUILD
LA 108	Composition for the Artist (EAP LEVEL 4)	3	GENERAL STUDIES-REQ	x		
ARH 150	STUDIO 2: Spatial Ordering & Form (ARH 110)	6	PROFESSIONAL STUDIES-REQ	x		
ARH 170	Projective Drawing & Perspective (ARH 110,FND 113)	3	PROFESSIONAL STUDIES-REQ	x		
ARH 180	Digital Visual Media (EAP LEVEL 3)	3	PROFESSIONAL STUDIES-REQ	x		
LA 271	College Algebra with Geometry (LA 255 , C- or higher)	3	GENERAL STUDIES-REQ	x		
		18	TOTAL SEMESTER UNITS			
YEAR 2 Semester 1						
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE	OFFERED ONLINE	BEING BUILT	FUTURE BUILD
ARH 210	STUDIO 3: Site Operations & Tectonic Systems (ARH 150, 170, 190)	6	PROFESSIONAL STUDIES-REQ	x		
LA 219	History of Architecture 1 (LA 108)	3	PROFESSIONAL STUDIES-REQ	x		
ARH 230	Color, Perception, and Space (ARH 170)	3	GENERAL STUDIES-REQ	x		
LA 293	PreCalculus (LA 271)	3	GENERAL STUDIES-REQ (WAS LA-256)	x		
ARH 390	3D Digital Modeling (ARH 190)	3	PROFESSIONAL STUDIES-REQ	x		
		18	TOTAL SEMESTER UNITS			
YEAR 2 Semester 2						
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE	OFFERED ONLINE	BEING BUILT	FUTURE BUILD
ARH 250	STUDIO 4: Site Culture & Integral Urbanism (ARH 210)	6	PROFESSIONAL STUDIES-REQ	x		
LA 292	Programming & Culture (LA 108, 219)	3	PROFESSIONAL STUDIES-REQ	x		
ARH 240	Surveys & Mapping (ARH 170)	3	PROFESSIONAL STUDIES-REQ	x		
LA 249	History of Architecture 2 (LA 219)	3	PROFESSIONAL STUDIES-REQ	x		
LA 296	Applied Physics (LA-293)	3	GENERAL STUDIES-REQ	x		
		18	TOTAL SEMESTER UNITS			
MIDPOINT REVIEW #1						

B.ARCH PROGRAM SEMESTER BREAKDOWN (Continued)						
YEAR 3 Semester 1						
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE	OFFERED ONLINE	BEING BUILT	FUTURE BUILD
ARH 310	STUDIO 5: Assembly Buildings & Context (ARH 250 LA 219, LA 296)	6	PROFESSIONAL STUDIES-REQ		x	
LA 319	History of Architecture 3 (LA 249)	3	PROFESSIONAL STUDIES-REQ	x		
ARH 320	Structures: Wood & Steel (LA 296)	3	PROFESSIONAL STUDIES-REQ		x	
ARH 239	Materials & Methods (ARH 150)	3	PROFESSIONAL STUDIES-REQ	x		
LA 359	Urban Sociology (LA 108)	3	GENERAL STUDIES-REQ	x		
		18	TOTAL SEMESTER UNITS			
YEAR 3 Semester 2						
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE	OFFERED ONLINE	BEING BUILT	FUTURE BUILD
ARH 330	Structures: Concrete, Masonry, & Tensile Systems (ARH 320)	3	PROFESSIONAL STUDIES-REQ			x
ARH 350	STUDIO 6: Field Conditions and Sustainability (ARH 310, LA 249)	6	PROFESSIONAL STUDIES-REQ		x	
ARH 399 (was ARH-190)	Building Information Modeling (ARH 180)	3	PROFESSIONAL STUDIES-REQ	x		
LA 115	The Natural World 1: The Base Layer (EAP LEVEL 4)	3	GENERAL STUDIES-REQ	x		
LA 429	Architecture Theory (LA 108)	3	PROFESSIONAL STUDIES-REQ	x		
		18	TOTAL SEMESTER UNITS			
YEAR 4 Semester 1						
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE	OFFERED ONLINE	BEING BUILT	FUTURE BUILD
ARH 410	STUDIO 7: Tectonics and Structure (ARH 350, co req 420)	6	PROFESSIONAL STUDIES-REQ			x
ARH 420	Structures: Systems Investigation (ARH 320, ARH 330, co req 410)	3	PROFESSIONAL STUDIES-REQ		x	
ARH 430	Climate & Energy Use: Sustainable Strategies (ARH 310)	3	PROFESSIONAL STUDIES-REQ		x	
VARIES	STUDIO ARTS AND HUMANITIES BREADTH COURSE	3	GENERAL STUDIES-BREADTH	VARIES		
		15	TOTAL SEMESTER UNITS			
YEAR 4 Semester 2						
COURSE NUMBER	COURSE NAME	UNITS	COURSE TYPE	OFFERED ONLINE	BEING BUILT	FUTURE BUILD
ARH 440	Building Systems: Mechanical, Electrical & Plumbing (ARH 410, co req 450)	3	PROFESSIONAL STUDIES-REQ			x
ARH 441	Tectonics: Code Analysis & Building Envelope Documentation	3	PROFESSIONAL STUDIES-REQ	x		
LA 449	Urban Design Theory (LA 429)	3	GENERAL STUDIES-REQ	x		
ARH 450	STUDIO 8: Housing and Comprehensive Design (ARH 410, 420, 430, co req 440, & 441)	6	PROFESSIONAL STUDIES-REQ			x
		15	TOTAL SEMESTER UNITS			
MIDPOINT REVIEW #2						

B.ARCH PROGRAM SEMESTER BREAKDOWN (Continued)

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

B.ARCH PROGRAM PROFESSIONAL STUDIES REQUIRED		
COURSE NUMBER	COURSE NAME	UNITS
ARH 110	STUDIO 1: Conceptual Design Studio	3
ARH 150	STUDIO 2: Spatial Ordering & Form	6
ARH 170	Projective Drawing & Perspective	3
ARH 180	Digital Visual Media	3
ARH 190	Building Information Modeling	3
ARH 210	STUDIO 3: Site Operations & Tectonic Systems	6
ARH 239	Materials & Methods	3
ARH 240	Surveys & Mapping	3
ARH 250	STUDIO 4: Site Culture & Integral Urbanism	6
ARH 310	STUDIO 5: Assembly Buildings & Context	6
ARH 320	Structures: Wood & Steel	3
ARH 330	Structures: Concrete, Masonry, & Tensile Systems	3
ARH 350	STUDIO 6: Field Conditions and Sustainability	6
ARH 390	3D Digital Modeling	3
ARH 410	STUDIO 7: Tectonics and Structure	6
ARH 420	Structures: Systems Investigation	3
ARH 430	Climate & Energy Use: Sustainable Strategies	3
ARH 440	Building Systems: Mechanical, Electrical & Plumbing	3
ARH 441	Tectonics: Code Analysis & Building Envelope Documentation	3
ARH 450	STUDIO 8: Housing and Comprehensive Design	6
ARH 475	Professional Practices for Architects	3
ARH 510	STUDIO 9: Mixed Use Urbanism & Research	6
ARH 550	STUDIO 10: Final Project	6
LA 219	History of Architecture 1	3
LA 249	History of Architecture 2	3
LA 292	Programming & Culture	3
LA 319	History of Architecture 3	3
LA 429	Architecture Theory	3
Total Number of Units		111

B.ARCH PROGRAM PROFESSIONAL STUDIES ELECTIVES		
COURSE NUMBER	COURSE NAME	UNITS
ARH 529	From Theory to Practice (Elective)	3
ARH XXX	Future Elective (Students may choose between B.ARCH and M.ARCH Electives)	3
Total Number of Units		6

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)		
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

BREADTH #2: STUDIO & MEDIA ARTS (Continued)		
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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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 Director of 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. M.Arch 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.

II.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

II.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.aiaa.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.aiaa.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

III.1. Summary of Responses to the Team Findings

a. Responses to Conditions Not Met

- *I.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 inadequate for the program

2014 Team Assessment: The university library at 180 New Montgomery houses a variety of books, media, e-books, and online databases for image and building plans via LUNA Digital Images Collections. In addition, the school has a collection of printed periodicals inside Brannan through the donation of personal collections from firms and professionals. The library staff noted that they were also evaluating additional online resources, including JSTOR, but decisions had not yet been made at the time of the visit.

The collections at 180 New Montgomery are about a 20-minute walk from the architecture facilities at Brannan and Townsend. Faculty and some students noted the distance was an inhibitor to using those resources. The faculty and administration of the school, as well as the director of the library, noted their interest in having an architecture-specific library at Brannan to increase access.

Many students and faculty noted that the architecture-specific collections were not sufficient for their uses. In trying to remedy this challenge, the faculty members have provided lists of needed resources to library staff for future purchasing. The library staff noted that they did not yet have the resources to purchase materials to meet this demand, and that permissions would need to come from the executive office of the university which had not been decided upon at the time of the visit.

AAU Response:

The AAU library purchases additional materials each semester based on an approved annual budget. The library budget for 2015, submitted in October as part of the annual budgetary process at AAU, was approved by the Executive Office. Additional materials, requested by the Architecture Faculty, were included in the library budget. The Library Director will purchase 60 titles in spring 2015, 60 titles in summer 2015 and 60 titles in fall 2015. The Library Director will continue to partner with the Architecture Directors and Faculty to ensure that additional materials are acquired in subsequent budgets.

The AAU Library located at 180 New Montgomery houses Architecture materials (books, media, e-books, periodicals and online databases). Since the Visiting Team left campus, the Architecture Directors have been in discussions with the Chief Academic Officer and the Library Director and staff regarding relocating a portion of the architecture-specific collections from the main library at 180 New Montgomery to 601 Brannan, to be housed in the School of Architecture, under the supervision of their onsite Archivist. The Architecture Directors have identified the materials to be moved as well as a secure location at 601 Brannan to house the materials. Once the Architecture faculty have reviewed the proposed materials to be moved, the relocation of the materials will be finalized, with Spring Break week being the target timeframe.

In addition, the library has established a materials-request process for Architecture students and faculty. This process will allow students and faculty to request materials from the main library, which will then be delivered by AAU campus mail delivery staff (a twice-daily service), to 601 Brannan for pick up by the requestor, and later returned to the library in the same fashion. This will ensure that students and faculty have access to all materials without having to travel to the main library.

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] Not Yet Met

2014 Team Assessment: Evidence of Western traditions is comprehensively found in LA 219 History of Architecture 1, 319 History of Architecture 3, and LA 429 Architecture Theory. Although evidence of Eastern, Near/Middle East and Mesoamerican traditions was found in LA 219 History of Architecture 2, there was little evidence of non-Western case studies beyond the seventeenth century in other courses.

The team found intermittent examples of global traditions in LA 319 History of Architecture 3 and in precedent analysis in ARH 150 Studio 2: Spatial Ordering & Form, but was not convinced that every student completing the curriculum would receive an understanding of global traditions and culture.

AAU Response:

The 2014 NAAB visiting team's comments on the fulfillment of the A.9 criteria in certain classes (such as LA 219: History of Architecture 1) are well received, and those courses will continue to cover that criteria. In order to address the visiting team's comments on the lack of non-Western examples in history classes after, roughly, the Renaissance, changes are being made to the History of Architecture 3 course (LA 319), Studio 2: Spatial Ordering and Form (ARH 150), and Climate and Energy Use: Sustainable Strategies (ARH 430):

- 1. Both the onsite and online classes of History of Architecture 3 (LA 319) are being rebuilt, meaning that these changes will occur in onsite sections in the Spring 2015 term and in the Summer 2015 term for online sections, although specific assignments are also being revised in the online class for Spring 2015. These changes, which will occur in both module content and assignments, will expand the references and assignments to a more global scope of study. The research project for Architecture History 3 (LA 319) will continue to focus on one twentieth century building, but quizzes (identification and short essay formats) are targeted to ensure that they cover examples from across the globe. In addition, comparison papers will be introduced that ask students to analyze and compare buildings from different hemispheres and non-Western cultures. By revising the assignments in this way, the students will engage more directly with non-Western examples.*
- 2. In addition to revisions within the History courses, a new assignment is being introduced as a part of the precedent analysis that takes place in Studio 2: Spatial Ordering and Form (ARH 150). The students will be asked to create a document that compares and contrasts a precedent building assigned to them and another precedent building that is an example of contemporary global traditions.*
- 3. In ARH 430 Climate and Energy Use, a research assignment will be revised to direct students to research how vernacular buildings have adapted to the local climates. The research will entail a sampling of locations all over the globe to cover different climates.*

b. Responses to Causes of Concern

- A. *Limited professional development. While there is excellent in-house training for faculty, professional development outside of the university is not available for part-time faculty. The funding for outside professional development such as attending conferences is often the first to be cut in a tight budget year, which exacerbates the problem for full-time faculty and further eliminates the possibility for part-time faculty. Many part-time faculty are small-firm owners who do not have the resources to participate in conferences.*

AAU Response to A:

As part of the annual budgetary approval process, additional conferences have been approved in the 2015 budget for Spring and Fall semesters, for both Full-Time and Part-Time Architecture faculty. These conferences include Art & Science of Building Facades in Los Angeles, Acadia, LEED, ACSA, and the Monterey Design Conference. In addition, funding has been approved for Part-Time Faculty to participate in local conferences, lectures, panel discussions and other events sponsored by professional organizations, academic, and civic institutions including SPUR, AIASF, SFMOMA and others. Requests for funding will be reviewed for approval by the Architecture Directors and submitted to the Executive Office for processing.

- B. *Potential isolation of online-only students. The team notes the presence of an online "learning culture," which, although different from the on-campus experience, shows evidence of peer-to-peer learning and mentoring. Many university administrators, program leaders, faculty, and students (online and on-campus) are investigating ways to foster and nurture an online learning culture in order to replicate to some degree the on-campus experience. These discussions are happening for both online-only and online-on-site interactions.*

AAU Response to B:

AAU is actively seeking to improve the educational experience of the online student, and has initiated a number of significant changes to the university's current online educational delivery methods. The new Vice President of Online Education, Ryan Baldwin, has been enthusiastic in his support of new and experimental educational projects designed to improve the online student experience and nurture an engaged culture where feedback from students and faculty can be incorporated into a better online learning and teaching experience. The culture of online learning is different from onsite learning, and AAU is continuously engaged in understanding and responding to those differences in a positive and proactive manner. In addition:

- 1. Architecture is developing a visual course gallery designed as a visual resource and database of archival work so students have a better sense of assignments, case studies, and school work as a whole.*
- 2. Architecture is part of a University-wide effort to develop visual rubrics to create common standards for onsite and online work.*
- 3. AAU has initiated pilot project experiments in synchronous (live classroom) learning, and the School of Architecture is exploring how we can also incorporate synchronous and collaborative opportunities in the Undergraduate Program.*
- 4. Architecture streams its lecture series as well other major events (symposia, annual charrette, thesis presentations) to its online community.*
- 5. Online studios typically have regular video conferencing meetings, which include midterm and final reviews attended by outside professionals and supporting consultants (engineers, landscape architects, etc.)*
- 6. Architecture has explored ways to create closer ties between online and onsite studios, experimenting with joint and collaborative projects, simultaneous reviews etc.*
- 7. Architecture utilizes several forms of social media (Facebook, Twitter, online forums) as a*

- means to create an online student community and facilitate interactions.*
8. *The AIAS is open to online students, and the onsite student representatives serve as liaisons to their online student counterparts.*
 9. *Architecture holds several events which are open to online and onsite students (annual charrette, Summer Expo, Summer Program with the Architectural Association). These events are held outside of the Fall and Spring semesters in an effort to bring in online students who could not otherwise attend during the regular semester.*
 10. *Architecture is initiating travel abroad programs to Europe which will be open to online and onsite students.*
 11. *The ARH 310 studio includes a travel component (currently to New York) which will bring online and onsite students together.*

- C. *Building operational hours. Specifically, students noted that the buildings open just 30 minutes before the start of some classes. This has created challenges for students in getting last-minute printing or finishing touches to presentations. At the beginning of the semester, the building is also closed on Sundays, even though students have already begun working on studio assignments. As one student noted, "for Monday presentations, we have to pin up by Saturday night" as a result of the operational hours.*

AAU Response to C:

Based on the feedback that students gave to the Architecture department and to the NAAB Visiting Team, building hours at 601 Brannan and 466 Townsend were expanded so that the buildings open earlier in the morning and are open on Sundays from the beginning of the semester. Students now have access to high quality printers at the 601 Brannan Print Lab, starting at 7:30 am - one hour before classes begin and on Sundays.

This access is appropriate to serve students who are looking to print a concise amount of information for a daily assignment or progress print. The School of Architecture, seeking to prepare students for the profession, strongly encourages students not to use the early opening hours to print for large mid-term and final presentations. The School of Architecture consistently promotes using time management and "design project" management skills.

- D. *Late-night transportation. The Campus Cruisers (the university taxi service) is not consistent in the response time for transporting students when the building closes at night. This is a safety issue.*

AAU Response to D:

The transportation department has added more campus cruisers (late night transportation provided by the AAU) to service 466 Townsend and 601 Brannan locations.

An additional bus loop has been added to service 466 Townsend and 601 Brannan.

The Transportation Department will be monitoring the effectiveness of these changes and continuing to coordinate transportation availability with building closing times.

- E. *A.4 Technical Documentation. While technical documentation is met in the lower-level courses, it is not consistently evidenced in the upper-level studios.*

AAU Response to E:

The undergraduate architecture department is in the process of introducing improved alignments between lower and upper-level classes to strengthen the arc of the curriculum that addresses technical documentation in the upper-level studios.

1. *Coordination among ARH 190 BIM, ARH 441 Code Analysis and Documentation, and ARH 450 Studio 8: Housing and Comprehensive Design*

The coordination of curriculum in these three classes is intended to create an arc that begins with the introduction of Revit as a design and documentation tool in ARH 190. The arc will culminate in ARH 441 and ARH 450 where the students will be asked to design and document a wall section and to write an outline specification for the wall assembly.

The wall assembly documentation is a cross over assignment between the two courses. An emphasis will be given to the integration of the envelope and the building structure in ARH 450 Housing and Comprehensive Design Studio. An emphasis will be given to the technical assembly of materials in ARH 441 Code Analysis and Documentation.

2. *Expansion of the Wall section model assignment in ARH 350 Studio 6: Site and Building Performance*

A separate wall section (from foundation to roof enclosure) drawing assignment will be added and the time allotted to the assignment will be increased. Integration with structure and assembly of materials will be given additional emphasis.

3. *Expansion of the Curtain wall type drawing assignment in ARH 410 Studio 7: Tectonics and Structure*

Additional time will be given to review and refine the wall type drawing assignment. Integration with structure and assembly of materials will be given additional emphasis.

4. *A new requirement to take ARH 239 Materials and Methods (an existing class) as a pre-requisite for ARH 450 Studio 8: Housing and Comprehensive Design*

By introducing a new pre-requisite of ARH 239 Materials and Methods for ARH 450 Housing Studio, students will be able to build on the understanding of building materials and construction sequences gained in ARH 239 when producing their technical drawings in ARH 450.

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

Part Four (IV): Supplemental Information

IV.1. Description of policies and procedures for evaluating student work

Grading policies are part of every course syllabus published on the LMS. General information grading and grade descriptions (i.e. A=Outstanding, A-=Excellent, B+= Above Average, etc.) as well as how to calculate a Grade Point Average (GPA) can be found on the Registrar's Website. See link <http://www.academyart.edu/students/my-academy/academic-resources/registrar>

Grading breakdowns are also part of the course syllabus and reviewed periodically by faculty and Directors.

NAAB criteria assigned to a course or studio is published as part of the syllabus in all of the onsite courses and we are in the process of incorporating this information into the Online syllabi.

In 2013, faculty created a " NAAB rubric" tying their student evaluation criteria directly to the NAAB criteria and course learning outcomes. These documents are the responsibility of the faculty coordinators in order to keep the rubric as a " living document".

Students are graded 4 times per semester. The first three are interim progress grades, but the final grade is the only grade that counts on their permanent record.

Students are required to create a final " archive brochure" for each ARH course which reflects all of the Course Learning Outcomes. This document is a very important part of the final grade evaluation.

Faculty assigned to the class are always responsible for assigning the final grade. Directors offer input by sitting on reviews, reviewing student archives and other work products. Faculty are encouraged to seek input from other faculty or directors as they make final grading decisions. During the Midpoint Reviews at the end of second and fourth year, Directors weigh more directly into the grading decision with the faculty via the Midpoint Review process where a student portfolio is reviewed both by the faculty teaching the course as well as by a committee of external faculty reviewers, including the Directors.

Students can request permission to be granted an incomplete grade based on medical or other emergency situations as outlined in the policies of the AAU. (<http://www.academyart.edu/content/aaau/en/students/my-academy/academic-resources/registrar.html> go down to the heading "Student & Academic Policies and download the PDF.)Both of the above requests (for a grade change or an incomplete grade) are submitted to the department first.

IV.2. Course Descriptions

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 (F/T), Ethen Wood (P/T), Yasmine Farazian (P/T), Jordan Brown (P/T), David Kesler (P/T), Heather Clendenin (F/T), Carol Buhrmann (P/T), Eva Chiu (P/T), Brett Marsengill (P/T), Drake Hawthorne (P/T), Alec Hathaway (P/T)

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 (P/T)
Braden Engel (F/T)
Kevin Hackett (P/T)
Susan Sutton (P/T)
Alexander Hathaway (P/T)

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 (P/T)

Geoffrey Gibson (P/T)

Vivek Anand (P/T)

Bo Han (P/T)

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% Axonometric, 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 (F/T)

Joyce Chang (P/T)

Carol Buhrmann (P/T)

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:

Tobi Adamolekun (P/T)
Steven Brummond (P/T)
Robert Yuen (P/T)
Drake Hawthorne (P/T)
Doron Serban (F/T)

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 (F/T)

Alex Neyman (P/T)

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 (F/T)
Laura Brugger (P/T)

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:

Doron Serban (F/T)

Todd Brown (P/T)

Nancy Elkus (P/T)

Drake Hawthorne (P/T)

Wafaa Sabil (P/T)

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 (P/T)

Francesca Oliveira (P/T)

Mark Donahue (F/T)

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 (P/T)

Sara Peschel (P/T)

Benjamin Ron (P/T)

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:

Agostino DiTommaso (P/T)
Laura Brugger (P/T)

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 imbue 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:

Peter Strzebniok (P/T)
Mark Cruz (P/T)
Clifford Minnick (P/T)
Doron Serban (F/T)
Sameena Siabkhan (P/T)

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 (F/T)
Lusi Morhayim (P/T)

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 (P/T)

Geoffrey Gibson (P/T)

Beverly Choe (P/T)

Ethen Wood (P/T)

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 (F/T)
Braden Engel (F/T)
Carol Buhrmann (P/T)

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 (P/T)

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 (P/T)

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 (F/T)

William Hansell (P/T)

Paul Haydu (P/T)

Lise Barriere (P/T)

J. Hulett Jones (P/T)

Joseph King (P/T)

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 (F/T)
Sepideh Majidi (P/T)
Shaum Mehra (P/T)
Zachary Meade (P/T)

ARH 399 (was 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 (P/T)

Archie Woo (P/T)

Mark Cruz (P/T)

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*

Offered: Fall and Spring

Faculty: Benjamin Damron (P/T), Karen Seong (P/T), Alvaro Bonfiglio Bardier (P/T)

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*

Offered: Fall and Spring

Faculty:

Karen Seong (P/T)
Mei Liu (P/T)

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:

Braden Engel (F/T)

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 (F/T)

Peter Gang (P/T)

Michael Heacock (P/T)

Amy Leedham (P/T)

William Worthen (P/T)

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 (P/T), Mark Donahue (F/T), Shane Myrbeck (P/T),

Luis Rivera (P/T), Jena Staufer (P/T), Cassie Waddell (P/T),

John Williams (P/T), Kyle Adams (P/T), Sara Nonaka (P/T),

Christopher Werring (P/T)

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 (P/T)

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 (P/T)

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

Offered: Fall and Spring

Faculty: Peter Benoit (P/T), Michael Tauber (P/T), Mallory Cusenbery (P/T), Mark Donahue (F/T),
Francesca Oliveira (P/T)

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 (P/T), Elizabeth Tippin (P/T), Francesca Oliveira (P/T)

PRO 499: Special Topics: Glass Geometries (3 Credits)

Course Description:

In this course, students will use digital techniques to design and produce kiln-formed glass sculptures. Through in-class tutorials, group/ individual critiques and glass workshops, students will learn how to use the computer as a generative design tool while exploring the aesthetics and material properties of molded glass art.

Course Goals and Objectives:

- Demonstrate knowledge of the properties of kiln-formed glass and its applications in 3D digital and physical models
- Apply problem-solving skills in approaching material, design and fabrication limitations
- Construct physical models using digital fabrication techniques
- Develop kiln-formed glass sculptures
- Present research and findings in an exhibition format
- 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:

20% Design Concept
20% Aesthetics in Glass
20% Glass Materiality
20% Glass Firing
10% Presentation
10% Publication

Pre-reqs: A minimum of 60 completed units and one of the following: ARH 390, FSH 266, FSH 398, GAM 201, GR 321, IAD 280, IDS 150, ILL 332, JEM 333, or LAN 223.

Textbooks/ Learning Resources: (N/A)

Offered: Fall, Spring, Summer

Faculty: Doron Serban (F/T), Monica Sotomayor (P/T)

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 (P/T), Paul Jamtgaard (P/T), Amit Price Patel (P/T)

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 (P/T)

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

Course Description:

Through this structured studio, each student 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: Janek Bielski (P/T), Paul Jamtgaard (P/T), Robert Shepherd (P/T), Amit Price Patel

IV.3. Faculty Resumes

The following resumes represent the faculty members teaching in the BFA program and the courses they teach in the BFA program during the last two years (Fall 2013 through Spring 2015)

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: Kyle Adams

Courses Taught (Four semesters prior to current visit):

ARH 440 Building Systems: Mechanical, Electrical, & Plumbing

Educational Credentials:

B.S. Architectural Engineering, University of Kansas

Professional Experience:

Mechanical Engineer & Building Services Coordinator, Confidential Campus, San Francisco, CA 2010-2014

Evans Hall Chiller Replacement, University of California Berkley, 2012-2012

Computational Research and Theory Building, Lawrence Berkley National Laboratory, Berkeley, CA 2013-2014

Mechanical Designer, Mary Idema Pew Library, Grand Valley State University, Allendale, MI, 2010-2012

Assistant Project Manager & Technical Lead, Commercial Buildings Partnership, Mary Idema Pew Library, Grand Valley State University, Allendale, MI, 2010-2014

Mechanical Engineer, UCSF Mission Bay Hospital, San Francisco, CA 2013-2014

Assistant Project Manager, Natural Ventilation Potential Energy Savings for Retrofitting Existing California Commercial Buildings, California Energy Commission, 2011-2013

Licenses/Registration:

PE of California, M36147

Associate DBIA

Professional Memberships:

Member of ASHRAE

Member of Design Building Institute of America (DBIA)

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: Vivek Anand

Courses:

ARH 150: Studio 2: Spatial Ordering and Hybrid Programs

ARH 250: Studio 4: Site, Culture, and Integral Urbanism

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: Lise Barriere

Courses:

ARH 350: Studio 6: Site Conditions & Building Performance

Educational Credentials:

Bachelor of Arts-Psychology, McGill University, Montreal, Quebec, Canada
Bachelor of Environmental Design, Dalhousie University, Halifax, Nova Scotia, Canada
Master of Architecture (M.Arch), Dalhousie University, Halifax, Nova Scotia, Canada

Professional Experience:

Smithgroup JJR, San Francisco, CA 1997-2013
Architect Principal (2008)

Le Groupe ARCOP, Montreal, Quebec, Canada 1995-1997
Architect

Beique Architectes, Montreal, Quebec, Canada 1993-1995
Architect

Fiset Miller Architectes, Montreal, Quebec, Canada 1991-1993
Architect

Weissman Leonard Architectes, Paris 1989
Intern

Licenses/Registration:

Licensed Architect in California
LEED AP BD+C

Name: Peter Benoit

Courses:

ARH 450: Studio 8: Housing and Comprehensive Design

Educational Credentials:

Master of Architecture, University of California, Berkeley, CA 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 Construction 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: Alvaro Bonfiglio Bardier

Courses Taught (Four semesters prior to current visit):

ARH 410 Tectonics and Structure

Educational Credentials:

Ph.D. in Architecture, The University of Tokyo, Japan, 2006

Architect Diploma Universidad De La Republica, Uruguay, 2000

Teaching Experience:

Lecturer, University of California, Berkeley, 2011-Present

Researcher, Universidad De La Republica, Uruguay 2009-Present

Associate Professor, Universidad De La Republica, Uruguay, 2009-Present (on leave)

Invited Adjunct Professor, Universidad De La Republica, Uruguay, 2005-2007

Invited Researcher, The University of Tokyo, Japan, 2002-2003

Assistant Professor. Universidad De La Republica, Uruguay, 1999-2002

Professional Experience:

Director, Alvaro Bonfiglio-Estudio De Arquitectura 2008- Present

Project Architect, Maki and Associates, Tokyo, Japan, 2004-2006

Project Manager, Estudio Teresita Bardier, Montevideo, Uruguay, 1993-2002

Licenses/Registration:

Registered Architect, Montevideo, Maldonado, & Rocha City Councils, Uruguay, 2000-Present

Selected Publications and Recent Research:

Associate Researcher Sistema Nacional De Investigadores, Uruguay 2010-Present

Professional Memberships:

Itinerant Member, Uruguayan Society of Architects, 1999-Present

Associate, Community Architects, Uruguay, 1999-2002

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: Laura Brugger

Courses Taught (Four semesters prior to current visit):

LA 219 History of Architecture 1

LA 249 History of Architecture 2

Educational Credentials:

Ph.D Art History & Archaeology, Columbia University, New York, NY 1996-2003

M.A Architecture & Historic Preservation, Columbia University, New York, NY, 1990-1994

B.A Modern Studies & Political and Social Thought

Teaching Experience:

Visiting Assistant Professor, Pratt Institute School of Architecture, Brooklyn, NY, 2007-2008

Lecturer, California College of the Arts, San Francisco, CA, 2006

Lecturer, California College of the Arts, San Francisco, CA 2004

Visiting Assistant Professor, Pratt Institute School of Architecture, Brooklyn, NY, 2000-2002

Adjunct Lecturer, State University of New York, Purchase, NY, 2001

Graduate Instructor, Columbia University, New York, NY, 1998-1999

Professional Experience:

Architectural Project Manager, Historic Resources Group, Los Angeles, CA, 1994-1996

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
ARH-170: Projective Drawing and Perspective
LA-123: Design Philosophy: Aesthetics, Logic, and Ethics
LA-319: History of Architecture 3

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 Spectulation, 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

Professional Memberships:

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

Name: Joyce Chang

Courses Taught (Four semesters prior to current visit):

ARH 170: Projective Drawing and Perspective

Educational Credentials:

M.Arch Yale School of Architecture

B.A. in Architecture, University of California, Berkeley, CA

Professional Experience:

Perkins + Will, San Francisco, CA

Architectural Designer

Buro Ole Sheeren, Beijing, PRC

Senior Architectural Designer

Independent Design & Consulting, New York

Designer & Coordinator

Ten Arquitectos, New York

Senior Architectural Designer

Sasaki Associates, San Francisco, CA

Junior Architect

NBBJ, San Francisco, CA

Junior Architect

Licenses/Registration:

Completed NCARB Architectural Licensing exams, awaiting California Supplemental Exam

LEED AP BD+C

Selected Publications and Recent Research:

Specialist in Façade and Curtain wall construction

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 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 Draftsperson, 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 399 (was ARH-190): Building Information Modeling (BIM)

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: Mallory Cusenberry

Courses Taught (Four semesters prior to current visit):

ARH 450 Housing and Comprehensive Design Studio

Educational Credentials:

M.A. Architecture, University of California, Berkley, 1990

B.A. Architecture, University of California, Berkley, 1986

Teaching Experience:

Adjunct Faculty, City College of San Francisco; Architecture Department

Instructor, Diablo Valley College Architecture, 2001-2002

Teaching Assistant & Studio Instructor, University of California, Berkley, 1990

Juror and Guest Lecturer, AIA Justice Facility Review 2011 Design Awards, New England Design

Awards, U.C Berkeley, C.C.A. Architecture, Academy of Art University, and U.C. Davis, 1990-Present

Professional Experience:

Design Principal, RossDrulisCusenberry Architecture Inc., Sonoma & San Francisco, CA 1994-Present

Project Architect, Mogavero Notestine Associates, Sacramento, CA, 1994

Urban Designer, ROMA Design Group, San Francisco, CA 1993

Designer, Daniel Solomon & Associates, San Francisco, CA 1990-1991

Licenses/Registration:

Registered Architect, California, C25358

Selected Publications and Recent Research:

Founding Contributor

Trace SF: Bay Area Urbanism (www.tracesf.com), online design journal

Contributing Editor/Chair, Editorial Board

_LINE Journal , the Design Journal of the AIA San Francisco Chapter

“Review: Aidlin Darling Design Exhibit”

Architect’s Newspaper (January 2014)

“Strange Atlas 01: Get Lost”

Trace SF (December, 2011)

“Strange Atlas 02: Pull It Together”

Trace SF (February, 2012)

“Cultural Terroir”

_LINE Journal (Fall 2008)

“Fugitive Impressions – Design and Ephemera”

_LINE Journal (Fall 2006)

Name: Benjamin Damron

Courses:

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 Architctura 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: Mark K. Donahue

Courses:

ARH 239: Materials & Methods
ARH 350: Studio 6: Site Conditions & Building Performance
ARH 440: Building Systems: Mechanical, Electrical, & Plumbing
ARH 450: Studio 8: Housing & Comprehensive Design

Educational Credentials:

Mater 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

Professional Memberships:

Urban Land Institute, Member 2008-2009
AIA, Member 2001-Present
AIAS, President of University of New Mexico Chapter 1990

Licenses/Registration:

Registered Architect in California 1995-Present
US Green Building Council, LEED BD &C, 2011-Present, LEED AP 1997-2011

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, Gallerie 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, Gallerie 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: 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

Professional Memberships:

Member, AIA
Member, US Green Building Council
Member, Architects, Designers, Planners for Social Responsibility (ADPSR)
Member, Redwood Empire Association of Code Officials (REACO)

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

Name: Geoffrey Gibson

Courses:

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

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: Kevin Hackett

Courses:

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: Bo Han

Courses:

ARH 150: Studio 2: Spatial Ordering & Form

Educational Credentials:

Bachelor of Arts-Studio Art, Brown University, Providence, Rhode Island
Master of Architecture- Graduate School of Design, Harvard University, Cambridge, Massachusetts
MBA in Sustainable Management-Presidio Graduate School, San Francisco, California (in Process)

Teaching Experience:

Introduction to LEED Lecture, Department of Sports Marketing, Hanyang University, Seoul, Korea
Meridian Gallery Youth Arts Program Instructor (pro bono), San Francisco
Architecture Studio Instructor-University of Colorado at Boulder
Denver Architecture Mentorship (pro bono)Community Resources for Denver Public Schools

Professional Experience:

Gensler: Architecture Technical Director I Senior Architect
Strategize, Lead, Collaborate, Mentor, Manage, Coordinate, Work Cross-cultures, Solve technical issues, Synthesize Code Analysis, QA/QC, VE, Construction oversight, and Client Engagement.

Seidel Architects: Senior Architect

Mixed use Housing projects, and Master planning.

Fruitdale Station, 117-unit mixed use; Pilgrim/Triton Joint Master Plan, 35 acres, Foster City, CA

H+L Architecture: Chair of Design Leadership Team I Senior Architect

Collaborate, Lead, Mentor, Program, Design, Document, Code Analysis and Construction Oversight. Institutional projects: Research/lab facility, Community college, Public schools.

Humphries Poli Architects; Collaborate, Manage, Coordinate, Design, Document and oversee Construction.

Mixed use affordable housing projects & Master planning.

Licenses/Registration:

Licensed Architect in California

LEED AP BD+C

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: Alec Hathway

Courses Taught (Four semesters prior to current visit):

ARH 110: Conceptual Design Studio

LA-123 : Design Philosophy: Aesthetics, Logic and Ethics

Educational Credentials:

Master of Architecture, Yale School of Architecture, New Haven, Connecticut, 2001

Bachelor of Science in Architecture, University of Virginia, Charlottesville, 1995

Teaching Experience:

Guest Juror, California College of the Arts, City College of New York, San Francisco Art Institute,
University of Michigan, University of Virginia, Yale School of Architecture

Lecturer, Michigan State University, School of Art, Art History & Design, East Lansing, Michigan 2013

Pratt Institute, School of Architecture, Brooklyn, New York, 2006

Teaching Fellow, Yale School of Architecture, New Haven, Connecticut, 1998-2001

Teaching Assistant, Yale School of Architecture, New Haven, Connecticut, 2000

Co-Editor, Yale School of Architecture, New Haven, Connecticut, 1999-2000

Co-Proposer for theme and preliminary content (no editing/work with authors), Yale School of
Architecture, New Haven, Connecticut, 1998-1999

Honors and Awards, School of Architecture, Charlottesville, Virginia, 1991-1995

Professional Experience:

Associate Curator of Architecture and Design, Eli and Edythe Broad Art Museum at MSU. East Lansing,
Michigan, 2012-Present

Sustainability Strategic Planning Group, EHDD Architecture, San Francisco, CA, 2008-2012

Project Designer + Project Manager, EHDD Architecture, San Francisco, CA, 2009-2012

Construction Administrator, EHDD Architecture, San Francisco, CA, 2010-2012

PA/ Designer, EHDD Architecture, San Francisco, CA, 2009

Technical Staff, EHDD Architecture, San Francisco, CA, 2007-2009

Project Designer and Project Manager, Peter L. Gluck & Partners Architects, New York, NY 2003-2006

Project Designer + Project Manager, Leeser Architecture, New York, NY, 2002-2003

Staff Designer, Leeser Architecture, New York, NY 2003

Design/Build Staff, MADE, 2002-2003

Architecture Staff, Sils-Huniford Associates, New York, NY 1996-1998

Licenses/Registration:

Licensed Architect, California and Michigan

Name: Drake Hawthorne

Courses:

ARH 180: 2D Digital Visual Media
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: Paul Jamtgaard

Courses Taught (Four semesters prior to current visit):

ARH 510 Mixed Use Urbanism & Research

ARH 550: Studio 10: Final Thesis Project

Educational Credentials:

Master of Design Studies (MDes), Urban Design, Harvard Graduate School of Design, Cambridge MA, 2004

Master of Architecture (MArch), with honors, University of California, Berkeley, CA 1991

Bachelor of Arts, Economics, with distinction, University of Oregon, Eugene, OR 1985

Teaching Experience:

Teaching Assistant, Harvard GSD 2004

Teaching Assistant, Harvard Design School 2004

Lecturer, Academy of Art College 2000-2003

Teaching Assistant, UC Berkeley CED 1990-1991

Teaching Assistant, Exec. Seminar Traveling Seminar: Large Urban Mixed-Use Development in California,

Center for Urban Construction, Dean Emeritus, Richard Bender, UC Berkeley 1992-1993

Teacher Assistant, University of Oregon 1984-1985

Teaching, Invited Juror, Critic:

UC Berkeley, Klein Dytham, Koji Tsutsui 2005- on-going

CCA, Kory Bieg, Mona El Khafif, David Fletcher, Peter Strzebniok, Semester & Final Reviews 2006- on-going

Portfolio Critic and Student Mentor, GSD Alumni Council member, Harvard GSD, Cambridge, MA 2006-2010

Selected Publications and Recent Research:

"Kengo Kuma, Patterns and Scale", Interview, TraceSF 2013

"24 Hours with Iwan Baan", Interview, TraceSF 2012

"Intensity in 10 Cities: Does FAR go far enough?" SPUR 2011

"The Honeybee Concept: Integrated - Intelligent Transportation System" Autodesk Gallery 2008

Professional Experience:

Senior Designer/Associate, Group 4 Architecture Research + Planning South San Francisco, CA

Founder/Principal, UrbanLab, San Francisco, 1998-2004

Director of Professional Services, VisionPlanner.com, Mountain View, CA 2000-2001

Associate, Kaplan McLaughlin & Diaz, San Francisco, CA 1997-2000

Professional Memberships:

Board Member, Center for Architecture and Design 2011-2013

Co-Founder, host and organizer, Pecha Kucha SF since 2004

SPUR member, Design Review Committee since 2010

Licenses/Registration:

AIA LEED BD+C Architect

Name: J. Hulett Jones

Courses:

ARH 350: Studio 6: Site Conditions & Building Performance

Educational Credentials:

Bachelor of Architecture-The University of Texas at Austin 1993

Teaching Experience:

Lecturer on Urban Design and Professional Practice-California Polytechnic State University,
San Luis Obispo, CA 2007-2012

Guest Design critic- University of California, Berkeley, CA

Guest Design critic- CCA, San Francisco, CA

Professional Experience:

Jones/Haydu- San Francisco, CA 2006-Present

Owner/Principal

Gensler-San Francisco CA and Shanghai, PRC 1998-2006

Senior Associate

Hannum Associates-San Francisco, 1996-1998

Associate

Britt Medford Architect-Austin, Texas 1993-1996

Associate

Beran and Shelmire Architects-Dallas, Texas 1984-1990

Intern

Professional Memberships:

AIA San Francisco

IIDA San Francisco

SPUR San Francisco

BOMA San Francisco

Licenses/Registration:

Licensed Architect in California

Registered Residential Designer, State of Nevada

LEED AP

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: Joseph King

Courses Taught (Four semesters prior to current visit):

ARH 350 Site Conditions & Building Performance

Educational Credentials:

Masters of Architecture, University of Michigan, Ann Arbor, MI 1998-2000

Bachelor of Art in Architecture, University of California, Berkley, CA 1992-1996

Professional Experience:

Design Principal, Booth Hansen, San Francisco/Chicago, 2003-Present

Project Designer, LTC Design Group, San Francisco, CA 2002-2003

Job Captain, STUDIOS Architecture, San Francisco, CA 2000-2002

Intern, Hellmuth Obata + Kassabaum Architects, St. Louis, 1999

Intern/Designer, ELS/Elbasani and Logan Architects, Berkley, CA 1996-1998

Selected Publications and Recent Research:

AIA Chicago: Distinguished Building Award, Glassberg House, 2014

Architecture@Zero 2013, AIA-SF/PG&E: Panel Discussion and publication of Merit Award project entry, 2013

Architecture@Zero 2013, AIA-SF/PG&E Design Competition: Winning Entry (Merit Award), 2013

The Annual: 2012, exhibit by the National Academy Museum, New York : Glassburg House, 2012

Chicago Net Zero House, Booth Hansen in-house design competition Winning Entry, 2010

BIG.BOLD.VISIONARY.Chicago Considers the Next Century: Exhibit of Work, Booth Hansen, 2008

Chicago's Best New High-Rise, New Homes Magazine: Bluewater 5440, 2007

Best New Building, Friends of Downtown (Chicago):30 West Oak, 2006

Chicago Architecture Foundation, presentation/Lecture: 30 West Oak building tour, 2005

Professional Memberships:

ULI-SF Programs Committee, 2012-present

AIA-SF Mentorship Committee, 2011-present

UC Berkley CED portfolio review, mentorship program, multiple events 2011-present

ITT + Northwestern studio guest reviewer, 2006-2011

Licenses/Registration:

Registered Architect, California (2011) and Illinois (2007)

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 Brookes
University Research Publication May 2011 (contributor)

Licenses/Registration:

LEED AP

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, ArcHive 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)

Zachary Meade

Courses Taught (Four semesters prior to current visit):

ARH 390: 3D Digital Modeling

Educational Credentials:

Alessi Mutants Advanced Digital Design Studio, Vienna School of Applied Arts
Masters of Architecture, Newschool of Architecture & Design, CA
Course in Advanced Urban Studio, University of Lund, Sweden
Bachelor of Arts in Political Science, University of California, Santa Barbara, CA

Teaching Experience:

Woods Bagot, Melbourne, Australia
Revit Instructor

Hayball, Melbourne, Australia
Revit Instructor

Victoria University of Wellington, New Zealand
Architectural Design Studio Instructor

Professional Experience:

Woods Bagot, Melbourne, Australia
Lead Revit Designer/ Graduate Architect

Hayball, Melbourne, Australia
Lead Revit Designer/ Graduate Architect

Athfield Architects, Wellington, New Zealand
Graduate Architect

Public Architecture & Planning, San Diego, CA
3D Artist/Student Architect

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: 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, Nochols, 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: 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 Charrette" 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: Sara Nonaka

Courses Taught (Four semesters prior to current visit):
ARH 440 Building Systems: Mechanical, Electrical, & Plumbing

Educational Credentials:

Masters of Science, Lighting, Rensselaer Polytechnic Institute, Troy, NY, 2008-2012
Bachelor of Arts, Design (emphasis in Interior Architecture), University of California, Davis, CA 2004-2008

Teaching Experience:

Lecturer, Academy of Art University, San Francisco, CA, 2011-2012

Professional Experience:

Lighting Designer, WSP, San Francisco CA, 2010-Present
Research Assistant, Lighting Research Center, Troy, NY, 2008-2010
Junior Interior Designer, Design Services, Davis, CA, 2006-2008
Student Research Assistant, California Lighting Technology Center

Licenses/Registration:

Registered Architect, California, C25358

Selected Publications and Recent Research:

Lighting Research and Technology
Title: "Daylight Exposure has a positive carryover effect on nighttime performance and subjective sleepiness." M.G. Figuero, S. Nonaka, M.S. Rea

Name: Francesca Oliveira

Courses:

ARH-239: Materials & Methods
ARH 450: Studio 8: Housing & Comprehensive Design
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: Amit Price Patel

Courses Taught (Four semesters prior to current visit):

ARH 510 Mixed Use Urbanism & Research
ARH 550: Studio 10: Final Thesis Project

Educational Credentials:

Masters in Architecture, University of California College of Environmental Design, Berkeley, CA 2003
Masters in City Planning, University of California College of Environmental Design, Berkeley, CA 2003
Bachelors in Architecture, Washington University, 1997

Teaching Experience:

Guest Critic, Academy of Art University (2012-Present), University of Utah (2014), UC Berkeley Master of Urban Design Studio (2003-present), California College of the Arts (2008-present), California Polytechnic Institute (2009-present), University of San Francisco (2008), Massachusetts College of Art (2004)
Guest Lecturer: Academy of Art University (2013-present), University of Utah (2014), UC Berkeley Master of Urban Design Studio (2006-2007), Boston Architectural Center Design Studio (2004)
Graduate Student Researcher: UC Berkeley, CA (2001-2002) Co-authored The Value of Place: Urban Strategies for California's Central Valley Towns with Donlyn Lyndon and Charles Correa
Graduate Student Instructor: Undergraduate Design Studio, UC Berkeley, CA (2000)

Professional Experience:

Senior Associate/Architect/Urban Designer, David Baker Architects, San Francisco, CA (2005-present)
Elton + Hampton Architects, Allston, MA (2005) Construction drawings for multi-family and senior housing
Goody, Clancy, & Associates, Boston, MA (2003-2005) Architectural and urban design for institutional, housing, and mixed-use projects
Van Meter Williams and Pollack, San Francisco, CA (2003) Model making for affordable housing project
Herman & Coliver: Architecture, San Francisco, CA (2000) Drawings for architects' office and affordable housing projects, co-designed master plan for arts education camp
City of Oakland Pedestrian Safety Project, Oakland, CA (2000-2002) Illustrator and urban designer for Pedestrian Master Plan
Royse Noero Architects, St. Louis, MO (1998-1999) Worked on infill housing project, daycare facility, and a house addition
Noero Wolff Architects, Johannesburg, South Africa / St. Louis, MO (1998-1999) First and fourth-place entries for the Apartheid Museum in Port Elizabeth, S.A.
Washington University Community Design Center, St. Louis, MO (1996-1997) Public park and chapel design

Professional Memberships:

Member, American Institute of Architects, San Francisco, CA 2009
LEED AP, 2005

Licenses/Registration:

Registered Architect, California, #C32023, 2009

Name: Edward Pertcheck

Courses:

ARH 399 (was 190): Building Information Modeling (BIM)

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.

Professional Memberships:

SPUR, Institute of Classical Architecture & Art

Licenses/Registration:

Licensed Architect in California

LEED AP

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, San Francisco, 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: 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 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 230: Color, Perception and Space
ARH 250: Studio 4: Site Culture & Integral Urbanism
ARH 390: 3D Digital Modeling
PRO 499: Special Topics: Glass Geometries

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: Robert Shepherd

Courses Taught (Four semesters prior to current visit):

ARH 550: Studio 10: Final Thesis Project

Educational Credentials:

M.Arch Courses at Princeton University, Princeton, New Jersey
B.Arch, California College of the Arts, Oakland, CA

Teaching Experience:

California College of the Arts, Adjunct Lecturer 1994-2012
University of California, Berkeley, California, Senior Lecturer 2005-2012

Professional Experience:

Dilworth Eliot Studio, Director
Grey Studio, Owner
CCS Architecture, Associate
Studios Architecture
Eyecandy, Owner
Jones Partners Architecture
Holt Hinshaw Pfau Jones

Professional Publications and Exhibits:

3D Gallery: Camp Reconsidered-CAMP 2008
AIA-Urban RE: Interventions: Curator 2008
ARCH + City (AIA Publication) 2008

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 Architect License #C34580

LEED AP

Name: Monica Sotomayor

Courses Taught (Four semesters prior to current visit):

PRO 499: Special Topics: Glass Geometries

Educational Credentials:

Master of Fine Arts (MFA) in Glass, University of Edinburgh, College of Art, Edinburgh, Scotland
Courses in Glass, Pilchuck Glass School, Washington, USA
Courses in Glass, North Lands Glass, Lybster, Scotland
Courses in Glass, Bild-Verk Glass, Frauenau, Germany
Kiln Casting, Glass Fusing, Cold working, Chesterfield, Missouri; Fort Myers, Florida
Foundry of Bronze and Aluminum, Carpentry, Welding, Santiago, Osorno, Puerto Montt, Puerto Varas, Chile
Bachelor of Science in Biology and Chemistry, Texas Woman's University, Denton, Texas

Teaching Experience:

Lecturer and Critic, Academy of Art University, San Francisco, CA 2013-present
Instructor/Owner, Monica Neiman Sotomayor Studio-Flameworking, Architectural Glass, Kiln-Formed Glass, Fort Myers, Florida 2005-2010
Home Schooling Instructor, Pre-school to 9th Grade, Chilean Spanish and USA English Curriculum.
Esteban Soto Ironworks-Puerto Varas, Chile

Professional Publications and Exhibits:

Women's Rights-An Artist's Perspective, Published by: Women's Caucus for Art-Curator: Karen M. Gutfreund.
University of Edinburgh, MFA Thesis, Glass Sculptures, Vitreography, Edinburgh, Scotland
Art House, Ft. Myers, Florida: Bronze, Aluminum, Iron and Glass Sculptures
Kaleidoscopio Gallery, Puerto Varas, Chile, South America: Sculptures: Recycled Iron

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 & Integral Urbanism

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: Susan Sutton

Courses Taught (Four semesters prior to current visit):

LA 123 Design Philosophy: Aesthetics, Logic, and Ethics

Educational Credentials:

Ph.D. Art and Religion, Graduate Theological Union, 2008

M.Arch, Yale University, New Haven, CT, 1991

B.A Architecture, Yale University, New Haven, CT 1986

Teaching Experience:

Graduate Instructor, Academy of Art University, San Francisco, CA 2007-Present

Instructor, Building Education Center, Berkeley, CA 1994-2006

Instructor and Blackboard Database Manager, Center for Teaching and Learning, Graduate Theological Union, Berkeley, CA 2002-2004

Teaching Assistant, Starr Kind School for Ministry, Graduate Theological Union, Berkeley, CA, 2001

Professional Experience:

Associate, Greg Delory AIBD, San Francisco, CA 2000-2008

Principal, Assembly Design, Oakland, CA, 1996-1998

Associate, Sazavich Architects, Sausalito, CA, 1994-1996

Job Captain, Fong and Chan Architects, San Francisco, CA 1992-1994

Onsite Construction Supervisor, Habitat for Humanity, New Haven, 1989

Model Builder, Robert A.M. Stem Architects, New York, NY, 1987-1988

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: Elizabeth A. Tippin

Courses:

ARH 475: Professional Practices for Architects

Educational Credentials:

J.D. Golden Gate University, School of Law, San Francisco, CA 1983

B.F.A, Arizona State University, Tempe, Arizona, 1975

Teaching Experience:

Adjunct Faculty, Architectural Professional Practice/Professional Practice for Interior Designers., regularly since 2003, Academy of Art University.

Guest Lecturer, "Mastering Technical Issues in Real Property ADR" The Mediation Society, 2006 Guest Lecturer, "Working with Attorneys," Interior Design Professional Practice, 2005, 2006, San Francisco State University

Judge, Negotiation Competition, Hastings School of Law, 2004, University of California, Presentation, "Limitation of Liability Provisions and Other Contract Provisions" , 2003, UC Extension Presentation, "Contracts and Conflict Resolution" ASID, East Bay Peer Group, 2003

"Negotiating Fee Disputes in the Era of Bankruptcy" American Institute of Architects, CES, 2002

"Mediation Tips and Strategies" American Institute of Architects, Seminar 2001

Guest Speaker, "Negotiation in Construction Cases" University of California, Hastings School of Law, Negotiation Class, 2000

Guest Speaker, "Arbitrating Construction Disputes" Bar Association of San Francisco, 2000, Arbitration Committee,

"When Race, Gender and Culture are a Factor in Selecting a Mediator" 2000, California State Bar Annual Conference, San Diego, California,

Professional Experience:

Principal, Law Offices of Elizabeth A. Tippin, 1997-Present Mediator/Arbitrator/Natural Reference, 1990-

Present Associate Attorney, Panel Novich & Borsuk, 1990-1997

Associate Attorney, Lynch Loofbourrow Helmenstein Gilardi & Grummer, 1984-1990.

Professional Memberships:

Member, State Bar of California, since 1984 Member, American Institute of Architects, since 1993

Member, Dispute Review Board Foundation, since 2009 President, The Mediation Society, 2004-2005

Member, Board of Directors, 1998-2006

Member, Bar Association of San Francisco, since 1983 Co-Chair, Arbitration Committee, 2001-2004

Member, Queen's Bench, since 1983 Board of Directors, 1997-1999

Board of Directors, French American International School, 2001-2003 Parents Coalition Representative, 2000-2006

Member, Finance Development Committee, 1992-1995

Licenses/Registration:

Attorney, State of California

LEED AP

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: 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: Christopher Werring

Courses Taught (Four semesters prior to current visit):

ARH 440 Building Systems: Mechanical, Electrical, & Plumbing

Educational Credentials:

BS Architectural Engineering, Kansas State University

MS Architectural Engineering, Kansas State University

Professional Experience:

Lead Electrical Engineer, UCSF Mission Bay Hospital, San Francisco, CA

Lead Electrical Engineer, VA Palo Alto Emergency Department Redesign, Palo Alto, CA

Support, UC Davis Medical Center, Surgery and Emergency Services Pavilion, Sacramento, CA

Project Electrical Engineer, Genetech Utility Strategy Master Planning, South San Francisco, CA

Support, Confidential Campus, San Francisco Bay Area, CA

Project Electrical Engineer, Caterpillar Visitor Center, Peoria, IL

Project Electrical Engineer, Legion of Honor, Salon Dore Renovation, San Francisco, CA

Lead Electrical Engineer, Walmart Photovoltaic Systems Analysis and Design, USA

Licenses/Registration:

Professional Engineer in California, E19562

USGBC LEED Accredited Professional

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

Professional Memberships:

Member, ASHRAE

Licenses/Registration:

Professional Engineer, CA Mechanical (License # M35257)

Chartered Engineer, UK, CEng

Name: Archibald C Woo

Courses:

ARH 399 (was 190): Building Information Modeling (BIM)
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:

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
Studio Instructor, Academy of Art University, 2012 to present

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

Name: William Worthen

Courses Taught (Four semesters prior to current visit):

ARH 430 Climate & Energy Use: Sustainable Strategies

Educational Credentials:

Bachelor of Science in Building Science, Rensselaer Polytechnic Institute, School of Architecture Roman Studies Program, 1994-1989

Architecture Co-Op, Rensselaer Polytechnic Institute, 1992-1993

Professional Experience:

Principal & Founder, Urban Fabrick Inc., 2012-Present

National Director & Resource Architect for Sustainability, American Institute of Architects, 2010-2012

Vice President, Simon & Associates Inc., Green Building Consultants, 2005-2010

Architect & Construction Manager, Hornberger + Worstell Architects & Planners

Architect & Management Consultant, Hellmuth, Obata & Kassabaum (HOK) Inc., 1997-2001

Designer & Project Manager, Blackburn Architects, P.C., 1996-1997

Designer & Project Manager, Bernard Johnson Young Inc. Architects, 2995-1996

Designer & CAD Systems Manager, The Kearns Group P.C., 1992-1995

Licenses/Registration:

Registered Architect, State of California 2003-Present

Registered Architect, District of Columbia 1998-Present

Selected Publications and Recent Research:

May 7, 2012 Nick Zieminski, "Greening New York's Most Iconic Skyscraper," Reuters

Apr 6, 2012 David Unger, "The Green Building Code Bible Gets a Much-Needed Update" The Atlantic

Apr 5, 2012 Rebecca Cole, "Energy Modeling Makes Its Move Into the Mainstream," GreenBiz.com

Feb 7, 2012 Briana Fasone, "World's Top New Landmarks," Travel + Leisure

Jan/Feb 2012 "Experiences: Design: art+science," [interview] aia.org

Professional Memberships:

Board of Regents, California Architectural Foundation, 2013-Present

AIA California Counsel Committee on the Environment (COTE), 2013-Present

Eco-Structure Magazine Editorial Advisory Board, 2012

California Emergency Management Agency Safety Assessment Program Evaluator, 2011-Present

United States Green Building Counsel, LEED Implementation Advisory Committee, 2010-Present

United States Green Building Counsel, Research Advisory Committee, 2010-2012

Board of Directors, AIA San Francisco, 2008-2009

Board of Directors, Central Market Community Benefit District, San Francisco, 2008-2011

Advocacy Committee, U.S. Green Building Counsel, Northern California Chapter, 2007-2010

Bay Area LEED Users Group, San Francisco, 2006-2009

Committee on the Environment Advocacy Sub-Committee, American Institute of Architects San Francisco 2006-2007

International Association of Attorneys and Executives in Corporate Real Estate, 2005-2006

Founding Member, United States Green Building Counsel North California Chapter, 2001-Present

Board of Directors, Folsom Street Events, San Francisco, 2001-2006

Licenses/Registration:

LEED Accredited Professional (BC&D), 2003-Present

Name: Robert Yuen

Courses:

ARH 180: 2D Digital Visual Media

Educational Credentials:

University of Michigan. Ann Arbor, MI. Taubman College of Architecture and Urban Planning
Master of Science in Architecture - Concentration in Digital Technologies + Research: Casting
Unpredictability

University of Michigan. Ann Arbor, MI. Taubman College of Architecture and Urban Planning
Master of Architecture+ Thesis: Points and Clouds: Tactical Hermeneutics

University of Illinois. Chicago, IL. School of Architecture Bachelor of Arts in Architectural Studies

Teaching Experience:

Invited Juror, NewHouse Competition
Invited Critic: California College of the Arts (CCA)
Academy of Art University Invited by AIAS
University of California, Berkeley, CA
Illinois Institute of Technology
University of Illinois at Chicago
Tucson Environmental Center
Illinois Institute of Technology

Professional Experience:

Section Cut LLC. San Francisco, California 2012 - present
Founder + President
RYRD (Robert Yuen Research + Design). Chicago, IL. 2011 - present
Design Principal / Freelance
Edmonds + Lee Architects. San Francisco, California 2014
Designer
Blu Homes. San Francisco, California 2013
Designer IV
Kuth / Ranieri. San Francisco, California 2013
Junior Project Manager

Professional Memberships:

National Council of Architectural Registration Boards (NCARB) 100% IDP Complete - ARE in progress
Association for Collegiate Schools of Architecture (ACSA)
American Institute of Architects Chicago Young Architects (AIA YA)
BAY Area Young Architects (BAYA)

IV.4. Visiting Team Report (VTR) from the previous visit.

Academy of Art University
Department of Architecture

Continuation of Candidacy Visiting Team Report

Bachelor of Architecture (162 credits)

The National Architectural Accrediting Board
15 October 2015

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 an 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

The Academy of Art University (AAU) was founded in 1929 by the artist Richard Stephens and his wife Clara with the mission of professional artists teaching future professional artists. Under the leadership of its president, Dr. Elisa Stephens, the university has stayed true to the mission, and today 14 full-time and 65 part-time practicing architects prepare students to enter practice.

AAU's focus is on the success of the students, who come from 112 countries in an open admission policy. The programs to enhance student learning include an exemplary English as a Second Language (ESL) department, an Academic Resource Center, and individual tutoring. AAU enhances student learning by its unique faculty development program to teach practicing architects how to teach. The success of these efforts is evident in the student work.

The urban presence in downtown San Francisco is cited by many students as one of the reasons to attend AAU. The program uses the city as its classroom, with field visits to significant buildings, construction sites, and architecture offices. The other strong draw to the program is the art academy itself, and the ability for students to take classes in other departments, such as sculpture and film.

The academy is on the cutting edge of online learning and is often asked to give presentations on its approaches and experiences at conferences such as ASCA and the Western Association of Schools and Colleges.

The team thanks Mimi Sullivan, AIA, executive director, School of Architecture; Jennifer Asselstine, AIA, B. Arch. director; Karen Seong, AIA, Assistant B. Arch. director; and Eric Lum, AIA, online director, for the best team room, ever. It was extremely well organized and easy to locate the evidence for the student performance criteria, which lightened our workload.

2. Conditions Not Yet Met

I.2.5 Information Resources
A.9 Historic Traditions & Global Cultures

3. Causes of Concern

A. Limited professional development. While there is excellent in-house training for faculty, professional development outside of the university is not available for part-time faculty. The funding for outside professional development such as attending conferences is often the first to be cut in a tight budget year, which exacerbates the problem for full-time faculty and further eliminates the possibility for part-time faculty. Many part-time faculty are small-firm owners who do not have the resources to participate in conferences.

B. Potential isolation of online-only students. The team notes the presence of an online "learning culture," which, although different from the on-campus experience, shows evidence of peer-to-peer learning and mentoring. Many university administrators, program leaders, faculty, and students (online and on-campus) are investigating ways to foster and nurture an online learning culture in order to replicate to some degree the on-campus experience. These discussions are happening for both online-only and online-on-site interactions.

C. Building operational hours. Specifically, students noted that the buildings open just 30 minutes before the start of some classes. This has created challenges for students in getting

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last-minute printing or finishing touches to presentations. At the beginning of the semester, the building is also closed on Sundays, even though students have already begun working on studio assignments. As one student noted, "for Monday presentations, we have to pin up by Saturday night" as a result of the operational hours.

D. Late-night transportation. The Campus Cruisers (the university taxi service) is not consistent in the response time for transporting students when the building closes at night. This is a safety issue.

E. A.4 Technical Documentation. While technical documentation is met in the lower-level courses, it is not consistently evidenced in the upper-level studios.

4. Progress Since the Previous Site Visit (2012)

2009 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.

Previous Team Report (2012): 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.

2014 Team Assessment: This criterion is met in ARH 239 Material and Methods and ARH 350 Studio 6 Field Conditions and Sustainability. The team did not find evidence in ARH 450 Studio 8 Housing and Comprehensive Design.

2009 Criterion A.5., Investigative Skills: Ability to gather, assess record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

Previous Team Report (2012): This criterion is not met because ARH 420: Structures: Systems Investigation and ARH 550: Studio 10: Final Project have not yet been taught.

2014 Team Assessment: This criterion is met. Evidence was found throughout the entire program. ARH 420 Structures: Systems Investigation demonstrates a solid research and application of structural systems.

2009 Criterion 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.

Previous Team Report (2012): The team room evidence was insufficient to demonstrate the ability of all students to meet the criterion.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 441 Tectonic: Code Analysis and Building Envelope Documentation.

2009 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.

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Previous Team Report (2012): 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 and Energy Use: Sustainable Strategies, which has not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 430 Climate and Energy Use: Sustainable Strategies and ARH 440 Building Systems: Mechanical, Electrical, & Plumbing. The skills are further demonstrated in ARH 450 Studio 8: Housing and Comprehensive Design.

2009 Criterion B.5., Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

Previous Team Report (2012): The courses listed to teach this criterion have not yet been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 410 Studio 7: tectonics and Structure..

2009 Criterion 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

Previous Team Report (2012): The courses listed to teach this criterion have not yet been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 450: Studio 8 Housing and Comprehensive Design.

2009 Criterion 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.

Previous Team Report (2012): The courses listed to teach this criterion are being taught this semester for the first time.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 441 Tectonics: Code Analysis and Building Envelope Documentation.

2009 Criterion 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.

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Previous Team Report (2012): The courses listed to teach this criterion are being taught this semester for the first time.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 350 Studio 6: Field Conditions and Sustainability demonstrating the understanding of the site. The evidence in ARH 440 Building Systems: Mechanical, Electrical and Plumbing demonstrate the understanding of environmental systems.

2009 Criterion 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.*

Previous Team Report (2012): The courses listed to teach this criterion have not yet been taught and/or are being taught for the first time.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 420 Structure: Systems Investigation.

2009 Criterion 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.*

Previous Team Report (2012): The courses listed to teach this criterion have not yet been taught.

2014 Team Assessment: This criterion is met. The team found evidence throughout the studio projects including ARH 450 Studio 8 Housing and Comprehensive Design.

2009 Criterion 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*

Previous Team Report (2012): The courses listed to teach this criterion have not yet been taught and/or are being taught for the first time.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design.

2009 Criterion 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.*

Previous Team Report (2012): The courses listed to teach this criterion have not yet been taught and/or are being taught for the first time.

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2014 Team Assessment: This criterion is met. The team found evidence in ARH 239 Materials and Methods.

2009 Criterion C.1, Collaboration: *Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.*

Previous Team Report (2012): 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.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design.

2009 Criterion C.2, Human Behavior: *Understanding of the relationship between human behavior, the natural environment and the design of the built environment.*

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in LA (Liberal Arts) 292 Programming and Culture.

2009 Criterion 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.*

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion C.4, Project Management: *Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.*

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.*

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

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2014 Team Assessment: This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.*

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.*

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.*

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in ARH 475 Professional Practice for Architects.

2009 Criterion 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.*

Previous Team Report (2012): The courses listed to teach this criterion have not been taught.

2014 Team Assessment: This criterion is met. The team found evidence in LA 292 Programming and Culture.

Causes of Concern (2012)

- 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.

2014 Team Assessment: The first cohort of students to graduate will be spring 2015.

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- 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 on-site learning.

2014 Team Assessment: The first cohort of online-only students will graduate in 2018. This concern is still valid but the program and administration are committed to producing the online courses in a timely manner to keep the students in sequence. The student outcomes in the online courses that are currently taught are equal to on-site learning.

FINAL DRAFT

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

1.1.1 History and Mission:

[X] The program has fulfilled this requirement for narrative and evidence

2014 Team Assessment: The team found a thorough history and mission in the APR. This for-profit school has successfully expanded its program while staying true to its mission. In the case of architecture, that mission is architects teaching architects. Most of the faculty are part-time instructors who also maintain a professional practice.

The current president and granddaughter of the founders, Dr. Elisa Stephens, explained that the appreciation of art and beauty is essential in the education of architects. The goal for architecture graduates is to design beautiful, functional buildings that are also technically competent. Architecture students have the opportunity to take classes in other departments as well as work with students from other departments on projects, such as film and sculpture.

The academy has an inclusive admission policy, and many of the students reported that this was why they chose to attend AAU. The academy provides excellent support to students, including the English as a Second Language (ESL) department, the Academic Resource Center, and individual tutoring.

The B. Arch. program is founded out of AAU's successful experience with the M. Arch. program. The program benefits the university by the introduction of the new general education courses (known as Liberal Arts, LA) covering such subjects as design philosophy, architecture history, programming and culture, math and physics, and urban theory. These courses and all architecture history courses are open to students across the academy.

The academy is a leader in online learning and is often asked to give presentations on its approaches and experiences at conferences such as ASCA and the Western Association of Schools and Colleges. The studio courses for the B. Arch. have been built online through the second year. There is a small cohort of online-only students. In our virtual meeting with them, it was apparent that they are as dedicated and engaged as the on-site students.

1.1.2 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*

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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.

2014 Team Assessment: The program has a written Learning Culture Policy that is reviewed and revised annually by the program's administration, faculty, and students. The training provided for the faculty focuses on respectful critiquing and reinforces a positive learning environment.

The student body and faculty are composed of diverse races, backgrounds, socioeconomic, ethnicities, nationalities, and professional perspectives. It is evidenced that this composition strengthens the culture of sharing within the program, and in many ways reinforces the identity of the program. Both the students and faculty noted the openness among the program's various stakeholder, and many noted their pride in that fact. Student peer mentoring is happening horizontally and vertically among the student body—even between the two buildings.

The team also notes the presence of an online learning culture, with evidence of peer-to-peer learning and mentoring. Many noted that this was a strength of the program and thought the program was a "pioneer" and "at the cutting edge," and that the online program was providing a new opportunity to teach/learn. Many university administrators, program leaders, faculty, and students (online and on-campus) are investigating how to foster and nurture an online "learning culture" in order to replicate to some degree the on-campus experience. These conversations are happening for both online-only and online-on-site interactions.

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.

2014 Team Assessment: Many students said they chose to attend AAU because of the strong reputation of the art design school with a liberal arts-based education. The School of Architecture has many licensed professional staff with strong ties to local firms in the San Francisco

¹ See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching, 1990.

community. The faculty is composed of a wide range of professionals and is housed with the School of Interior Design and School of Landscape Architecture. The school works very closely with other design departments, which in turn provides the students with varied interdisciplinary opportunities.

- 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.

2014 Team Assessment: AAU's institutional philosophy and open enrollment has created a diverse student body in many regards: race, socioeconomic, age, nationality, ethnicity, professional experience, and veteran status among many more dimensions. Every stakeholder described this composition as a strength of the program, and even more so with the openness to others who cannot be in San Francisco through the online program. These interactions not only prepare students to engage with an equally diverse world outside the academy but also to be global citizens.

Further, because the faculty is composed largely of practicing professionals, students have a rich connection with the professional world that creates many opportunities for exploration and employment beyond the university. The student organizations and activities further leverage this connection to enhance the student experience.

- 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.

2014 Team Assessment The IDP coordinator, Samuel Mathau, makes presentations on the paths to licensure every year, including the first year. The IDP coordinator attends the national IDP conference every year to stay current with the recent changes in the internship guidelines and ARE exam. ARH 475 Professional Practice for Architects enlightens students on the education, internship, and examination requirements for licensure and NCARB certification. This course also covers the ethics and legal responsibilities of becoming an architect. When asked about IDP at the student meeting, an estimated 90% of the students present were familiar with it, and approximately 20% were already participating.

- 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.

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2014 Team Assessment: The academy takes advantage of the rich resource of the architecture community in San Francisco. The executive director, directors, faculty, guest lecturers, and critics are all practicing professionals. The professional practice class pairs each student with a mentor in a local firm, and all students visit local firms as part of the class. The close relationship between the academy and the profession creates internship opportunities for many students.

- 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.

2014 Team Assessment: The Bay Area provides numerous opportunities for students to be engaged citizens. Examples include the Ethics and Leadership Panel discussion, which is required for all third- and fourth-year students; the sustainable studies in ARH 430 Climate and Energy Use; the veteran's housing project on the San Francisco waterfront in ARH 450 Housing and Comprehensive Design Studio B; and the social component of the high rises designed for tech companies in ARH 410 Studio 7 Tectonics and Structure.

The international and multilingual student body creates a unique awareness of the needs of the global 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.

2014 Team Assessment: Through the documentation in the APR and discussions with the leadership of the department and academy, the team found evidence that this objective is met. The plan includes the continuing buildout of the online classes to provide a seamless path to graduation for the online-only students.

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.*

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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.

2014 Team Assessment: AAU's School of Architecture was well prepared for the NAAB continuing candidacy visit. The school is on target for the first cohort of on-site students to graduate with the B. Arch. in spring 2015 and the online-only students to graduate in 2018. The department's robust self-assessment program includes:

- Peer reviews that 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 (two meetings per year) and department governance team (two meetings per month);
- B. Arch. coordinators (meet once a week to discuss curriculum support and progress);
- The B. Arch. faculty (one annual department action team/curriculum review meeting addressing progress toward program goals, NAAB Conditions, and student performance criteria; presemester curriculum planning meetings with specific faculty and directors; and once-per-month faculty/department action team meetings);
- Presemester meetings on 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 the department's strategic priorities).

The strategic planning team considers input from the following sources when developing and reviewing the plan: recommendations from faculty, information from and about students, studio pedagogy and its relationship to the assessment of student learning, midpoint reviews, assessment of student learning in relation to the student performance criteria, feedback from the architecture profession, institutional self-assessment academic program review, and feedback from NAAB and the Western Association of Schools and Colleges.

Based on these self-assessment procedures, curriculum adjustments are made to ensure good academic success.

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

2014 Team Assessment: The architecture program has 14 full-time and 65 part-time faculty who are practicing professionals. The academy's Professional Development department provides resources for both part-time and full-time faculty. New faculty participate in a week-long training program before the start of each semester. The department also provides in-class support throughout the semester, teaching consultations, an online teaching library, weekly teaching tips database, online faculty support, and a support hotline for helping at-risk students.

The personnel policies and staff descriptions were provided in the team room. The EEO/AA policies were also provided in the team room.

The academy's focus is on the student and classroom teaching; therefore, most faculty do not have duties outside of the classroom. The exceptions are the coordinators, who are given a three-hour credit for their coordinating duties.

The IDP education coordinator is trained and attends the IDP national conference each year.

While there is excellent in-house training for faculty, the monies available for attending conferences and other outside activities are budget-driven. Part-time faculty are not eligible for professional development resources to attend conferences. Full-time faculty can request conference opportunities; the list of attendees in the past year is in the APR. The funding for professional development is often the first cut in a tight budget year, which exacerbates the problem for full-time faculty and further eliminates the possibility for part-time faculty. Many part-time faculty are small-firm owners who do not have the resources to participate in conferences. This is a cause for concern.

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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The mission of the university is for top professionals to train future professional; therefore, most of the instructors are practicing professionals who teach part-time. There are no tenure positions in the university.

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

2014 Team Assessment: With such a wide range of students entering the program, the program has instituted mechanisms to ensure that students who progress through the curriculum have continued interest in the discipline and are attaining the program's intended educational outcomes. Transfer students must have courses and portfolios of student work reviewed for proper placement in the architecture program. All general studies course work is evaluated by the university's Admissions Transfer Office.

Online courses provide students with flexibility in meeting their requirements. Several students noted that they work or commute from long distances, and online classes make it easier for them to complete their course work.

Student policies and links to resources for students can all be found online at the myAcademy of Art University page, including links to information on the variety of support services available to students offered by the university. Of note is the English as a Second Language program that not only offers language assistance services to nonnative English speakers but also to students who want additional help with preparing presentations and written papers. The ESL program also offers targeted services to architecture students, recognizing the esoteric aspects of the discipline, including technical words, distinct vocabulary, and challenging theory material. Some ESL staff is located within Brannan, and faculty has noted their close working relationship with this staff. In addition to ESL services, students also have access to the Academic Resource Center, which provides tutoring services for both online and on-campus students.

Sufficient resources for student advising exist. The university offers centralized student advising through Student Services. In addition, the department offers both formal and informal advising. This close connection with faculty also ties into professional advising, which, given the Academy's mission, is not surprising. Faculty and students have both noted their ability to find internships through connections made inside the classroom, and faculty members have hired students for summer internships or for short-term projects.

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

2014 Team Assessment: As outlined in the APR all academic department directors report directly to the chief academic officer, as AAU employs a relatively flat organizational structure. Each department

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stands alone. The architecture department also has an executive director with oversight of both the graduate and undergraduate programs. The organizational chart was in the APR.

- **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

2014 Team Assessment: Since the model for this for-profit university is different; there is no faculty senate at AAU. The faculty participate in department action team meetings to address pressing issues in the programs. There are frequent town hall meetings for faculty and students to interact with the administration. The faculty reported that they were pleased with this model.

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

2014 Team Assessment: The program's primary facilities are at 601 Brannan and 466 Townsend, about a three-minute walk apart. Studio and instruction space is divided between the two buildings with administrative services found in Brannan. Many at the university, including within the architecture program, have noted that Brannan is an enviable space at the academy for presenting student work and fostering engagement across and within disciplines. Between the two buildings, there are ample spaces for presentations, student work space, laboratory space as well as a large model shop, and informal café spaces for conversation and collaboration.

The team noticed a lack of faculty office space, but with the program's mission of using professionals as teachers, neither the faculty nor the visiting team noted this as an issue.

The tools for production are plentiful: the shop shared by architecture, landscape architecture, and interior design has ample traditional and digital fabrication tools. Software is available to students with enough licenses to cover the curriculum. A number of software suites are also available to students on their personal computers free of charge, including Adobe and Autodesk products.

Students did note, however, that most of these resources were available in Brannan, with fewer computer and printing facilities available in Townsend. This makes it difficult for third- and fourth-year students to use these resources close to their studios.

Further inhibiting access to these resources are the operational hours of the building. Specifically, students noted that the buildings opened just 30 minutes before the start of some classes, which made it difficult for students do last-minute printing or put the finishing touches on presentations. At the beginning of the semester, the building is also closed on Sundays, even though some students have already begun working on studio assignments. As one student noted, "for Monday presentations, we have to pin up by Saturday night" as a result of the operational hours.

While the space is adequate between the two buildings, the separation has caused some challenges. Students noted the difficulty in bringing models back and forth between Brannan and Townsend as they needed the shop in one building, but for class in the other.

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The digital environment for online instruction leverages Adobe Connect for real-time discussion and classes, including reviews, which appears sufficient for instructional purposes. Online forums are leveraged for asynchronous interactions between students, and videos offer lessons with the opportunity for students to revisit the material as needed. Online-only students noted they have also found alternatives to the formal resources provided by the university to further foster peer-to-peer learning, such as Google Hangouts. While the online "physical resources" are sufficient for the educational purpose, it is worth noting the program and university are actively exploring mechanisms to further enhance this experience, especially with regard to learning culture, as noted in I.1.2 Learning Culture and Social Equity.

I.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

2014 Team Assessment: The university operating income is primarily received from student tuition/fees and dormitories. The president's commitment to the success of the B. Arch. is apparent in the allocation of resources to the program. The architecture department receives the highest dollar per student at \$5,859. The average for the university is \$2,912.

I.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 inadequate for the program

2014 Team Assessment: The university library at 180 New Montgomery houses a variety of books, media, e-books, and online databases for image and building plans via LUNA Digital Images Collections. In addition, the school has a collection of printed periodicals inside Brannan through the donation of personal collections from firms and professionals. The library staff noted that they were also evaluating additional online resources, including JSTOR, but decisions had not yet been made at the time of the visit.

The collections at 180 New Montgomery are about a 20-minute walk from the architecture facilities at Brannan and Townsend. Faculty and some students noted the distance was an inhibitor to using those resources. The faculty and administration of the school, as well as the director of the library, noted their interest in having an architecture-specific library at Brannan to increase access.

Many students and faculty noted that the architecture-specific collections were not sufficient for their uses. In trying to remedy this challenge, the faculty members have provided lists of needed resources to library staff for future purchasing. The library staff noted that they did not yet have the resources to purchase materials to meet this demand, and that permissions would need to come from the executive office of the university which had not been decided upon at the time of the visit.

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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 provided and provide the appropriate information

2014 Team Assessment: The Academy of Art University is a for-profit institution and does not have a promotion/tenure-track option. Most faculty are part-time qualified faculty from the Bay Area and are hired on a semester and course-needs case.

- There is a diverse demographic of race/ethnicity and gender of both the faculty and the student body
- The B. Arch. program will graduate its first class in spring 2015
- There are numerous licensed professionals on the school of architecture staff
 - 21 architects (10 are AIA members)
 - 4 professional engineers
 - 3 landscape architects
 - 1 land surveyor
 - 1 licensed general contractor

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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I.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.

[X] Annual Reports and NAAB Responses were provided and provide the appropriate information

2014 Team Assessment: The annual report was provided.

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.

2014 Team Assessment: AAU relies heavily on part-time practitioners to teach the majority of courses. The university provides faculty with professional development, peer reviews, and administrative support to ensure teaching success. There are several teaching workshops to assist instructors with their teaching methodology and skills.

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

2014 Team Assessment: The policies were provided in the team room.

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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

2014 Team Assessment: Speaking skills were demonstrated through presentations from LA 319 History of Architecture 3, and from online students in LA 429 Urban Design Theory. Writing examples were found in assignments and quizzes in LA 219 History of Architecture 1, LA 319 History of Architecture 3, and LA 429 Urban Design Theory. Online-only writing was evidenced in LA 219 History of Architecture 1.

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

2014 Team Assessment: This condition is met, with evidence found in researched diagrams and student written narratives in ARH 310 Studio 5: Assembly Buildings & Context and ARH 410 Studio 7: Tectonics & Structure.

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

2014 Team Assessment: This condition is met, with evidence for both on-campus and online students of traditional graphic skills in ARH 150 Studio 2: Spatial Ordering & Form and ARH 210

Studio 3: Site Operations & Tectonic Systems, and digital graphic skills in ARH 310 Studio 5: Assembly Buildings & Context.

- 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.***

[X] Met

A. 2014 Team Assessment: Evidence that this SPC has been met was found in ARH 239: Materials and Methods, which covers the basics on building materials, and in ARH 350: Studio 6 Field Conditions and Sustainability. In addition, ARH 330 Structures: Concrete, Masonry & Tensile Systems covers technical assembly in wall section models. While technical documentation is met in the lower-level courses, it is not consistently evidenced in the upper-level studios.

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

[X] Met

2014 team assessment: This condition is met, with evidence found in the interviewing research assignment in LA 292 Programming & Culture, and as part of the predesign process in ARH 350 Studio 6: Field Conditions & Sustainability and ARH 450 Studio 8: Housing and Comprehensive Design. ARH 420 Structures: Systems Investigation demonstrates a solid research and application of structural systems

- A. 6. Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

[X] Met

2014 Team Assessment: The team found evidence in ARH 210 Studio 3: Site Operations and Tectonic Systems and ARH 350 Studio 6: Field Conditions and Sustainability

- 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

2014 Team Assessment: This condition is met, with evidence found for on-campus students in analysis exercises in ARH 150 Studio 2: Spatial Ordering & Form and their application to design in ARH 410 Studio 7: Tectonics and Structure. Evidence for online students was found in ARH 150 Studio 2: Spatial Ordering & Form.

- 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

2014 Team Assessment: This condition is met, with evidence found in progress diagrams for on-campus students in ARH 150 Studio 2: Spatial Ordering & Form and ARH 450 Studio 8: Housing and Comprehensive Design, and for online students in ARH 150: Studio 2: Spatial Ordering & Form.

- 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] Not Yet Met

2014 Team Assessment: Evidence of Western traditions is comprehensively found in LA 219 History of Architecture 1, 319 History of Architecture 3, and LA 429 Architecture Theory. Although evidence of Eastern, Near/Middle East and Mesoamerican traditions was found in LA 219 History of Architecture 2, there was little evidence of non-Western case studies beyond the seventeenth century in other courses.

The team found intermittent examples of global traditions in LA 319 History of Architecture 3 and in precedent analysis in ARH 150 Studio 2: Spatial Ordering & Form, but was not convinced that every student completing the curriculum would receive an understanding of global traditions and culture.

- 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

2014 Team Assessment: This condition is met, with evidence found in exercises in LA 292 Programming & Culture, and process diagrams in ARH 250 Studio 4: Site Culture & Integral Urbanism and 450 Studio 8: Housing & Comprehensive Design.

- 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

2014 Team Assessment: This condition is met, with evidence found in interviewing exercises in LA 292 Programming & Culture, and as part of the ARH 210 Studio 3: Site Operations & Tectonic Systems design process.

Realm A. General Team Commentary Overall, the program does a good job at meeting the criteria and spirit of Realm A. Critical thinking and representation skills are well evidenced in the team room, with multiple touch points for these topics throughout the curriculum.

A problem area, however, is the lack of citation or attribution of visual materials obtained from other resources. This was evidenced in presentation, process and written material for research classes, studio classes, and liberal art classes.

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

2014 Team Assessment: The team found evidence in ARH 450 Studio 8 Housing and Comprehensive Design.

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] Met

2014 Team Assessment: The team found evidence in ARH 441: Tectonics: Code Analysis & Building Envelope Documentation. This course demonstrates an understanding of accessibility and egress.

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] Met

2014 Team Assessment: The team found evidence in ARH 430 Climate & Energy Use: Sustainable Strategies and ARH 440 Building Systems: Mechanical, Electrical & Plumbing. Both provide a good foundation for understanding design principles and strategies for sustainable design. The basic skills are demonstrated in the course ARH 450: Studio 8: Housing and Comprehensive Design.

- 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

2014 Team Assessment: Evidence was found in ARH 350 Studio 6: Field Conditions & Sustainability.

- B. 5. Life Safety: *Ability to apply the basic principles of life-safety systems with an emphasis on egress.***

[X] Met

2014 Team Assessment: Evidence was found in the means of egress diagrams in ARH 410 Studio 7: Tectonics and Structure.

- 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] Met

2014 Team Assessment: The team found evidence in ARH 450 Studio 8: Housing & Comprehensive Design.

- 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] Met

2014 Team Assessment: Evidence was found in ARH 441 Tectonic: Code Analysis and Building Envelope Documentation.

- 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] Met

2014 Team Assessment: The team found evidence in ARH 350 Studio 6: Field Conditions and Sustainability and ARH 440 Building Systems: Mechanical, Electrical & Plumbing.

- 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] Met

2014 Team Assessment: The team found evidence in ARH 420 Structures: Systems Investigation. This class was taught in parallel with ARH 410 Studio 7: Tectonics and Structure.

- 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.**

[X] Met

2014 Team Assessment: The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design.

- 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**

[X] Met

2014 Team Assessment: The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design.

- 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.**

[X] Met

2014 Team Assessment: The team found evidence in ARH 239 Materials and Methods.

<p>Realm B. General Team Commentary: The addition of professional engineers participating in the classes adds depth to the technical aspects of the projects.</p>
--

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.*

[X] Met

2014 Team Assessment: The team found evidence in ARH 450 Studio 8: Housing and Comprehensive Design. There were videos in the team room of the students describing how they worked together on the comprehensive design project. In the student meeting, it was reported that a strong asset of the academy was the ability to work with students in other departments such as interior design, sculpture, movie making/film and landscape architecture.

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

[X] Met

2014 Team Assessment: The team found evidence in LA 292 Programming and Culture.

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] Met

2014 Team Assessment: The team found evidence in the firm interviews and the responses to the assigned readings in ARH 475 Professional Practice for Architects.

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

[X] Met

2014 Team Assessment: The team found evidence in ARH 475 Professional Practice for Architects.

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] Met

2014 Team Assessment: The team found evidence in ARH 475 Professional Practice for Architects.

- 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] Met

2014 Team Assessment: The team found evidence in ARH 475 Professional Practice for Architects.

- 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.**

[X] Met

2014 Team Assessment: The team found evidence in ARH 475 Professional Practice for Architects and ARH 441 Tectonics: Code Analysis & Building Envelope Documentation.

- 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.**

[X] Met

2014 Team Assessment The team found evidence in ARH 475 Professional Practice for Architects.

- 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] Met

2014 Team Assessment: Evidence was found in LA 292 Programming and Culture. This course requires students to research and understand the community and social responsibility of a project and its site.

Realm C. General Team Commentary: The students are learning leadership in the program. During discussions with students the team found them putting these lessons to use in the greater community.

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

2014 Team Assessment: The Academy of Art University is accredited by the Western Association of Schools and Colleges.

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

2014 Team Assessment: The B. Arch degree has 162 credits which are broken down into 117 credits of professional studies and 45 credits of general studies and electives. Of the 117 professional studies credits, 111 credits are required courses. The course outlines are found in the APR.

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

2014 Team Assessment: The B. Arch director and assistant director are responsible for the design of the program and course curricula. The curriculum is reviewed by the AAU curriculum committee, curriculum director, and the chief academic officer. The department regularly undergoes a peer review of the curriculum. Students evaluate the curriculum through course assessments.

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

2014 Team Assessment: The program is designed for open enrollment of students with a high school degree or its equivalent. In the case of transfer students, the B. Arch. director reviews transcripts and portfolios to determine if the previous course work and/or design work meets major course and/or studio requirements. General studies are reviewed by the Office of the Registrar Transfer Department. In talking with students, this process appears to be very rigorous.

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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

2014 Team Assessment: The required language was located on page 18 of the AAU Course Catalog, and online in the footer of the program's page (<http://www.architectureschooldaily.com/2014/10/naab-accreditation/>), and by following the series of links from the undergraduate program website (<https://www.academyart.edu/academics/architecture/undergraduate-degrees>) to the university's page of accreditation statements.

With the number of clicks required to get to the required statement from the undergraduate program's page on the university website, the team did not believe this is in the spirit of the NAAB condition.

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

2014 Team Assessment: The NAAB Conditions and Procedures are found online on the program's website at <https://www.academyart.edu/academics/architecture> under "Helpful Architecture Information" and just outside the administration offices for the department at 601 Brannan.

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

2014 Team Assessment: Reference to these resources are found on the program's website at <https://www.academyart.edu/academics/architecture> under "Helpful Architecture Information."

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*
- 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

2014 Team Assessment: The required documents were found just outside the administration offices for the department at 601 Brannan.

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] Met

2014 Team Assessment: Although not applicable, the ARE pass rates for the program can be found via the California Architects Board, linked from the program's website at <https://www.academyart.edu/academics/architecture> under "Helpful Architecture Information."

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. 1-4

B. History and Mission of the Program (I.1.1)

Reference Academy of Art University, *APR*, pp. 4-7

C. Long-Range Planning (I.1.4)

Reference Academy of Art University, *APR*, pp. 14-21

D. Self-Assessment (I.1.5)

Reference Academy of Art University, *APR*, pp. 21-27

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2. Conditions Met with Distinction

None

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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



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Team member

Representing the Academy



Anthony Vanky, Assoc. AIA
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Representing the NAAB

FINAL

Following is the Optional Response of Academy of Art University (AAU) to the NAAB (B.Arch) Continuation of Candidacy Visiting Team Report (VTR) 2014, in relation to Conditions Not Yet Met and Causes for Concern.

Conditions Not Yet Met

I.2.5 Information Resources

AAU Response:

The AAU library purchases additional materials each semester based on an approved annual budget. The library budget for 2015, submitted in October as part of the annual budgetary process at AAU, was approved by the Executive Office. Additional materials, requested by the Architecture Faculty, were included in the library budget. The Library Director will purchase 60 titles in spring 2015, 60 titles in summer 2015 and 60 titles in fall 2015. The Library Director will continue to partner with the Architecture Directors and Faculty to ensure that additional materials are acquired in subsequent budgets.

The AAU Library located at 180 New Montgomery houses Architecture materials (books, media, e-books, periodicals and online databases). Since the Visiting Team left campus, the Architecture Directors have been in discussions with the Chief Academic Officer and the Library Director and staff regarding relocating a portion of the architecture-specific collections from the main library at 180 New Montgomery to 601 Brannan, to be housed in the School of Architecture, under the supervision of their onsite Archivist. The Architecture Directors have identified the materials to be moved as well as a secure location at 601 Brannan to house the materials. Once the Architecture faculty have reviewed the proposed materials to be moved, the relocation of the materials will be finalized, with Spring Break week being the target timeframe.

In addition, the library has established a materials-request process for Architecture students and faculty. This process will allow students and faculty to request materials from the main library, which will then be delivered by AAU campus mail delivery staff (a twice-daily service), to 601 Brannan for pick up by the requestor, and later returned to the library in the same fashion. This will ensure that students and faculty have access to all materials without having to travel to the main library.

A.9 Historic Traditions and Global Cultures

AAU Response:

The 2014 NAAB visiting team's comments on the fulfillment of the A.9 criteria in certain classes (such as LA 219: History of Architecture 1) are well received, and those courses will continue to cover that criteria. In order to address the visiting team's comments on the lack of non-Western examples in history classes after, roughly, the Renaissance, changes are being made to the History of Architecture 3 course (LA 319), Studio 2: Spatial Ordering and Form (ARH 150), and Climate and Energy Use: Sustainable Strategies (ARH 430):

1. Both the onsite and online classes of History of Architecture 3 (LA 319) are being rebuilt, meaning that these changes will occur in onsite sections in the Spring 2015 term and in the Summer 2015 term for online sections, although specific assignments are also being revised in the online class for Spring 2015. These changes, which will occur in both module content and assignments, will expand the references and assignments to a more global scope of study. The research project for Architecture History 3 (LA 319) will continue to focus on one twentieth century building, but quizzes (identification and short essay formats) are targeted to ensure that they cover examples from across the globe. In addition, comparison papers will be introduced that ask students to analyze and compare buildings from different hemispheres and non-Western cultures. By revising the assignments in this way, the students will engage more directly with non-Western examples.
2. In addition to revisions within the History courses, a new assignment is being introduced as a part of the precedent analysis that takes place in Studio 2: Spatial Ordering and Form (ARH 150). The students will be asked to create a document that compares and contrasts a precedent building assigned to them and another precedent building that is an example of contemporary global traditions.
3. In ARH 430 Climate and Energy Use, a research assignment will be revised to direct students to research how vernacular buildings have adapted to the local climates. The research will entail a sampling of locations all over the globe to cover different climates.

Causes of Concern

A. Limited Professional Development

AAU Response:

As part of the annual budgetary approval process, additional conferences have been approved in the 2015 budget for Spring and Fall semesters, for both Full-Time and Part-Time Architecture faculty. These conferences include Art & Science of Building Facades in Los Angeles, Acadia, LEED, ACSA, and the Monterey Design Conference. In addition, funding has been approved for Part-Time Faculty to participate in local conferences, lectures, panel discussions and other events sponsored by professional organizations, academic, and civic institutions including SPUR, AIASF, SFMOMA and others. Requests for funding will be reviewed for approval by the Architecture Directors and submitted to the Executive Office for processing.

B. Potential isolation of online-only students

AAU Response:

AAU is actively seeking to improve the educational experience of the online student, and has initiated a number of significant changes to the university's current online educational delivery methods. The new Vice President of Online Education, Ryan Baldwin, has been enthusiastic in his support of new and experimental educational projects designed to improve the online student experience and nurture an engaged culture where feedback from students and faculty can be incorporated into a better online learning and teaching experience. The culture of online learning

is different from onsite learning, and AAU is continuously engaged in understanding and responding to those differences in a positive and proactive manner. In addition:

1. Architecture is developing a visual course gallery designed as a visual resource and database of archival work so students have a better sense of assignments, case studies, and school work as a whole.
2. Architecture is part of a University-wide effort to develop visual rubrics to create common standards for onsite and online work.
3. AAU has initiated pilot project experiments in synchronous (live classroom) learning, and the School of Architecture is exploring how we can also incorporate synchronous and collaborative opportunities in the Undergraduate Program.
4. Architecture streams its lecture series as well other major events (symposia, annual charrette, thesis presentations) to its online community.
5. Online studios typically have regular video conferencing meetings, which include midterm and final reviews attended by outside professionals and supporting consultants (engineers, landscape architects, etc.)
6. Architecture has explored ways to create closer ties between online and onsite studios, experimenting with joint and collaborative projects, simultaneous reviews etc.
7. Architecture utilizes several forms of social media (Facebook, Twitter, online forums) as a means to create an online student community and facilitate interactions.
8. The AIAS is open to online students, and the onsite student representatives serve as liaisons to their online student counterparts.
9. Architecture holds several events which are open to online and onsite students (annual charrette, Summer Expo, Summer Program with the Architectural Association). These events are held outside of the Fall and Spring semesters in an effort to bring in online students who could not otherwise attend during the regular semester.
10. Architecture is initiating travel abroad programs to Europe which will be open to online and onsite students.
11. The ARH 310 studio includes a travel component (currently to New York) which will bring online and onsite students together.

C. Building Operational Hours

AAU Response:

Based on the feedback that students gave to the Architecture department and to the NAAB Visiting Team, building hours at 601 Brannan and 466 Townsend were expanded so that the buildings open earlier in the morning and are open on Sundays from the beginning of the semester. Students now have access to high quality printers at the 601 Brannan Print Lab, starting at 7:30 am - one hour before classes begin and on Sundays.

This access is appropriate to serve students who are looking to print a concise amount of information for a daily assignment or progress print. The School of Architecture, seeking to prepare students for the profession, strongly encourages students not to use the early opening hours to print for large mid-term and final presentations. The School of Architecture consistently promotes using time management and "design project" management skills.

D. Late-night Transportation

AAU Response:

The transportation department has added more campus cruisers (late night transportation provided by the AAU) to service 466 Townsend and 601 Brannan locations.

An additional bus loop has been added to service 466 Townsend and 601 Brannan.

The Transportation Department will be monitoring the effectiveness of these changes and continuing to coordinate transportation availability with building closing times.

E. A.4 Technical Documentation

AAU Response:

The undergraduate architecture department is in the process of introducing improved alignments between lower and upper-level classes to strengthen the arc of the curriculum that addresses technical documentation in the upper-level studios.

1. Coordination among ARH 190 BIM, ARH 441 Code Analysis and Documentation, and ARH 450 Studio 8: Housing and Comprehensive Design

The coordination of curriculum in these three classes is intended to create an arc that begins with the introduction of Revit as a design and documentation tool in ARH 190. The arc will culminate in ARH 441 and ARH 450 where the students will be asked to design and document a wall section and to write an outline specification for the wall assembly.

The wall assembly documentation is a cross over assignment between the two courses. An emphasis will be given to the integration of the envelope and the building structure in ARH 450 Housing and Comprehensive Design Studio. An emphasis will be given to the technical assembly of materials in ARH 441 Code Analysis and Documentation.

2. Expansion of the Wall section model assignment in ARH 350 Studio 6: Site and Building Performance

A separate wall section (from foundation to roof enclosure) drawing assignment will be added and the time allotted to the assignment will be increased. Integration with structure and assembly of materials will be given additional emphasis.

3. Expansion of the Curtain wall type drawing assignment in ARH 410 Studio 7: Tectonics and Structure

Additional time will be given to review and refine the wall type drawing assignment. Integration with structure and assembly of materials will be given additional emphasis.

4. A new requirement to take ARH 239 Materials and Methods (an existing class) as a pre-requisite for ARH 450 Studio 8: Housing and Comprehensive Design

By introducing a new pre-requisite of ARH 239 Materials and Methods for ARH 450 Housing Studio, students will be able to build on the understanding of building materials and construction sequences gained in ARH 239 when producing their technical drawings in ARH 450.

IV.5. Catalog (or URL for retrieving online catalogs and related materials)

Catalog: http://www.academyart.edu/assets/pdf/aau_catalog_web.pdf

Catalog Supplement:

http://www.academyart.edu/assets/pdf/catalog_supplement_and_academic_policies.pdf

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