

**Academy of Art University
School of Architecture**

Architecture Program Report for 2017 NAAB Visit for Continuing Accreditation

Bachelor of Architecture (162 Units)

Year of the Previous Visit: 2015

Current Term of Accreditation: “At the February 2016 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report for Initial Accreditation* (VTR-IA) for the Academy of Art University. As a result, the professional architecture program: **Bachelor of Architecture** was formally granted a three-year term of initial accreditation. The accreditation term is effective January 1, 2015. The program is scheduled for its next accreditation visit in 2018. As stated in the 2015 *Procedures for Accreditation, following an initial three-year term, at the next scheduled review, the program must receive an eight-year term of accreditation.*”

Submitted to: The National Architectural Accrediting Board

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Section 1. Program Description

I.1.1 History and Mission

Academy of Art University (the Academy, the University) <http://www.academyart.edu/> is the largest regionally-accredited art and design university in the United States, offering Associate, Bachelor's, and Master's degrees in 22 different areas of study. The university serves nearly 13,000 students, who have the choice of studying onsite in San Francisco, online, or moving between onsite and online learning as they pursue their degrees. As of October 15, 2016:

- 58% of Academy students enroll in at least some of their coursework online
- 35% enroll exclusively in online classes
- The Academy's student body is highly diverse, with no visible student majority and a substantial international population. As of fall 2016, 60% of the Academy's student body consists of minority or international students. Our students are drawn from 115 different countries, all 50 of the United States, and the District of Columbia.
- 59% of Academy students are full-time
- 8% of undergraduate, degree-seeking students are first-time, full-time freshmen
- 37% of new undergraduate, degree-seeking students are transfer students
- 34% of students are enrolled in graduate programs

The Academy has been accredited by WSCUC since May 2007. The Academy is also accredited by the National Association of Schools of Art and Design (NASAD) since 1985, receiving reaccreditation for another ten years in 2014 (through 2023), with programmatic accreditations through (NAAB) for the Bachelor of Architecture and Master of Architecture degrees, and through the Council on Interior Design Accreditation (CIDA) for the BFA and MFA degrees in Interior Architecture and Design. The Academy operates as a for-profit, proprietary institution dedicated to academic excellence in the fields of design, communication, and the arts.

History

In 1929, fine art painter Richard S. Stephens and his wife, Clara, founded the school as the Academy of Advertising Art in San Francisco. The founders' philosophy was that aspiring commercial artists, with hard work, dedication, and rigorous instruction, could learn the skills needed to become successful professionals. To make this vision a reality, Stephens hired established professionals (familiar with the realities and demands of the marketplace) to teach future professionals. Within a few years, the Academy had attracted a distinguished faculty of practicing artists and one of its core educational practices had proven successful.

Today, the Academy continues its essential ties with the Stephens family through President Elisa Stephens, the granddaughter of the founder. Although the university's student body, degree programs and methods of educational delivery have evolved considerably since its inception, the core beliefs of the founders continue to be actualized. By its mission, Academy of Art University is committed to egalitarian access to an education by artists for artists, and maintains an inclusive admissions policy at the undergraduate level. The Academy thus serves students who might not be admitted to other art and design colleges. The Academy offers a rigorous curriculum commensurate with selective art schools; however, students enter with mixed levels of skill and academic preparedness.

The Academy is well-placed to serve students in the context of 21st century U.S. higher education, attracting a diverse student body both nationally and internationally. 60% of the student body consists of minority or international students. In line with 21st century trends in higher education, the Academy serves many transfer students (37% of the undergraduate student population). The Academy's curriculum is delivered both onsite and online, allowing students to select a modality or complete their degree using a combination of both. The Academy offers extensive educational support services to ensure that all students have access to the skills they need to succeed.

Vision

It is the Vision of the Academy to be the first choice for students seeking a world-class education in the arts and the first choice for those seeking to employ artists globally.

Mission

Academy of Art University prepares aspiring professionals in the fields of design, communications and the arts by delivering excellent undergraduate and graduate degree, certificate and portfolio development programs.

To achieve its mission, Academy of Art University:

- Maintains an inclusive admissions policy for all persons who meet basic requirements for admission and instruction 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 blend 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.

Institutional Learning Outcomes

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

Graduates of Academy of Art University will demonstrate the ability to:

1. Produce a body of work suitable for seeking professional opportunities in their chosen field of art and design.
2. Solve creative problems within their field of art and design, including research and synthesis of technical, aesthetic, and conceptual knowledge.
3. Communicate their ideas professionally and connect with their intended audience using visual, oral, and written presentation skills relevant to their field.
4. Execute technical, aesthetic, and conceptual decisions based on an understanding of art and design principles.
5. Evaluate work in their field, including their own work, using professional terminology.
6. Recognize the influence of major cultural and aesthetic trends, both historical and contemporary, on art and design products.
7. Learn the professional skills and behaviors necessary to compete in the global marketplace for art and design.
8. Engage with a variety of communities beyond the classroom through internship opportunities, study abroad programs, athletics, student interest clubs, as well as collaborative, civic and pro bono projects.

History, Mission, Founding Principles of the Program

The Academy's Architecture Program began in Fall 2001 as an emphasis within the Interior Architecture and Design program. In Spring 2002, the Academy's graduate Architecture program launched as a two-year program open to students with a four-year undergraduate degree in architecture, interior architecture, or a related field. The department subsequently designed a 63-unit M.Arch degree and 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, the Academy was granted an 8-year term of re-accreditation by NAAB for the Master of Architecture program. The next NAAB visit for the M.Arch program will be scheduled for 2021.

The B.Arch degree program was founded out of the Academy'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 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, structural and 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 2012 and subsequently granted Candidacy as of January 1, 2012. Following the 2014 NAAB Continuing Candidacy Visit, the Initial Accreditation Visit was in Fall 2015 and the program was successfully granted Initial Accreditation as of January 1, 2015.

Upon being granted Candidacy in 2012, students who had chosen the BFA five-year program were transferred into the B.Arch program. We have graduated approximately 40 students from the B.Arch program since Spring 2015 when we graduated the first co-ort.

The BFA four-year program that was started in 2009 was sunset and has not taken any new students. In 2015, a new four-year, 132-unit Bachelor of Arts in Architectural Design degree program was initiated based on the need of students to have a choice in their degree, their career path and their path to licensure. Students are given a clear description of the difference between these two programs at New Student Orientation and it is discussed individually with each student upon initiation into the school to assist them in making a decision about pursuing the B.Arch or the BA.

Location

San Francisco is noted for its vibrant art culture, innovative technology growth, and sustainably-aware community. The Academy's downtown campus is one block from the Mario Botta-designed Museum of Modern Art with the recent addition by Snohetta, the Daniel Libeskind-designed Contemporary Jewish Museum, the Museum of African Diaspora and the Yerba Buena Center for the Arts. Golden Gate Park 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, are the new facilities for the Exploratorium; the country's largest net zero energy museum which has been awarded LEED-NC Platinum. The Pacific Energy Center and SPUR, formerly the San Francisco Planning and Urban Research Association, are located within walking distance of the School of Architecture, affording field trips for studios and seminar classes and professional and educational events.

Under construction and within walking distance is the Salesforce Tower (San Francisco's tallest building) and the new Transbay Terminal which will, for the first time, bring Caltrain riders directly into San Francisco's financial district. 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 densification, as well as construction site visits, into the curriculum with the support of development companies, local architecture firms and construction teams.

AIA San Francisco, 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 Academy of Art University's transportation hub at 79 New Montgomery. Architecture students benefit from ongoing lectures, tours and programs offered for free or at discounted rates for students, competitions and awards programs, career services including the AIA San Francisco job board, and from the Architecture and the City Festival, which celebrates the richness and diversity of our local design community every September. Elizabeth MacKay, B.Arch student from the Academy, recently completed a two-year term as student representative on the AIA San Francisco Board of Directors and two faculty members, Paul Adamson FAIA and Elizabeth Tippin, Esq. LEED AP, serve on the Board. The Academy's AIAS Chapter includes AIA outreach events on its calendar and between 2015 and 2017 we have seen an increased commitment from new AIA San Francisco Board 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 careers.

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

The Academy 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 Academy's Online Education department provides an extensive infrastructure backend for online services, including online course builds, student and instructor course support, synchronous live video and conferencing, livestreaming, and database archiving and backup. The School of Architecture began offering online format courses in 2006. Our (NAAB Accredited) M.Arch degree courses are all offered online and we are almost complete in creating all the courses for the B.Arch course curriculum in online as well as onsite formats. Onsite students have discovered 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 Academy's 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 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 in San Francisco 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 Academy’s Library provides a wide range of online architectural resources, including books, technical code and building references, and an extensive digital image library in architecture and the visual arts. Guest lectures, demonstration videos, and onsite studio and thesis reviews are live-streamed and/or recorded and posted to the Academy’s videos website, as well as to YouTube and the iTunes University site. Facebook, Twitter, and other social media networks are employed to connect onsite and online students together.

B.Arch Program Mission

Offered as a first professional degree, the Academy’s 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 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. This Final Project is 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 university of art and design.
- The B.Arch program, building on the cultural diversity of Academy 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 the Academy.

- 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, and written and spoken communication skills at a professional level to allow them to undertake the Emerging Professional AXP.
- The B.Arch program instills critical thinking skills necessary for graduates to participate in the AXP 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 Academy of Art University in a number of ways, including the general education (known at the Academy 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 cultivates collaborations with Fashion, Motion Pictures & Television, Fine Art Sculpture, Animation and Visual Effects, Industrial Design, and Game Development, among other departments. The resources required by students in Architecture are available to all Academy 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 Online Education 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 strengthens undergraduate architectural representation of the Academy’s traditional art and design portfolios. Finally, the program attracts a new cadre of visiting critics and speakers that benefit the student body, particularly our fellow environmental designers.

Benefits to the Program

The 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, the Academy offers non-profit galleries, wood shops, sculpture studios, a foundry, painting studios, lecture venues, and the transportation system (Academy buses and shuttles) across the city of San Francisco 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), Online Education, Campus Life, Business Operations, Information Technology, and the President's Office.

Academy of Art University 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 the 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 media (including a vibrant school newspaper) and visibility for the new program because of the strong reputation that the Academy enjoys in the art and design fields. The Academy of Art University school year culminates in the annual Spring Show when industry professionals from all sectors are invited from the local community and also flown in from across the country to view student work exhibited from all Academy departments, meet with students and provide comment on the work and 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 current program also harnesses the outstanding resources at the Academy, 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 Academy 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 also 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 four realms. 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 B.Arch 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.

- The Academy has sponsored a Summer in Florence residency program of 7.5 weeks. B.Arch students have participated in this experience, allowing them to take drawing classes from the Director of Illustration and history courses with the Director and faculty of the Art History department.
- The School of Architecture, through the Graduate Program Director Mark Mueckenheim, initiated a summer architecture foreign travel program in 2015 that has run for the past three years. This program begins with four weeks of research, followed by approximately two weeks of intensive travel through many of the urban centers of Europe, and visiting the contemporary and historical architecture landmarks that provide inspiration for studios and courses back at home. The most recent trip took students to Copenhagen, Berlin and Venice. B.Arch students can enroll in these courses to fulfill their Architecture Elective and Breadth requirement.

Practicum-Based Learning

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

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

I.1.2 Learning Culture

The School of Architecture Studio Culture Policy is exhibited on our public website for all students, faculty, parents, staff and interested parties to review. The statement was generated by students and faculty and is discussed every other year with representatives of the student body. Those involved in this review are the student representatives from the AIAS, AIAS faculty liaison, online and onsite student representatives at large and the Undergraduate Director. It is not a static policy but a living document. The statement is founded upon a belief in optimism, respect, sharing, engagement, innovation and the value of time. The Studio Culture Policy is handed out at New Student Orientation and topics are discussed at Town Hall meetings each semester. The understanding of the Studio Culture Policy grows with the student. It is clear that when first presented to new students, the ideas are positive, yet abstract. As students progress through the program, find success and failure, achievement and recovery, they are better equipped to articulate the value of the studio culture and how it serves them, inclusive of the sustainable lifestyle promoted by our building hours.

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

- The open and accessible studio onsite environment where students have the opportunity to see the process of the diverse studios, faculty-student interactions and curriculum offerings beyond their own courses.
- The emerging online studio learning environment, that is challenging us to redefine the boundaries of the studio, uses a broad range of tools to encourage sharing, feedback, faculty access and student-focused teaching.

- Commitment by faculty to present a thoughtful and well-planned curriculum which is communicated at the beginning of each semester with an outline of schedules, deadlines and milestones. The student learning outcomes, grading expectations and NAAB criteria are embedded in each syllabus.
- The commitment and comraderie in the student body that supports each student's success. Student body leaders and representatives are selected by the AIAS and by the Directors of the School and mentored to lead by listening and fostering open communication.
- The use of the Town Hall as a tool to collect student feedback to discuss issues that are included in Studio Policy, as well as the use of Curriculum surveys and evaluations to gather feedback on the improvement to the program, facilities and equipment.
- The access to Directors, Full-Time Faculty and Advisors for appointments to address specific student issues.
- Midpoint Review students, transfer students, intermediate level online students and upper level thesis students are particularly able to gain access to and personal attention from the department Directors and also provide feedback on their studio experience.
- The access that faculty has to Directors and Advisors to advocate for support of students at risk in need or with studio issues.
- The fostering of professional skills in students when pinning up and presenting projects and the respectful and honest feedback from faculty and reviewers.
- The building hours that encourage a healthy balance of work and rest. The building hours during the semester are typically 7:30am – 11:30pm Monday through Friday, and 9:30am-10:00pm on the weekend.
- The most measurable evidence of studio culture success is the consistently high evaluations that students give to the studio courses and faculty.
- Communications from online students who speak about their studio education experience.

The Studio Culture statement is reflected throughout our B.Arch Strategic Plan, predominantly in Goal #1, in the support of diversity in students and faculty in Goal #2, and in the cultivation of student leadership and collaboration outside of the studio in Goal #3.

The Studio Culture Policy can be found here:

<http://www.architectureschooldaily.com/2013/01/aau-school-of-architecture-studio-culture-policy/>

I.1.3 Social Equity

The Institution

The following anti-discrimination statement can be found on page 23 of the current University Catalog and on the main website <https://www.academyart.edu/about-us> and in the School of Architecture brochure on page 33. <https://www.academyart.edu/content/dam/assets/pdf/program-brochures/School-of-Architecture-Program-Brochure.pdf> "Academy of Art University admits students of any race, color, age, religion, and national or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The Academy does not discriminate on the basis of race, color, age, sex, religion, physical handicap, sexual orientation, or national or ethnic origin in administration of its

educational policies, scholarship and loan programs, and other school-administered programs.” Diversity, harassment/discrimination, and grievance policies appear in the Catalog addendum <https://www.academyart.edu/disclosures/course-catalog-and-addenda> and in the Faculty Manual http://faculty.academyart.edu/dam/faculty/New-pages-files/policies-and-procedures/Faculty_Manual.pdf

Academy of Art University hiring policy states: “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, Academy policy prohibits unlawful discrimination based on race, color, creed, sex, marital status, age, gender identity, gender expression, national origin, ancestry, disability, medical condition 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. In addition, Title IX of the Educational Amendments of 1972 and the policies and resources of Academy of Art University are available on the main website: https://www.academyart.edu/disclosures/title_IX

The institution benefits from a talented student body drawn from highly diverse backgrounds, including an increasing population of onsite international students and a diversified geographic reach domestically through online programs. The Academy is committed to preparing its students to function effectively in an increasingly global environment through the diversity of creative ideas and approaches as students of different cultural backgrounds execute individual creative projects and work closely together on collaborative projects.

In addition to the standard considerations of racial and ethnic diversity, cultural diversity, and socio-economic diversity, the Academy also serves the accessibility needs of students with documented disabilities (Accessibility resources: <https://www.academyart.edu/students/my-academy/academy-resource-center/accessibility>) and students who are “at risk” of academic failure (diverse learning backgrounds), as part of university-wide diversity efforts. The Academy offers significant support for on-campus diversity through the Academy Resource Center (ARC), providing educational support in English for Art Purposes, Online Language Support, and ARC Training and Tutoring (ARC: <https://www.academyart.edu/students/my-academy/academy-resource-center>). Campus Life also sponsors many student organizations with a diversity-related focus.

The Program

The Academy of Art University open admission policy results in a truly diverse profile of undergraduate B.Arch students because traditional barriers to architecture school have been removed. The Online delivery system and access to additional student populations expand this opportunity. This does not mean that the School of Architecture rests on these practices as the only way to measure, promote and support diversity. We are still examining our efforts to secure and support a higher number of female students, African American students and other under-represented minorities.

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

The School of Architecture faculty is gender diverse and culturally diverse – representing at least 15 countries from all hemispheres of the globe. The Online delivery system allows us to draw from a broader range of faculty beyond the Bay Area and we have instructors teaching from many parts of the world. When compared to the San Francisco Bay diversity statistics, we have room for improvement. Actions taken to bring a more diverse set of mentors to our students include the invitation of NOMA representatives as lecturers and guest speakers, the integration of architects of color in the Ethics and Leadership Panel, and the participation of diverse professionals in studio reviews. The diversity of our students has been viewed as a unique and positive characteristic by visiting NAAB teams and

professionals. Supporting our diversity of students and particularly diversity of faculty is listed within Goal #1 of our Strategic Plan. Diversity statistics for faculty and students can be found here: https://www.dropbox.com/s/gsw7htvi1k17af/ARH%20Student_Faculty%20Statistics_Fall%202016.pdf?dl=0

I.1.4 Defining Perspectives

Collaboration and Leadership

In the belief that the outcome of successful Leadership and Collaboration benefits from the diverse and valuable contributions of all parties within a respectful environment that is both open and productive, the School of Architecture fosters collaboration in the learning environment of studios and classes as well as in co-curricular activities. We have developed classes that specifically bring co-faculty together from diverse disciplines into the classroom and studio where lecture content and student work is presented and given feedback within a context of differing perspectives.

ARH 110 Studio 1 Concept Design Studio | Landscape Architect and Architect

First-year landscape students and first-year architecture students are in the same studio led by faculty from both disciplines which results in an exploration of space that is not defined by building envelope but that promotes the ideas of how we approach our natural and urban context.

ARH 230 Color, Perception and Space | Artist and Architect

Within the context of examining light and space, the architect designer and the artist are brought together in dialogue about human perception and experience.

ARH 420 Structures: Systems Investigation | Structural Engineer and Architect

Within the context of the third structural design course in the structures arc, the structural engineer and the architect are brought together in dialogue about structural decision-making. The vocabulary of the engineer and architect are juxtaposed in order to introduce the student to the professional intergration of expertise.

ARH 440 Building Systems | Building System Engineers and Architect

Within the context of the Building Systems course that advocates Integrative Design in the approach to sustainable projects, various engineers (Mechanical, Electrical, Plumbing, Acoustics) and the architect are brought together to both introduce and implement the vocabulary and methodologies of the engineering team.

ARH 210 Studio 3: Site Operations & Tectonic Systems | Peer Teams and Intradisciplinary Collaborators

Starting early in the studio setting, ARH 210 Studio 3 requires that students work in groups for the entire length of the semester - allowing time to experience obstacles and seek solutions in the group project dynamic while developing the opportunity for each student to bring expertise to the production of an ambitious research and design project. This same studio actively seeks the opportunities to collaborate with departments outside of the School of Architecture, bringing disciplines such as Film, Animation, Fashion and Gaming to work with students in the studio. In Fall 2017, this studio will be collaborating with the School of Fashion to investigate the ideas embodied in the design of space, form and fashion.

ARH 250 Studio 4: Site, Culture and Integral Urbanism

This studio most recently collaborated with Industrial Design faculty and students to address the needs of a local non-profit group working with homeless teens. The product of the collaboration was a soft-goods body harness that allowed volunteers and staff to transport and set up a pop-up supplies shop at a 2nd floor clinic. Interestingly, design students drew from the experiences many of them have as athletes and the transport of athletic equipment across the urban campus.

Co-requisite studios and classes: As students become more aware of the roles embodied by our professional colleagues, they are expected to reach out for feedback and input on studio projects from the professional resources available to them. This is facilitated by pairing courses with studios and closely

aligning curriculum such that students can transfer knowledge from one academic setting to the design project. ARH 410 Studio 7: Tectonics and Structures is paired with ARH 420 Structures: Systems Investigations and ARH 450 Studio 8: Housing and Comprehensive (Integrative) Design is paired with ARH 440 Building Systems. Further to this, in ARH 450 Housing and Comprehensive (Integrative) design, the students work in pairs and are introduced to the importance of building partnerships based on the recognition and exploitation of differing skillsets and mindsets. A faculty member who has degrees in both Architecture and Business invites students to the offices of Skidmore, Owings & Merrill LLP (SOM) where she gives a lecture on the fundamentals of strong collaboration. Each project team is given a form of the Meyers Briggs test where they are able to specifically discuss their inherent differences and how those can be harnessed to create a strong project.

Consultant Reviews: In ARH 450, code consultants, structural engineers, sustainability consultants and mechanical engineers are invited into the studio twice each semester to work with students on the development of a housing project. At the end of the semester, students reflect on the experience of the student partnership and the consultant input when they present the final project to their studio faculty.

ARH 510 and 550 Thesis Studios: In the thesis year, students are encouraged and required to expand their research to include input and feedback from relevant sources within and outside of the building design industry. Students have worked with acoustical engineers, fabricators, entrepreneurs, and others, as well as structural engineers and landscape architects.

ARH 475 Professional Practice: Leadership is addressed in the Professional Practice course as students examine case studies and are lead by professional mentors from high profile firms considered to be leaders in some aspect of their practice. Students investigate how this permeates their firm's structure, communications, project management and decision-making.

Stewardship of the Environment (and Natural Resources)

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

LA 123 Design Philosophy In the first semester, students are introduced to ethics, aesthetics and logic, and to the philosophical premise of shared resources and the collective good. This understanding is fundamental for the ability of the student to imagine making use of the planet's resources in design and construction in intelligent and conscientious ways.

ARH 110 Studio 1 Concept Design Studio In their first studio, students are asked to design a memorial to a person of significance. Assigned personalities include those who have been at the forefront of environmentalism; such as Rachel Carson, David Suzuki, Amory & Hunter Lovins, and Paul Hawken. The invitation to research the mission of these advocates heightens the importance of environmental stewardship.

ARH 239 Materials and Methods, ARH 320 Structures 1 and ARH 330 Structures 2: These professional courses introduce the technical aspects of energy and resource conservation.

ARH 350 Studio 6: Site Conditions & Building Performance In a semester-long project, the sensitive use of a natural site, passive design, and natural daylighting are emphasized within the context of an educational visitor's center. Priority is given to evaluative decision-making, material choices and building envelope/wall assembly.

ARH 430 Climate & Energy Use: Sustainable Strategies Students are given a broad and deep dive into the state of the planet in regards to climate change and the responsibility of architects to design and build projects that are energy efficient, socially conscious and resource-aware looking at the LEED, Living Building Challenge and Net Zero Building requirements as guidelines. Students are asked to study both a vernacular project to extract the intrinsic nature of common-sense building, as well as researching a contemporary case study drawn from the Center on the Environment design awards and the Living Building Challenge case studies. This research exposes students to the leadership and forward thinking of contemporary practices across the US that are setting the bar in sustainable design. Many of these firms are located in the Bay Area. The class is taught by a diverse team of sustainability consultants and architects who bring specific points of view and professional expertise to the students. Each semester, students visit the Public Utilities Commission headquarters building where they are given a tour of the most progressive onsite water recycling system in the US. In 2016, in the midst of California's dramatic drought, students in the class travelled to visit the Hetch Hetchy Dam in Yosemite Valley, seeing firsthand how fresh water is delivered directly from the mountains to the city of San Francisco in a gravity-driven system.

ARH 440 Building Systems and ARH 450 Studio 8 Comprehensive (Integrative) Design Students are introduced to the best practices of Integrative Design by the Engineers at Arup in the Building Systems Course. The design project in the companion studio (ARH 450) requires students to analyze energy use in the housing project design, present a set of sustainability principles and strategies based on principles introduced in ARH 430 Climate & Energy Use: Sustainable Strategies, and diagram the fundamental building systems for the project. Energy efficiency, renewal energy systems, and integrative design proposals are emphasized. Software used in this studio is being enhanced to increase tools for students to conduct energy analysis.

Design

Ability to make sound decisions, articulate decision-making processes, defend decisions supported by research and design investigations will transcend trends in software or design methods. This approach will empower the student and build confidence that when encountering a new problem, the student, while not able to foresee a solution, will have the confidence to develop a process through which possibilities are explored and a proposal for a solution arrived upon.

The curriculum arcs within design studio, media, systems and technology, history and theory, and society and the profession, are coordinated to instill in our students that architects have the agency to add value by identifying problems and proposing solutions. Design proposals that render architecture relevant to contemporary issues bring a sense of urgency to student project proposals. Students are guided to strive for independence in identifying challenging political and social issues to tackle in their thesis projects through research, defining the problem, identifying scope, and testing their architectural responses against initial observations.

The design studio curriculum in the first four years exposes students to a suite of diverse critical thinking tools. In the fifth-year thesis design studios, students are encouraged to identify design approaches that were the most productive to them in their previous studios and to adapt the given tools into their own. There is an intentional absence of specific design methodology in the thesis year so that the students can identify one that most suits their way of engaging the thesis topic at hand. They are given independence while offered the resources of the diverse faculty whose expertise or design thinking help them develop an ability to independently identify problems and find appropriate architectural responses.

The visual matrix of critical thinking tools diagram can be found here:

<https://www.dropbox.com/s/54g5tv9pu23g60y/BArch%20Critical%20Thinking%20v3%20visual-EB.pdf?dl=0>

In the first year, the design curriculum is rooted in building critical thinking skills using drawing and making as exploratory tools. Beginning with the first design studio ARH 110 Studio 1: Conceptual Design, emphasis is placed on the decision-making process to develop the ability to explain the process and criteria with which design decisions are made. Liberal Arts classes such as LA 123 Design Philosophy

introduce language with which first semester students learn to articulate their design process. Media classes such as ARH 170 Projective Drawing and Perspective and ARH 180 2D Digital Visual Media support first year students in ARH 150 Studio 2: Spatial Ordering and Form. The range of drawing, model-making, and conceptual thinking skills are coordinated among the faculty teaching these classes every semester to reinforce the connection between representational skills and critical thinking skills.

The second year curriculum builds on the fundamental skills to incorporate more complex formal languages in ARH 210 Studio 3: Site Operations and Tectonic Systems as well as difficult social issues such as homelessness in ARH 250 Studio 4: Site, Culture, and Integral Urbanism. The design studio curriculum is coordinated with and supported by Liberal Arts courses such as LA 292 Programming and Culture in which students are introduced to research methods that engage user groups and identify their needs through interviews and observations. Students learn to build empathy and cultural literacy for the demographic groups for whom they organize program and space in their building designs. By advocating for the needs of the homeless population, students demonstrate a commitment to social responsibility through architectural design.

In the third year studio ARH 310 Studio 5: Assembly Buildings and Context, students interact with a structural engineer as well as a code consultant who provide individualized critiques of their design studio projects. An assembly building presents a level of complexity that the students must resolve architecturally and structurally while accommodating accessible and equitable circulation strategies. The projects developed in ARH 350 Studio 6: Site Conditions and Building Performance reduce in square footage and program complexity in order to shift the emphasis towards a technical resolution of the building consistent with the design concept. Students incorporate structural design as well as wall section details over the course of the semester so that there is a coherent decision making process across multiple scales of the building design from site strategy to exterior wall material selection.

Fourth year introduces co-requisite groupings of classes for a more intense coordination between design studios and building systems courses. ARH 410 Studio 7: Tectonics and Structure is taken concurrently with ARH 420 Structures 3 Systems Investigation. ARH 450 Studio 8: Housing and Comprehensive Design is taken concurrently with ARH 440 Building Systems. The co-requisite relationships in the fourth year design studios afford the opportunity for the students to create a proposal for structural systems and building systems for their studio projects, wrestling with the task of refining the architectural design concept in response to the building systems performance criteria. Students receive feedback and individualized guidance from engineers and consultants in integrating buildings systems and their design studio projects throughout the semester.

Curriculum coordination meetings are held each semester to bring faculty together who teach courses that have overlapping and shared student outcomes. During these meetings, which are facilitated by the directors, continuing discussion takes place on student work assessments and proposed refinements to the curriculum in response to student work. The ability to assess and reassess curriculum coordination each semester has resulted in strengthening the collaborative relationship among faculty. Examples include guest lecturing and participating as review critics in each other's courses, sharing course preparation material prior to semester start, and discussing the merits and logistics of creating shared contexts for assignments.

Professional Opportunity

Our program goals and pedagogical priority place an emphasis on preparing our students for the professional realm. The same priority influences faculty hiring, curriculum, and evaluative criteria for student success. Though our program is young, we are proud of our alumni who are thriving in notable architecture firms such as Gehry Partners, Gensler, SOM, UN Studio, among others. We are appreciative of the positive feedback received from firms into which our alumni have placed.

We continue to be guided by the belief that career decisions must be founded on a self-awareness of each student's own values and priorities in order for a meaningful and rewarding career as an architect. Our diverse student body benefits from the multi-pronged approach to broaden available career

opportunities, as well as from the relatively small size of the department. The small number of cohorts in each graduating class make possible individualized attention and guidance given to them by the directors in identifying firms and mentors with values aligned with their own.

Our students have a wide range of learning styles, aptitudes, and motivations. To best support the transition of our diverse student body successfully to the professional realm, our strategies are guided by a priority for inclusivity. Ethics and Leadership Symposium and Professional Preparedness Workshops are two extra-curricular examples of our inclusive approaches.

Students in ARH 475 Professional Practice contribute to an event that is held each semester called the Ethics and Leadership Symposium. The symposium is organized around a theme identified each semester that places a focus on how ethical responsibility of architects have informed the career trajectories of the invited panelists. Past semester themes have included affordable housing, gender and race in architecture, social equity, and architecture within the realms of public and non-profit sectors. The upcoming semester's theme is social justice that will introduce students to local architects who advocate for the formerly incarcerated population. Panelists are selected on the basis of how their career has been guided by their values and ethics. The highly personal career paths exemplified in the story of each panelist allow students to envision value-based career decisions for themselves within the discipline of architecture. ARH 475 students research the backgrounds of invited panelists and create a list of questions to ask during the symposium. Research and preparation prior to the symposium as well as their participation during the symposium allows students in ARH 475 to be deeply engaged. Students have shared how this event has helped transform their understanding of an architect's possible career paths.

Professional Preparedness Workshop is offered every spring semester and is open to all 4th and 5th year students who are ready to apply for summer internships or for full-time employment. The workshops are comprised of lectures, in-class activities, and sharing of peer experiences among students, culminating in mock interviews in the offices of faculty practitioners. Student performance at the mock interviews is documented and shared with the students afterwards so that their professional identity and presentation is consistent with their values, beliefs, and aspirations. The workshops support students in identifying and crafting their unique professional identities based on their personal values.

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

ARH 475 Professional Practice is structured for students to build one-on-one relationships with an architect over the course of a 15-week semester. This course is taught onsite by Paul Adamson FAIA who is a practitioner serving on the board of AIA San Francisco. The online version of the course was written by Elizabeth Tippin Esq LEED AP who is also serving on the AIA SF board. The online course will be offered for the first time in Spring 2018.

In ARH 475 Professional Practice, the topics of business practices and project management are researched by each student for a specific local architectural practice. This course is structured so that the students are paired with architects in local firms to develop mentor-mentee relationships throughout the semester using interviews, email correspondence, as well as getting feedback on their resumes and cover letters. This mentorship exposes the students to a much wider range of practitioners in one-on-one interactions that is more personal and intimate. The students see professionalism modeled by their mentors through conversations that describe their mentors' roles within firms, interactions that offer advice on the tone and wording of well-written cover letters, and in discussions that place a particular firm's services within the larger professional context.

Exposure to the profession is also embedded within the curriculum through faculty-led field trips to construction sites and firms. ARH 320 Structures: Wood and Steel and ARH 330 Structures: Concrete, Masonry, and Tensile Systems are taught by Vahid Sattary and Carl Wilford, who are structural engineers practicing in San Francisco. We are fortunate to be located within walking distance of several large scale construction sites and can take advantage of this resource by leading students on hard hat tours each semester, guided by the structural engineer faculty members. Past visits included a tour of 181 Fremont which is an 802 ft tall steel tower under construction in San Francisco. The construction site visit included a presentation by the Arup structural engineers on resilient structural engineering. Students in ARH 450 Studio 8: Housing and Comprehensive Design visit the offices of SOM each semester to participate in a presentation on collaboration by Francesca Oliveira who has dual degrees in architecture and business. The presentation is relevant because the students in ARH 450 work in teams of two for the duration of the semester and this presentation is a formal introduction on how best to achieve a productive professional collaboration.

The university hosts a selective university-wide event each year to provide students with the opportunity to present their work to professionals in their respective disciplines. The event is referred to as the Spring Show and exhibits the best student work from all departments. The architecture department invites students to participate in the opening day event to present their work to invited architects who are based in San Francisco and beyond. The students are provided support to prepare their resume and portfolio for the day-long event through the Professional Preparedness Workshops. They are also coached on expectations for professional conduct when interacting with and presenting their work to the invited guests.

Within the architecture department, Sameena Sitabkhan, Community Outreach Coordinator, is a full-time faculty member who is our NCARB AXP Licensing Advisor. In this capacity she also serves as the faculty advisor to the Academia chapter of AIAS. She works with the Architecture department directors to organize presentations by NCARB and CAB (California Architects Board) representatives as well as support AIAS students to host Portfolio Review sessions and firm tours. Sameena Sitabkhan attended the Licensing Advisors Conference in Chicago in July 2017. Prior to this year, the School of Architecture has consistently sent our IDP Coordinators to attend this critical and empowering conference.

Community and Social Responsibility

The School of Architecture is proud of the progress made in creating opportunities for students to see themselves as present and future advocates as described in Goal #3 of the Strategic Plan. Engagement with the issues that confront the contemporary world and particularly the urban context is a requirement intertwined with the B.Arch curriculum.

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

ARH 250 "Homeless Housing Studio": In 2014 the School of Architecture launched the Homeless Housing Studio in the second year studio where students have literally hit the streets to come to understand the homelessness issues that confront the city of San Francisco. The students interview homeless citizens and begin to understand that this is not a problem that can be generalized. They are asked to develop their own proposals for both real world and hypothetical situations.

ARH 292 Programming and Culture: This non-studio course encourages and requires students to observe and document the needs of users through academically established methodologies of research.

In the final project, they are asked to use these methods to make proposals for the improvement of existing real public spaces based on the evidence collected. Most recently this course used Hunters Point, an under-served neighborhood with a high percentage of minority residents as the subject of a project. The class partnered with Five Keys Charter schools to provide research and define the integration of innovative education spaces in order to serve previously incarcerated citizens.

ARH 512 Participatory Design: This course launched in Summer 2017, gives 5th year students the responsibility and opportunity to engage with the residents of a multi-family housing development in Hunters Point undergoing recent renovations to seek input of the further development of public spaces within the development that were not immediately part of the scope of the renovation. This course is envisioned to be one of a three-course sequence for a future Design Build program.

Student Thesis Projects : As the B.Arch program has ushered the first 40 graduates through thesis we have noted the overwhelming commitment to community and social responsibility as students have harnessed their year-long project to not only highlight their design skills but to also engage with issues of social justice, sustainability, equity, physical and mental health, and community. Faculty support these proposals with academic rigor, professional experience and specific expertise.

B.Lab Design Build: This program, still in its infancy, has been envisioned to serve students and the community in multiple ways, by creating opportunities to develop design strategies based upon an authentic commitment to participatory design, and offering a hands-on, one on one option for students in the 5th year who seek to position themselves in a socially-conscious and sustainably-oriented career path.

I.1.5 Long Range Planning

Institutional Long-Range Planning

President Stephens launched the Academy's Strategic Planning Initiative in Spring 2015. The Strategic Plan 2016-2021 is the culmination of contributions from constituents across the Academy over eighteen months. President Stephens, along with Nancy Houston, Chairman of the Board of Directors, led a Strategic Planning Task Force of key Academy leaders in the areas of education, student success, technology, finance, and operations to drive the initiative. Utilizing the Academy's vision, mission, and strategic focus areas as a framework, input was solicited from the Board of Directors, the Senior Management Team, Academic Department Directors, and faculty during spring and summer of 2015.

The Strategic Planning Task Force members began their work by completing a SWOT analysis identifying strengths, weakness, opportunities, and threats in their respective areas. The SWOT charts were compiled and reviewed, along with contributions from all constituent groups (Board of Directors, Senior Management, Academic Directors, and faculty). The Task Force agreed to use the four focus areas necessary to achieve the Academy's mission (Institutional Effectiveness, Students and Faculty, Organization and Facilities, and Finance and Regulatory Compliance) to structure the Academy's five-year Strategic Plan.

Academic Department Directors contributed content for the strategic plan during online and onsite directors meetings over several semesters. Faculty contributions were solicited through surveys submitted throughout 2015 and reviewed by departmental Curriculum Leadership Teams. Staff contributions were gathered at senior management meetings and work groups in Spring and Summer of 2015.

Strategic Planning Task Force work groups created drafts of the strategic plan that were reviewed by the WSCUC Steering Committee, the Board of Directors, faculty, students and staff. The Board of Directors approved the final five-year Strategic Plan in summer 2016. A 3-year finance plan was developed in parallel with the Strategic Plan.

The Strategic Plan 2016-2021 is now guided by the Strategic Planning Committee of designated leaders for each focus area. The Committee meets each quarter. The leaders are responsible for developing,

implementing, and monitoring action items to achieve the goals set within the plan. The tracking spreadsheets are maintained in SharePoint and all focus area leaders and their teams have access to update their spreadsheet, add links to documents, and view progress on each focus area at the same time. The tracking process ensures implementation of all action items in the plan, to align with academic, technology, operations, and budgetary plans.

The Strategic Plan is posted on the Academy's website <http://www.academyart.edu/about-us>. The Strategic Plan is reviewed annually by the Strategic Planning Committee, and is a standing agenda item at each Board of Directors meeting.

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

- Annually (budget process);
- Every five years as part of Program Review.

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 Academy compliance with federal accreditation standards. At each Board meeting, the President reports on the Strategic Plan and Critical Success Factors of the Focus Areas that support the vision and mission of the institution. The Chief Academic Officer and other Vice Presidents and Directors work with the President to communicate strategic priorities and initiatives to the departments. The President, Chief Academic Officer and Vice President of Institutional Effectiveness hold meetings with each department to discuss and evaluate department issues.

Departmental Long-Range Planning

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 the University. 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 the Online Education department
- An innovative network of Educational Support Services
- Urban campus

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 from 4th and thesis years.

In Spring and Summer of 2015, Program Learning Outcomes were reviewed based on the feedback loop from the 5th year Thesis Review. Minor revisions have been made since that time.

(Using the link below, scroll down to tab “B.Arch Program Learning Outcomes”)
<https://www.academyart.edu/academics/architecture/undergraduate-degrees>

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 students 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 | • Mark Donahue | • Doron Serban |
| • Karen Seong | • Vincent Tijang (student) | • Michael Tauber |
| • Mimi Sullivan | • Samantha Buckley (student) | • Hans Sagan |
| • Braden Engel | • Beth McKay (student) | • Sameena Sitabkhan |
| • Eric Lum | | • 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 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 have been, up to 2014, to continue to develop curriculum to fulfill the five-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 has 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 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 were reviewed by Faculty and Directors and were updated in Fall 2015. In 2016-2017 the focus of the B.Arch program efforts, in alignment with the Strategic Plan, has been to expand our student community awareness through collaboration with non-profit and professional organizations. The following is evidence of achievements towards these goals:

- The addition of the School of Architecture Community Outreach Coordinator as a Full-Time position. This position will create opportunities for student engagement in community based projects and cultivate a spirit of diversity, equity, and advocacy for future public practice among students.
- The AIA San Francisco Community Alliance Award granted to our second year students in December 2016. <http://www.aiaf.org/page/CAA>
- The collaboration with Five Keys Charter Program and our ARH 292 Programming and Culture course to support research of site and user experiences in the Hunters Point neighborhood. Five Keys offers innovative education solutions to formerly incarcerated adults and teens. <http://www.fivekeyscharter.org/>
- The sustainment and growth of the School of Architecture Ethics and Leadership Panel that is planned each semester. The Homelessness Panel in Fall 2016 was featured in AIA San Francisco's Architecture and the City Festival and the Designing Justice Panel discussion is scheduled for October 18, 2017. <http://www.architectureschooldaily.com/2016/09/unsheltered-symposium-on-homelessness-and-the-built-environment/>
- Student Thesis and Studio Work Exhibits have been featured in Fall 2016 and Fall 2017 AIA San Francisco's Architecture and the City Festival. Under the themes of "Resilient" and "Terrain Vague" student thesis work has nested within the focus of the September month-long festival. <https://www.archandcity.org/>
- The initiation of the ARH 512 Participatory Design Course in Summer 2017 where 5th year students worked with residents of a multi-family residence project in Hunters Point to identify needs for shared community spaces within the community. The students developed relationships, created tools to promote participation and feedback. The project will continue in Fall and Spring 2017-2018.

Role of five perspectives

As mentioned earlier, the five perspectives are clearly reflected in the program's educational objectives. Long-range 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.

Collaboration and Leadership: Both are integrated in all three of the Strategic Planning goals and the emphasis in the short term is to build greater support for sustainable investigations and collaboration through workshops, competitions, and analysis software.

Design: Also reflected in all aspects of the strategic plan; we hope to engage students in an option for thesis that allows for Design Build and community-based hands-on projects developed by student teams.

Professional Opportunity: Leveraging the Community Outreach Coordinator/Licensing Advisor Role, the program hopes to build a greater network for job opportunities within the city and beyond.

Stewardship of the Environment: As stated under Collaboration and Leadership Perspective, the goal is to support students in developing strong evaluatory skills and taking action within sustainable design strategies.

Community and Social Responsibility: The proposed Design Build program (B.Lab) would strengthen the School's ability to develop long term relationships with the diverse communities of San Francisco.

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), the Director of Institutional Research and Director of Assessment, and the data and information provided by these resources to analyze these forces and make any necessary changes in vision, mission, and objectives. The Chief Academic Officer, the Vice President of Curriculum, and the Academic Steering Committee are instrumental in reviewing and amending program changes as needs are identified.

I.1.6 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, Undergraduate Director and Assistant Director, on compliance with the NAAB Conditions and Student Performance Criteria;
- The departmental Strategic Planning Team (1 meeting per year) and Department Governance Team (twice per month);
- Undergraduate Coordinators (once per month);
- Curriculum Leadership Team Meetings once per semester (The CLT meeting is specifically designed to respond to and evaluate recommendations from the faculty survey and the result of this meeting is passed on to the Undergraduate Director);
- The Undergraduate Faculty (one annual Department Action Team/Curriculum Review meeting addressing progress toward program goals and NAAB Conditions and Student Performance Criteria; pre-semester curriculum planning meetings with specific faculty and Directors);
- Pre-semester meetings curriculum content and deliverables are reviewed by Course and Studio Faculty and Directors;

- The University's Vice President of Institutional Effectiveness, who is in charge of periodic program review (the Architecture program was reviewed in 2011- 2012 and will be reviewed again in 2017);
- 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 once 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 the annual strategic Department Action Team (DAT) meeting dedicated to feedback on strategic planning; faculty feedback from semi-annual curriculum planning meetings to discuss specific course learning outcomes. Feedback from curriculum leads and program faculty on 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, Coordinators and CLT 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.
- Pre-semester Curriculum meetings that take place each Fall and Spring. The Undergraduate Director and Assistant Director meet with faculty in relevant groups to share in pre-semester planning and coordination of specific curriculum that is taking place onsite and online or to discuss the arc of curriculum within a subject area (i.e.math, physics and structures sequence or architectural history and theory sequence). It is at this level of discussion where student work and student progress is discussed that the most fine-grained curriculum amendments take place. Teaching successes and concerns are shared and addressed and short term and long term goals are set. Student learning outcomes, rubrics, NAAB criteria and student expectations are consistently discussed each semester.
- Surveys of program faculty conducted by the department every semester.

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
- 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 and instructor evaluations (which are conducted twice per semester. Evaluations offer students the opportunity to provide both quantitative and open-ended responses about their classes and to comment on the suitability of the learning environment).
- Comprehensive student surveys as part of the Program Review process.

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 and Final 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 and lastly Final Thesis Reviews as the primary evidence, but not the only evidence, for evaluating the student's progress in achieving the program learning outcomes. The Midpoint Reviews and Final Reviews are utilized as opportunities to consolidate and document both specific and holistic feedback to the student as well as to the curriculum. The Student Reviews harness the pedagogy of studio to direct students in directions that suit their personal goals and aspirations as they continue the path of achieving the Program Learning Outcomes. Participation in both the Midpoint and Final Reviews is a mandatory part of the institutional assessment process at the Academy.

Assessment of Student Learning

Institutional practices have supported the B.Arch program in setting up a strong culture of both student review and curriculum review. Supported by the Director of Assessment, the B.Arch program has defined, assessed and further developed our Program Learning Outcomes with input from Directors, Full-Time faculty and Part-Time faculty based on Midpoint Reviews, Thesis Reviews, Thesis Curriculum Meetings and Curriculum Review Meetings. B.Arch Student progress toward Program Learning Outcomes are now assessed at Midpoint Review (ARH 250 Studio 4) and (ARH 450 Comprehensive Design Studio and Final Review (ARH 550 Studio 10: Final Thesis).

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. As with all the academic departments at Academy of Art University, the department's Program Learning Outcomes are developed by the director and faculty in partnership with the Director of Assessment to ensure that all outcomes are consistently assessable. A curriculum map is also developed in conjunction with the Program Learning Outcomes to indicate in which courses skills are introduced, where they are further developed, and finally where proficiency is demonstrated.

For the Curriculum Map, see the link below:

<https://www.dropbox.com/s/ribjqf4jh3qr7f2/ARH.B.curric.map.FA17.pdf?dl=0>

During 2011 and 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 were embedded 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 University-wide initiative to create visual rubrics that are available to all students online and onsite in all first-year courses. These 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 completed in the first-year courses and the second-year studio ARH 210.

At the Midpoint and Final Reviews, faculty assessment committees complete formative and summative evaluations of each student's work during their progress through the program. The results are collated by the Director of Assessment and analyzed by the program director and the undergraduate curriculum team in order to provide detailed insight into student learning results and the effectiveness of the curriculum. Beginning in fall 2017, a new data visualization platform (Tableau) will be implemented by the Director of Assessment to provide the academic director and faculty with greater transparency and additional data regarding key success indicators for the department, including Midpoint and Final Review assessment results, grade distributions, retention data, and student satisfaction survey results.

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 are surveyed by the Directors to determine their opinion of the strengths and weaknesses of student work. This feedback is generally in the form of conversations and correspondence with guests during and after the Spring Show. In addition, now that we have 40 graduates of the program we are receiving feedback from alumni and employers about alumni success and preparedness.

Institutional self-assessment Academic program review

Every five years, 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 and is underway.

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. 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. The University also undergoes institutional self-assessment as part of its accreditation by the WASC Senior College and University Commission (WSCUC); WSCUC does evaluate the quality and results of university-level processes such as assessment, program review, and planning as well as the University's general financial capacity and resources (financial, physical, leadership faculty and staff). Recommendations from this process are also given priority at the institutional level. See more about our WSCUC Accreditation in section II.2.1.

Faculty will make proposed changes to the curriculum with approval from the relevant curriculum lead and from the Program Director, as applicable. The Program Director may consult with either the Director or Vice President of Curriculum to discuss impact on current students. The Director or Vice President of Curriculum may run reports to see how many students may be impacted by the change. Based on the data, the Vice President of Curriculum will recommend an implementation plan. The Chief Academic Officer reviews all proposed changes to ensure they are in alignment with all Academy protocols.

Based on feedback from Midpoint Reviews and Faculty, the curriculum has been amended as follows:

- Increased focus on plan and section delineation and correspondence in both hand drawing and digital drawing classes
- Required course rebuilds and amendments to stay current with technology
- Strengthening of force diagram skills and understanding in the liberal arts course Applied Physics.
- Amendments made to Program Learning Outcomes that address fundamental design skills and critical thinking.

The Final Student Thesis Review process has led to many Faculty/Director curriculum discussions resulting in:

- Additional specific pre-requisites to thesis in Summer 2015 – adding ARH 429 Architecture Theory and LA 292 Programming and Culture to support stronger research and critical thinking skills. These were not additional courses, but rather they were placed in the curriculum sequence as pre-requisites to first semester thesis.
- Increased emphasis in intermediate studios on the evaluative aspect of design-thinking and criteria-based decision-making.
- Trial implementation of studio-based writing in third and fourth-year design studios.
- Initiation of the Participatory Design Course in Summer 2017 as the first in a sequence of Design Build courses to serve as an alternate to thesis.
- Amendments made to Program Learning Outcomes that address the integration of research and evaluative skills.

From the Long Range Strategic Planning goals we have taken action with the University to:

- Institute a new full-time position for a Community Outreach Coordinator. This job description consolidates the Community Outreach, Licensing Advising and AIAS faculty liaison allowing us to set up stronger alliances with non-profit groups in San Francisco, develop our Participatory Design course and make plans to develop a Design Build program.
- Reformat our Integrative Design Coordinator role to enhance the ARH 450 Studio 8 Integrative Design Studio and its co-requisite course ARH 440 Building Systems which is developed in partnership with Arup Engineers.
- Institute the First-Year Coordinator Role that focuses on supporting first-year student success especially for online students. This role supports the Orientation Program for onsite and online students and the integration of onsite and online studios and workshops for first-year undergraduate design students.
- Continue to provide a more collaborative, interactive online studio offering including improved tools and an improved user interface.
- Institute a Professional Preparedness Workshop supporting students with job search information, and cover letters, resume and portfolio preparation advice.
- Increase our technology and fabrication tools in the ARH workshop.
- Working with the Academy's Main Library, we have established an Architecture Library of collected books at the 601 Brannan building, including Architecture class text books, recommended architectural reference books, and general architecture books. We are growing this collection each semester, through purchases, and donations.

The Town Hall meetings and student representative feedback loop has required the School of Architecture to look at questions (which are ongoing) about:

- how we meet student needs in different studio locations and
- how we best communicate with students.

Section 2. Progress since the Previous Visit (limit 5 pages)

Conditions Not Met

II.4.1 Statement on NAAB-Accredited Degrees

Academy response:

All promotional materials now contain the required statement on NAAB Accredited degrees.

Causes of Concern

- An area of concern regarding online courses is the student outcomes from design studio classes, rather than the student outcomes from non-studio online courses. Another area of concern is the fact that no single cohort of B.Arch online students has completed the degree.

Academy response:

- The online specific program is on track to be fully completed, with the final studios - ARH 510 (thesis research) to run in Spring 2018 and ARH 550 (final thesis) to run Fall 2018 - following the current progress of the online only cohorts.
- The online studio syllabi are designed to have the same design problems as the onsite studios, and in several cases (ARH 150, 210, 250, 350, 410), the same instructors teach the online section as well as the onsite section of the studios.
- The integrated studio ARH 450 will team onsite students with online students, to have the online students participate more directly with the onsite studio cohort.
- Online workspace collaboration tools such as Bluescape and Conceptboard are used to post online and onsite work in a common virtual space, making possible joint online-onsite team projects. Onsite instructors participate in online progress and final reviews via AdobeConnect.
- Instructors share examples of online and onsite work with students via the LMS, Facebook, Google Hangouts, and other social media tools and online collaborative workspaces. Onsite studio reviews are also streamed live where appropriate.
- Annual reviews are conducted for all classes, to compare work and outcomes between online and onsite course sections.
- Travel programs in summer to Europe and within the US as part of studio in summer and fall are also intended as further opportunities for online students to meet and work with their onsite counterparts.
- We have introduced in 2016 an Online Freshman Coordinator to specifically support the success of online students and develop an improved online interactive studio experience.

- Another area of concern is the fact that no single cohort of B.Arch online students has completed the degree.
- We recognize the reality that it will be another year before we have fully online students who will have completed the B.Arch program. We have been monitoring this first cohort and feel confident that their work is comparable to onsite student work. We have consistently shared online work with NAAB at previous visits and we feel that it has met the criteria in accordance with the Course or Studio Outcomes and SPC's.
- We have also seen a great improvement in the online work in the cohorts seeking to graduate in 2020 and beyond. The strategies listed above have resulted in strengths in the online work that not only deem it comparable to onsite student work, but at times suggests that the work surpasses that of the onsite students. This speaks to our goal that onsite and online students will all serve to share and influence each other in positive ways.
- We have seen a growing number of hybrid students who began their studies onsite, and moved to online, or vice-versa. Because of their exposure to the onsite studio environment, we believe these students help to raise the awareness and expectations of the studio experience for those students who are online only. Conversely, students who started online and move onsite build bridges to their peers online and have helped the ARH faculty continue to understand how to best serve all students.
- Faculty reviewing 5th year online students will be reviewing the work to the same program learning outcomes for all students. Through this process, we will be able to assess the strengths and weaknesses of the entire online program offering and not simply the parts and pieces.
- In summary, we are commonly able to draw from our experience with the accredited M.Arch program as we build a strong set of Undergraduate online course offerings. We find similar challenges as well as differentiated issues between the B.Arch and M.Arch studio communities. In the B.Arch program we have a significantly higher percentage of online studio students who have previous experience with onsite studios. There is a high level of movement between onsite and online as students negotiate the challenges of accomplishing the five-year program. This cross pollination is encouraged, as we see it support the diversity in the studio environment, as well as the culture of commitment to design learning. While we expect to always have a population of students who are only able to take courses and studios online, the mix between 100% online students and hybrid students in studios and courses speaks to the value of the online program as we seek to engage and support a more diverse student population.

Change in Conditions (if applicable)

- (none) N/A

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

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 Online education oversight and coordination with an Online Director; provide a holistic vision for the School of Architecture with the introduction of an Executive Director.

Mimi Sullivan, AIA, (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 Online Director.

Jennifer Asselstine (former Co-Director of the Architecture Program) was appointed to the Undergraduate Director position in 2012. Karen Seong has been the Undergraduate Assistant Director since 2014 and the following B.Arch Coordinators are appointed to oversee the development of the B.Arch Curriculum.

- Goetz Frank and Stewart Green, Integrative Design Coordinators.
- Vahid Sattary, Structures Coordinator.
- Doron Serban, Emerging Technologies Coordinator.
- Braden Engel, B.Arch History/Theory Coordinator.
- Eva Chiu, B.Arch. First Year Studio Coordinator.
- Alex Neyman, 210 Studio and Collaboration 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.

The School of Architecture Community Outreach Coordinator is Sameena Sitabkhan who also serves as Licensing Advisor.

Erin Berta serves as School Of Architecture Archivist and collection librarian.

The Lab Technicians under the supervision of Jack Tiranasar now include: James Ryan, John Kearns, and Travis Souza. Similarly, the Department has increased the number of Shop technicians to assist students and to increase the support for our expanded metal shop and shop technology. This now includes Greg Gunstrom, Associate Director of Academic Shops who also serves as our Digital Fabrication Specialist, Gena Whitman, Shop Manager, Sutton Murray, Lead Metal Shop Technician, and Shop Technicians Dennis Huynh, Nicholas Williams, and Michael Seo. Lab Technician positions and Shop Technician positions have been reduced in the last year.

Introduction

The Architecture Program employs 16 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), part-time 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 new studios and seminars being offered. Since 2012, the B.Arch has added approximately 35 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 4.2 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).

School of Architecture Student-to-Faculty Ratio_Fall 2016:

https://www.dropbox.com/s/zji7yz54newjwn7/ARH%20Student-to-Faculty%20Ratio_Fall%202016.pdf?dl=0

Faculty-Course Matrix

<https://www.dropbox.com/s/fzbe8eowija7zor/Faculty%20Matrix-2017.pdf?dl=0>

Matrix for faculty teaching in the B.Arch curriculum from Fall 2015 to Summer 2017 is included in Section 1.3.3. and in the faculty resumes in Section 4.3.

Faculty Resumes

<https://www.dropbox.com/s/d3uyyqsxbdwo1ev/AAU-FACULTY%20RESUMES-8-30-2017.pdf?dl=0>

EEO/AA for Faculty, staff, and students

The Academy 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.

Faculty Credentials Matrix:

<https://www.dropbox.com/s/fzbe8eowija7zor/Faculty%20Matrix-2017.pdf?dl=0>

Additional Diversity Initiatives

The Academy and Architecture Department enjoy and benefit from a diverse faculty, staff and student body. Please reference our Diversity statement in Section 1: 1.1.2 Learning Culture and 1.1.3 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. Three full-time ARH faculty members are budgeted to attend the Annual ACSA conferences each year. In 2017, the Budget allows for one attendee in Spring and two attendees in Fall. Mark Mueckenheim and Jennifer Asselstine will be attending the Albuquerque Conference.
2. One full-time faculty member has been budgeted to attend the Monterey Design Conference held every other year. Karen Seong (B.Arch Assistant Director) will attend in October 2017.
3. One Graduate full-time faculty member attended the Acadia Conference in October, 2016. The Undergraduate Emerging Technology Coordinator is slated to attend in October 2017.
4. One faculty member was budgeted to attend the LEED Conference/Green Build in 2016, Eric Lum attended.
5. Braden Engel, History Theory Coordinator, was funded to travel to Chicago and complete a self-study to develop modern history curriculum and research.
6. One faculty member is supported to attend the AIA convention - Mimi Sullivan attended in April 2017.
7. One faculty member has been slated to attend the Urban Land Institute Conference in October 2017.
8. National Conference on Beginning Design Student – one part-time faculty and Eva Chiu were supported to attend in 2016 and Graduate Assistant Director Gloria Jew attended in March 2017.
9. Kuka Training for the Robot Arm in Michigan was supported for our Digital Fabrication Specialist, Greg Gundstrom and for both Graduate and Undergraduate Emerging Technology Coordinators Peter Suen and Doron Serban.

10. To support part-time faculty in attending conferences and meetings of interest and relevance to their curriculum, there is a budget request of \$500 per semester. Part-time faculty will submit a request for this funding through the department and it will be approved by the Executive office. This has covered approximately 2-3 parttime instructor requests each Fall and Spring Semester to a maximum of \$250 each.
 - Elizabeth Tippin used the part-time faculty stipend to attend conferences on design and construction litigation in 2016.
 - Part-time faculty members used the stipend to attend the Facades Conference in San Francisco in December 2016. Goetz Frank, Lise Barriere and Ben Damron attended.
11. The Licensing Advisor/Outreach Coordinator, Sameena Sitabkhan is supported to attend Licensing Advisors Conference in Chicago. She is new to the role and attended for the first time this year. In 2017, Undergraduate Director, Jennifer Asselstine and Mark Cruz, part-time faculty member attended in previous years, 2016 and 2015.

The Academy is not a research-driven institution. Some faculty undertake their own research and collaborations as part of their academic or professional co-curricular activities. Recent examples are:

Abe Burickson:

- Odyssey Works, Transformative Experiences for an Audience of One,
- Co-authored with Odyssey Works' Assistant Director Ayden LeRoux, a book about art and performance
- Princeton Architectural Press 2016
- Harnisch Foundation Grant 2016
- Isolation and Amazement, contributor, about the production, "The Map is Not the Territory" 2013
- BEAT Festival Grant 2013

Paul Adamson:

- Bauhaus Design and Architecture in Germany: research tour. Oct 23-31, 2016 by invitation of the Goethe Institute

Mallory Cusenberry:

- 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)

Lionel Eid:

- Co-editor "Ephemerality and Architecture" Moinoplois Issue 2, July 2013

Braden Engel:

- "Ambichronous Historiography: Colin Rowe and the Teaching of Architectural History" in the Journal of Art Historiography, 2016
- Co-Editor, "This Thing Called Theory" issue of Architecture and Culture journal, Volume 4, 2016
- Organizing Committee for "This Thing Called Theory" AHRA Conference in Leeds, 2015
- "Framing History: Colin Rowe and the Evasion of Industry" delivered at the AHRA Conference in Newcastle, 2014

Julia Grinkrug:

- Creative Cities Working Group, Stanford – Research Fellow, 2017-present
- European Architectural History Network, Histories in Conflict Conference – Speaker, Jerusalem, 2017

- City and the City, Design Research Exhibition - Model Lead and Coordination, SPUR SF, 2016

Paul Jamtgaard:

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

Joseph King:

- Western Art & Architecture Magazine, August/September 2017- "Ethereal Mid-Century Modern: feature article on Palm Springs House
- Gold Nugget Merit Award, June 2017: best multifamily housing community over 100 du/acre: The Parker
- Gold Nugget Grand Award, July 2016: best custom home 4,000-8,000 sf: Palm Springs House
- Builder Magazine, July 2016- "Embracing the Desert": feature article on Palm Springs House
- Wall Street Journal, 3/11/2016- "Home is Where the Art Is": feature article on Palm Springs House
- Variety Magazine, 12/2015- "Booth Hansen Lights Up Palm Springs' Little Tuscany": feature article on Palm Springs House
- The Annual: 2015, exhibit by the National Academy Museum, New York: Palm Springs House
- 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

Amy Leedham:

- Integrating Energy Modeling into the Design Process, AIA San Francisco, CA 2013

Peter Gang:

- Center for Climate Protection, Santa Rosa

Cesar Lopez:

- Borderlands: An Exploitation of the U.S./Mexico Political Geography/Bracket. Vol. 4, Takes Action/Actar, 2018 (Expected)
- Environment as Politics, Graphic Designer/Researcher (Author Neeraj Bhatia), Places Journal, April 2017.

Alex Neyman:

- SOMA ARTS. San Francisco, CA. 'Nightlite' Exhibit, August, 2017.
- Future Fires. Midway Gallery, San Francisco, CA. "Building the Future" Exhibit. Selected Drawings and Photographs. March 2017. <https://www.futurefires.com/building-the-future-1>
- LACDA. Los Angeles Center for Digital Art. International Juried Competition. 2nd place. Group Exhibit. September 2016. Selected Drawings. "Regenerative bodies".
- LACDA. Electron Salon. Snap to Grid Exhibit. October, 2016. Selected Drawings. "Catalogues".
- SOMA ARTS. San Francisco, CA. 'Nightlite' Exhibit, July 2016.
- University of Michigan Taubman School of Architecture. Ann Arbor, MI. 'Epigenesis: Plastic Assemblages' Exhibit January 15-March 30 at Taubman Research Annex.
- University of Michigan Taubman School of Architecture. Ann Arbor, MI. 'Epigenesis: Plastic Assemblages' Lecture. January 15, 2016 - 6:00pm
- SOMA ARTS. San Francisco, CA. 'Making a Scene' Exhibit, July 2015.
- Acadia Design Agency 2014, USC Los Angeles, CA 2014.
- Research Project Exhibit: "Growing Extreme Assemblages" Acadia 2014 Proceedings Publication. p.35-38.
- Cranbrook Academy of Art, Cranbrook, Bloomfield Hills, MI 2014. "Growing Extreme Assemblages" Workshop+Lecture+Exhibit.

- 180 Magazine. Issue No.7. 2014. "Growing to Extremes". pp.94-109 2014 Collaborative Interdisciplinary Project with Academy of Art University Fashion School
- San Francisco Design Week. Form Factors. 2014. Installation at Digital Fix. Growing Extreme Assemblages.
- Art Complex. 2014. Installation. "Growing to Extreme" Prosthetics.
- San Francisco Design Week. Form Factors. 2013 Collaborative Installation at Rand and Statler with Academy of Art University Fashion School. Prosthetics.
- "Modifiers & Amplifiers: Growing Extreme" 2013 Multiple Collaborative Exhibits between Academy Architecture + Fashion departments installed at Atelier + Cannery Galleries, San Francisco, CA

Nathan Ogle:

- The American Institute of Architecture Students - National Bandwidth Forum 2015, Building: San Francisco Skyline Lecture.
- In The Heart of Icicles – Stories, Sketches, Photography & Travel, ORO Press 2017; Nathan Ogle.
- Beyond the Conventional – SF Bay Area Sketching at Ocean Beach, Inspire Creativity and Encourage.

Christopher Pizzi:

- "Dimension of Urbanism: Urban Blocks", Urbanism Project Session, ACSA 105th Annual Meeting, Detroit, MI, March 2017; and in ACSA Annual Meeting Project Proceedings, ACSA Press, 2017.
- "Can Anyone Design a Whole Block?" Presentation/Panel, CNU 23 Conference, Dallas, TX, May 2015.
- "Paths to a Career in Urban Design," Presentation given at City College of San Francisco, February 2015.
- "Living Closer Together," Presentation given at Academy of Art University School of Architecture Faculty Pecha Kucha, TidesTheatre, San Francisco Office, January 2015.

Philip Ra:

- 2017 Architect, "CJ Blossom Park"

Hans Sagan:

- "Planning Protest Out: Protest Policing, Urban Design, and CPTED" forthcoming in Critical Planning, Vol. 24.
- "Strategic Incapacitation": Discourses of Urban Security and Urban Space. Contribution to 2016 Bergen Arkitektsskole thesis catalog, May 2016.
- "Specters of '68: Protest, Policing and Urban Space": Dissertation, University of California, Berkeley, College of Environmental Design, Summer 2015.
- "Teaching Semantic Ethnography to Architecture Students." Co-authored with Galen Cranz, Lusi Morhayim, and Georgia Lindsay. International Journal of Architectural Research, Archnet-IJAR, Volume 8 - Issue 3 - November 2014.

Doron Serban:

- Presenter at the AIA Next Conference 2017: *Unsheltered*.
- Active Rest Installation: part of the Market Street Prototypes Festival, 2015.

Sameena Sitabkhan:

- Presenter at the AIA Next Conference 2017: *Unsheltered*.
- Yerba Buena Center for the Arts Fellow, 2016-2017.
- peepSHOW Installation: An urban viewing station, part of the Market Street Prototypes Festival, w/DBA Lab.
- ARTIST IN RESIDENCE and CURATOR | 2016, 2010 Guapamacataro Artist Residency, Michoacan Mexico.

Mimi Sullivan:

- 2016 AIA COTE Top Ten Award: Rene Cazenave Apartments
- 2016 AIA SF Design Awards: Commendation for Social Responsibility, 474 Natoma
- 2015 AIACC Design Awards: Residential Merit Award, Rene Cazenave Apartments
- 2014 East Bay AIA Exceptional Residential Honor Award, 474 Natoma
- 2014 PCBC Gold Nugget Award – Best Affordable Housing, 474 Natoma
- 2014 Architectural Record – June Issue “Architecture and Ethics, “Bucking the Trend” – 474 Natoma
- 2014 Architectural Record Online – June Issue “Architecture and Ethics, Safe Haven” – RCA Apts.
- East Bay AIA Design Award: Citation for Architecture: “Altezza” San Pablo Ave. Housing Project
- Architectural Record- January Issue “Good Design in Affordable Housing”
- San Francisco AIA – “Small Firms, Great Projects”

The graduate faculty has a similarly robust list of scholarly and creative collaborations.

Faculty Appointment, Promotion, and Tenure

Academy of Art University 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 2015

The 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. Below is a link to the last two years of Public Lecture Series and Ethics and Leadership Panelists:

<https://www.dropbox.com/s/idh95b2korqnrpc/Academy%20of%20Art%20University-School%20of%20Architecture%20Events%202015-2017.pdf?dl=0>

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 2013 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. Topics have included Gender and Race in Architecture, Public Space, Affordable Housing, Homelessness and Social Justice. Mimi Sullivan, Executive Director, is the moderator for the panel and questions are developed by the 5th year students in ARH 475 Professional Practice. A list of the last two years of panelists is included on this link:

<https://www.dropbox.com/s/ipjkzumdotwyo3q/Ethics%20and%20Leadership%20Panels%202015-2017.pdf?dl=0>

Students: Evaluation for Admissions

The Academy'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, the Academy already attracts many underrepresented student groups (e.g., Hispanic). The Academy does recruit at local Bay Area high schools, including some that work specifically to meet the needs of under-served student populations. The Academy 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 Academy facilities and architectural firms. A new Online Orientation was launched for B.Arch online students in Spring 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 professional preparedness workshop, career and industry support and professional and internship advice from the Licensing Advisor and AIAS Liaison, Sameena Sitabkhan.

The Academy's Career and Entrepreneurial Services department prepares students and alumni to successfully pursue work as artists and designers.

Resources include:

- Academy Career Toolkit - information on resume preparation, business correspondence, professional presentation, job search, interviewing and networking.
- One-on-One Sessions - available via phone, email and in person to review resumes and cover letters, and practice interviewing.
- Career Chat Series Library - an array of informative chats on career topics like research, self-promotion, networking, internships and financing. Live broadcasts covering new topics added each semester.
- Exclusive Online Job Board - top industry partners across all majors recruit part-time, freelance, project-based and full-time Academy talent. Hundreds of new posts are added each week.
- Industry Partnerships - creative leaders and recruiters visit campus each semester to mentor, advise and recruit talent at industry panels, company presentations and portfolio reviews.

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. Professional and 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. The Academy 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 Academy Architecture students organized this student conference hosting more than 150 students from eight 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 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 2014 and 2015 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 engineers “compete” while raising significant funds for their partner schools. The fundraising at the Academy was spearheaded with a “Napkin Drawing” art auction with drawings donated by faculty and students.
- The 2015 AIAS Forum took place in San Francisco and Academy AIAS students were instrumental in the planning for the event. The Academy AIAS co-president Samantha Buckley was one of the site coordinators and other students played host to many of the conference events.
- The AIAS hosts a two-part Portfolio Development series. Part 1 is a presentation by Mary Scott, Executive Director Emeritus of Graphic Design, on graphic design and general rules of thumb to apply when creating a portfolio, followed by Q&A and passing samples. Part 2 consists of a panel discussion with ten professional graphic designers, followed by one-on-one portfolio feedback. This was run in coordination with an alumni evening where alumni discussed their experiences in the job search.
- In 2016 the AIAS partnered with the Undergraduate Director and the ARH 430 Climate and Energy Use: Sustainable Strategies course and co-sponsored a trip to the Hetch Hetch Dam in Yosemite lead by the Regional Water Director for the PUC (Public Utilities Commission).
- The AIAS coordinates with BAYA (Bay Area Young Architects) to attend their monthly tours, has attended public events such as Gensler’s Gallery night multiple times, and planned their own private firm tours.
- In Spring 2017 several Academy students from the AIAS chapter attended the West Quad conference in Portland, Oregon during Spring break.
- In July 2017, two members attended the Grassroots Conference in Washington DC.
- The Department has continued to develop a unique opportunity for students in the form of week-long trips to Chicago and Los Angeles. Academy ARH students (graduate and upper level undergraduate students) are encouraged to participate.

For a complete listing of AIAS Events and Activities-see link below:

<https://www.dropbox.com/s/k7p1q761sbrimle/AIAS%20EVENTS%20and%20Activites%202015-2017.pdf?dl=0>

Campus Activities

The Office of Campus Life is comprised of several programs and services that support student development in the areas of social interaction, building student community and encouraging active participation in extra-curricular activities and events at the University. The office also strives to be a conduit to the Bay Area community 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 Physical Resources

General Description of Facilities

The Architecture and Interior Architecture and Design (IAD) 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, fourth 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 and has continued to add more fabrication tools including 3D printers and a robotic arm.

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 Academy 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 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, laser cutters, 3D printers, a robot arm and a metal shop. 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 larger 3D printer has been installed at the Industrial Design department workshop which has been purchased with the understanding that it will be a resource to Architecture students as well. The facilities also have wireless internet access and additional recreational areas, an outdoor basketball court, skateboard park and batting cages. Located downtown, the Academy has two large auditoriums for lecture classes and guest speaker events.

The following plans identify the current architecture spaces at:

- 601 Brannan Street, First Floor
<https://www.dropbox.com/s/n6or3mznbf21lpi/601%20Brannan-Floor%20Plans-FIRST%20FLOOR-2017.pdf?dl=0>
- 601 Brannan Street, Model Shop Detail
<https://www.dropbox.com/s/e93jv1rdcd37ekn/Model%20Shop%20Floor%20Plan-%202017.pdf?dl=0>
- 601 Brannan Street, Second Floor
<https://www.dropbox.com/s/v8qjmexsi7634ck/601%20Brannan-Floor%20Plans-SECOND%20FLOOR-2017.pdf?dl=0>
- 466 Townsend, Third Floor
<https://www.dropbox.com/s/7z6hg0t35tejqnt/466%20Townsend-THIRD%20FLOOR%20PLAN-2017.pdf?dl=0>

Changes

With a steadily growing Undergraduate population, we have been able to accommodate growth by balancing physical space needs with the Graduate program. While online undergraduate student population has grown the onsite population has stabilized as the program has matured. The B.Arch Director works with the Executive Director and the Graduate Director to monitor enrollment and notify the President of foreseeable future needs.

Existing classroom space appears to be 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.

Existing office space allows for each full-time faculty member to have a desk space within 601 Brannan with the exception of the Integrative Design Coordinator who has not shown the need for this onsite space outside of the studio. Having said this, the shared office spaces are not optimal for private conversations with students. Faculty use Room 203, as a conference room or other locations in the building if necessary. A review of the physical resources for faculty is a priority as we move forward.

For information and details on the following:

- Square footage of the architecture facilities
<https://www.dropbox.com/s/d23uc6yjtub7h1j/ARH%20SQ%20Footage-2017.pdf?dl=0>
- Computing, Printing, and Software Resources (for student and faculty use)
<https://www.dropbox.com/s/ep7tkvf4kz0jn58/Computer-Printing-Software%20Equipment%20List-2017.pdf?dl=0>
- Model Shop Tool List
<https://www.dropbox.com/s/nykgjpy2s3i0tuo/Model%20Shop%20tool%20list-2017.pdf?dl=0>
- University Campus Map
<https://www.dropbox.com/s/vwhv7zfc7t8r8qp/AAU%20Campus%20Map-2017.pdf?dl=0>

I.2.3 Financial Resources

A description of the institutional process for allocating financial resources to the professional degree program

Financial resources at Academy of Art University are allocated subsequent to a rigorous budgetary review process. Each October, the Executive Vice President of Enrollment working with the Vice Presidents of Admissions, internationally and domestically, project the enrollment in the various programs and learning mode, online and onsite, undergraduate and graduate. Projected revenue figures are based on past history trends, expected student enrollment and attrition before budget finalization. The Finance department sends all department directors and managers a budget template to be completed for the next year along with actual current year-to-date revenue and expenditures against their current year's budget. Each director/ manager completes their operating budget with input from their faculty, staff, and administration. Total operating expenses, personnel costs and capital expenditures are included. Completed budgets are submitted to the Finance department for review and preparation of a draft budget for all departments. The President, Executive Vice President of Finance, Executive Vice President of Enrollment, Chief Academic Officer, directors/managers and administrative assistants meet to discuss the draft budget. Special emphasis is given to capital expenditures, which includes the latest technology. The Executive Vice President of Finance makes necessary revisions resulting from this meeting.

The President and Executive Vice President of Finance review each income statement to determine if any additional adjustments are necessary based on the overall university impact. Finalized budgets, upon

approval by the President, are sent to each director/manager. Every month each director/ manager receives an operating statement that compares actual costs to their approved budget allowing the department to determine how they are operating within their budget.

In addition to this process, development and review of university-wide financial plans occur on a regular basis:

- high level financial plans are prepared on three year cycles
- projections of current year results and conditions are updated quarterly

A description of the expense categories over which the program has either control or influence

For the budget process, Academy Executives (Chief Academic Officer, Executive Vice President of Finance) meet with the Directors of the School of Architecture and their designees – those with specialized systems knowledge, equipment experience or other expertise. Department requests are reviewed in detail leading to approval decisions, with these decisions reviewed and refined as needed within the overall financial picture for the institution. This process provides a solid foundation to develop budgets for personnel costs, instructional expenses, and administrative costs. The Finance department compiles all input to create a cohesive plan and financial budget to support the strategic goals of the School of Architecture, and the institution overall.

Significant aspects affecting capital spending for equipment and facilities are discussed with each Academic Department Director and their program experts.

- What effects will result from changes in curriculum?
- How have developments in technology affected equipment and software needs?
- What changes are needed in systems infrastructure across the institution?
- Do software applications need renewal, upgrade or replacement, and can efficiencies be realized by consolidating platforms or licenses?
- Are long-term contracts expiring, needing review and renewal?
- Are physical spaces being used effectively for classrooms, labs, offices, and other purposes?

Departmental operating expense categories for the School of Architecture include:

- Equipment Purchases, Repair and Maintenance
- Software Purchases & Renewals
- Building Construction, Repair and Maintenance
- Staff and Faculty Training
- Conferences
- Instructor Commutes
- Guest Speakers
- Workshops
- Office supplies, Postage, Telephone, Copying
- Faculty materials and supplies
- Classroom props/displays
- Security-related expenses
- Delivery and Courier Services
- Consulting
- Dues and Subscriptions
- Annual Spring Show of Student Work
- Study Abroad
- Field Trips
- Student Activities
- Collateral Printing

- Marketing and Promotion

A description of the revenue categories over which the program has control or influence

With overview by each department, course data are maintained in the PeopleSoft Student Administrative system and include class requirements for successful completion of all academic programs. The academic organization field in the system identifies course units by program with appropriate billing for graduate or undergraduate units. Onsite course fees are regularly reviewed by program experts in the School of Architecture and updated for changes in curriculum, technology or supplies.

A description of the scholarship, fellowship and grant funds available for student and faculty use

Third-party and Academy presidential scholarships provide funds for student and faculty use. In addition, the Academy is an NCAA Division 2 participant which qualifies eligible student athletes for athletic aid under NCAA regulations. To remain eligible, students are expected to attend class punctually and fulfill course load and academic requirements.

Pending reductions or increases in enrollment and plans for addressing these changes

- The Executive Vice President of Finance, Chief Marketing and Admissions Officer, Chief Academic Officer and Executive Vice President of Enrollment Management meet to plan for enrollment and revenue. Data is broken out by term, domestic or international, undergraduate or graduate, and mode (onsite or online). Historical data, as well as data looking into the future, based on applications and leads, are used to project trends. Continuing to attract and enroll students and effectively manage growth is a significant area of focus in the Academy's 2016-2021 Strategic Plan. The Marketing and Admissions department aims to increase enrollment by 2-3% a year for the institution as a whole.
- According to data from the Academy's Office of Institutional Research, B.ARCH enrollment grew by 4% from 439 students in 2015 to 457 in 2016. A growth rate of approximately 2% is expected in 2017 and 2018.

2015	2016	2017 (projection)	2018 (projection)
439	457	465	475

Pending reductions or increases in funding and plans for addressing these changes

- There are no plans to increase tuition for the 2017/2018 academic year. A 3% tuition increase is projected for 2018/2019. All tuition increase proposals must first be approved by the Board of Directors prior to implementation.

Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes

- Effective January 2017, compensation for part-time instructors shifted from a project model to an hourly basis.
- Overall institutional increases are communicated to the Vice President of Instructional Evaluation & Faculty Development. Academic Directors then submit increase requests for approval to Human Resources and the Executive Vice President of Finance.
- Overhead costs for facility usage and administrative costs are allocated to each academic program based on their building usage for facilities overhead and on their percentage of revenue for administrative overhead.

- Since the last visit, classroom space in the School of Architecture has expanded to 466 Townsend, located three blocks from the School's main facility at 601 Brannan Street.

Planned or in-progress institutional development campaigns that include designations for the program (e.g. capital projects or endowments)

- The President and Executive Vice President of Finance develop plans to ensure sufficient capital is available. Recently, they worked to secure an additional three-year \$26 Million revolving credit facility.
- In 2016 additional capital was secured through the sale of assets totaling \$12 million.
- With the recent passing of Richard A. Stephens, 100% ownership of the institution has shifted to Dr. Elisa Stephens, President. Thorough advanced planning has eased this transition and additional legal and financial consultations are sought as needed.

Architecture Program Budget

The Architecture program budget comes directly from the Academy'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 \$4,413,081 in 2016 compared to \$4,242,724 in 2015.

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

		<u>2016</u> <u>ACTUAL</u>	<u>2017</u> <u>Preliminary</u>	<u>2018</u> <u>Projection</u>	<u>2019</u> <u>Projection</u>
ENROLLMENT					
Spring	- Undergraduate	338	359	366	373
	- Graduate	207	195	174	177
Fall	- Undergraduate	375	359	368	377
	- Graduate	232	221	222	223
Growth	- Undergraduate		1%	2%	2%
	- Graduate		-5%	-5%	1%
	- Total		-2%	0%	2%
REVENUES					
Tuition	- Undergraduate	4,556,961	4,976,828	5,206,000	5,400,000
Tuition	- Graduate	3,228,915	3,172,331	3,161,000	3,232,000
Course fees		212,961	227,957	227,000	231,000
		7,998,838	8,377,116	8,594,000	8,863,000
EXPENSES					
Payroll costs, including taxes and benefits		2,986,038	3,056,459	3,198,000	3,417,000
Instructional expenses and course materials		488,564	418,115	417,000	424,000
Equipment - capital costs		212,518	336,447	342,000	345,000
Building improvements		32,182	7,027	10,000	10,000

Operating costs	42,211	31,828	33,000	35,000
	<u>3,761,512</u>	<u>3,849,876</u>	<u>4,000,000</u>	<u>4,231,000</u>
NET DEPT MARGIN BEFORE ALLOCATIONS	4,237,325	4,527,240	4,594,000	4,632,000
OVERHEAD ALLOCATIONS				
Facilities Overhead	1,032,733	1,221,971	1,279,000	1,343,000
Administrative Overhead	4,881,350	4,815,630	4,960,000	5,109,000
	<u>5,914,084</u>	<u>6,037,601</u>	<u>6,239,000</u>	<u>6,452,000</u>
NET DEPT MARGIN	<u>(1,676,759)</u>	<u>(1,510,361)</u>	<u>(1,645,000)</u>	<u>(1,820,000)</u>

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.

2016 Spring tuition per unit was \$835 for undergraduate studies and for graduate studies \$935. In Fall 2016, tuition increased to \$873 for undergraduate and \$982 for graduate studies. These rates are currently in place for 2017.

I.2.4. Information Resources

Overview of the Library

At Academy of Art University, the majority of architecture and architecture-related materials in the Library collection are housed and serviced at a central library. Since March of 2015, required and recommended titles for Undergraduate and Graduate level courses have been housed and serviced at the 601 Brannan building. Additionally, a small number of architecture related reference and circulating materials are now housed in the Architectural Collection at Brannan. The mission of the Academy of Art University Library is to provide state-of-the-art resources in an environment that facilitates the exchange of ideas. The Library's holdings and services are vital to the students' academic learning and professional development. The Library Director, librarians, and library assistants work with academic department directors, faculty, and administration to ensure that the collection is relevant to current Academy curricula.

The Library Director, Assistant Director, Systems Librarian, Cataloging Librarian and Information Literacy Librarian all hold MLS degrees. Additionally, the Visual Resources Coordinator holds a BLIS from Europe, and several of the paraprofessionals hold Library Technician certificates from the City College of San Francisco. The library has seven full-time staff members, seven part-time staff members and six work-study employees.

Student use of the library averages around 900 students per day during the Spring and Fall semesters and 400 students per day during the Summer semester. Circulation rates average 1,670 items per month during the Spring and Fall semesters and 550 items per month for Summer semester. In-house use counts demonstrate 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.

Library Facilities

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

In June of 2016 President Stephens partnered with Material ConneXion to acquire a revolving collection of 500 material samples over the next 3 academic years. Each Spring and Fall semester the library receives 250 new materials and returns 250 samples. The materials are sourced from several categories, such as cement, carbon based, natural, glass, etc. These materials support Academy of Art University students and faculty in several disciplines, including Architecture, Interior Architecture and Design, and Landscape Architecture.

The Access Services Desk is the primary service point for all patrons, and is open during business hours, 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 6PM 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 not booked for library instruction.

The Library has 44 iMac computers for student use that have Internet access, the Microsoft Office Suite, and other productivity software. Students also have access to black and white and color copiers, black and white and color printers, and nine scanners, two of which are large-format with high resolution.

Support for Academic Programs

The Library's programmatic emphasis highlights its important role in supporting academic programs. Every decision that is made in terms of what the Library collects and the services it offers is directly related to how the outcome of the decision will maintain or improve quality for one or more academic departments. For example, the majority of the Library's 189 magazine subscriptions are related to the fine and visual arts, and all of the titles were requested by faculty or art department directors and support the curriculum of the requesting department.

Library Resources

The Library is a student-focused organization and the University President fully supports the Library through investments in current and future needs.

Holdings & Resources	<i>Number in Collection</i>	Library Expenditures			
		Spent 2015	Requested 2016	Spent 2016	Requested 2017
Books	38,000 volumes	\$34,181	\$41,687	\$22,116	\$41,466
E-Books	9,500 volumes	\$10,085	\$12,500	\$9,369	\$12,750

Link+ Interlibrary Loan Consortium	Access to 9 million titles	\$8,600	\$6,313	\$6,313	\$6,534
Periodicals	189 current titles/subscriptions; 165 back issue titles	\$30,000	\$30,500	\$26,543	\$30,000
Database Subscriptions	21 databases in 2016 20 databases in 2017	\$93,832	\$104,884	\$104,464	\$103,072
Material ConneXion Materials Library	Rotating collection of 500 samples per year	N/A	N/A	\$50,000	\$100,000
Digital Images	Luna (includes AMICA and Archivision Collections)	\$1,695	\$1,695	\$1,695	\$1,695
Videos/Films	4,478VHS & DVD	\$1,025	\$2,000	\$1,600	\$2,000
Sound Recordings	117 (23 Music CDs and 92 sound effect CDs)	\$0	\$0	\$0	\$0
Electronic Access	Software: Library Catalog, Discovery Tools, & Digital Image Delivery	\$40,875	\$42,774	\$44,320	\$47,769
Picture File	~10,000 items in 1,265 folders	\$0	\$0	\$0	\$0
MFA Archives	4,120 projects (print and digital)	\$0	\$0	\$0	\$0
Total	47,500 volumes	\$220,293	\$242,353	\$266,420	\$346,106

Periodicals for Architecture

The Library has an extensive periodical collection with 25 titles directly related to the field of architecture. Of these titles, 13 are current subscriptions while 12 titles are included in our bound back issues. Many architecture periodicals are available through our subscription databases in full-text, others are indexed for effective searching of our print holdings, making them widely accessible to the entire Academy of Art University community, whether onsite or online.

Online Resources for Architecture

The Library's online catalog is integrated into the Library website for a seamless user experience. Patrons can search the Library catalog by keyword, title, author or subject for books, periodicals, movies, and other materials. The Library website is also the access point for the Library's 20 subscription databases and websites. The website features LibGuides that highlight Library materials relevant to each major. A Research Process LibGuide was created in 2016 to consolidate our online tutorials related to information literacy topics. The Library tracks the number of hits that the website and online databases receive each month; while the numbers vary by resource, the overall statistics show a small decrease in use, following the trend of decreased enrollment.

The Library invests a substantial portion of its acquisitions budget in online resources, many of which contain information relevant to the study of architecture and related design fields. Two of our electronic

databases, Avery Index to Architectural Periodicals and BuildingGreen, are devoted exclusively to architecture. We also have full-text access to 193 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 9,000 titles in over 18 subjects, including art, architecture, and design.

EBSCO Academic Search Premier: This multi-disciplinary database provides full-text for more than 4,600 journals and magazines, including more than 3,900 peer-reviewed titles.

EBSCO Art Source: Access to over 630 full-text journals and more than 220 full-text books on art and design topics. We have full-text access to 119 architecture journals through EBSCO Art Source.

EBSCO OmniFile: Contains only full-text articles from over 1600 magazines, journals and newspapers. The following subjects are covered: art, technology, education, science, humanities, and business.

Journal of Interior Design: Full text articles from the Journal of Interior Design are available from 09/01/2004 to present issue, with a 12-month delay due to publisher restrictions (embargo).

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

Digital Visual Resources for Architecture

The LUNA Digital Image Collections database provides users with access to over 330,000 high-quality digital images. Several of the collections are architecture-specific:

Academy of Art University
Archivision
AMICA Library
School of Landscape Architecture
Catena-Historic Gardens & Landscapes Archive
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

Books and Films for Architecture

Academy of Art University Library ARH and IAD Books and Films - August 2017			
Books:			
Call Number Ranges	Subject	Unique Titles	Volumes
HT	Urban Planning	87	98
KFC813	California Building Laws	9	12
NA	Architecture	2647	3145
NC750	Drawing: Perspective	41	64
NC825	Drawing: Buildings / Interior Design / Interiors	20	24
NK	Interior Architecture and Design	2114	2513
SB	Landscape Architecture and Design	283	323
TA	Structural Engineering / Transportation Engineering	126	148
TF	Architecture of Transportation	4	4
TG	Bridge Engineering	11	11
TH	Building Construction	291	370

TJ163.5	Energy Efficient Design	3	3
TK425 - TK4399	Lighting Design	36	49
TR659	Architectural Photography	29	31
TITLES RELEVANT TO ARCHITECTURE IN EBOOK COLLECTION (NO ITEM RECORDS ATTACHED)		1231	1231
TITLES RELEVANT TO INTERIOR ARCHITECTURE AND DESIGN IN EBOOK COLLECTION		145	145
TITLES RELEVANT TO ARCHITECTURE IN OTHER CALL NUMBER RANGES:		526	614
TOTAL BOOKS:		7603	8785
Films:			
VIDEO-ARH	Architecture and Architects	106	112
VIDEO-IAD	Architecture and Architects	7	7
TOTAL BOOKS AND FILMS:		7716	8904

Library Material for Sustainable Architecture and Energy Efficient Design

Material on Sustainable Architecture		
Material Type	Unique Titles	Volumes
Books	107	123
E-books	74	N/A
Movies	12	12
Total	193	135

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

Procuring Digital Resources for Art and Design Disciplines

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

Procurement of Physical Materials

The size and scope of our collection depends on the patron base we support, the physical space available for collections, funding from our administration, and availability of appropriate resources. We will continue

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

Risks to the Library

Student enrollment has decreased consistently over the last several years at the Academy. Due to lower enrollment, the library's budget has remained stagnant and the number of fulltime staff has decreased. This presents challenges in maintaining the same level of collections and services offered to students and faculty. However, the library has worked to streamline workflows and policies in order to maintain our level of service to the best of our abilities.

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. Additionally, the library's budget limitations prevent us from offering a more robust collection of subscription websites and databases related to Architecture and our student body is typical in their reluctance to go beyond Google when conducting online research, particularly at the undergraduate level.

Recommendations for the Next 3 Years

Continued outreach and marketing of the library and Architectural Collection at 601 Brannan to the Architecture department: while the Library enjoys near-capacity use from students and faculty on a daily basis, analytics show that we still need to work harder to attract Architecture students to the library resources and materials. 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 – Continued advocacy from the Architecture Department and the Library is needed for adequate funding from Executive Administration for resource acquisition that supports the Architecture program and curriculum.

1.2.5 Administrative Structure and Governance

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

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

Curriculum Leadership Teams: Academic departments across the Academy have Curriculum Leadership Teams (CLT). The CLTs are comprised of faculty, both part-time and full-time instructors. The CLTs' purpose is to address curriculum matters through a faculty-driven process, and work with Directors to make improvements. Their recommendations are based on data related to student success and faculty feedback and discussion.

Academic Steering Committee (ASC): The ASC brings together academic directors representing fine art, design, technology and communications.

The Academic Steering Committee:

- Identifies what is needed to ensure that the Academy constantly remains at the forefront in preparing students to develop portfolios that are relevant to meet all levels of the global marketplace;
- Contributes ideas for Academy-wide curricular initiatives and improvements;
- Identifies innovative curricular and cross-departmental opportunities.
- Focuses on future thinking on curriculum -- where are we going to be in the next 5 years?
- Meets at the intersection of Art & Technology – Think Tank
- Identifies emerging technology needs
- Reviews academic effectiveness across the curriculum through a variety of sources such as faculty surveys, assessment results and program review data.
- Provides a vehicle for interdepartmental communication to address academic issues across the curriculum taking into account online and onsite faculty feedback.

Academic Steering Committee Members and Roles:

1. Bill Maughan (Chair), Graduate Director of Illustration
2. Joan Bergholt (Secretary), VP of Institutional Effectiveness/Director of Program Review
3. Alana Addison, VP of Instructional Evaluation and Development
4. Sue Rowley, Chief Academic Officer
5. Craig Nelson, Executive Director of Fine Art
6. Ryan Baldwin, Director of Online Photography
7. Eileen Everett, Vice President of Liberal Arts
8. David Goodwine, Executive Director of Game Development
9. Melissa Sydeman, Academic Vice President of Entertainment and Broadcast Media
10. Nicholas Villarreal, Director of Visual Development
11. Ryan Medeiros, Director of Web Design and New Media
12. Gordon Silveria, Director of Art Technology
13. Antonio Borja, Associate Director of Industrial Design (representing ARH, IAD, LAN)
14. Andrea Pimentel, Director of Advertising
15. Jan Yanehiro (Backup Chair), Director of Multimedia Communications
16. Thomas Durham, Director of Fine Art Sculpture

Online Education Steering Committee: The Online Education Steering Committee was formed with an interdisciplinary organizational function to steer and inform the direction of online education at the Academy. Its core objectives are to identify and provide suggested solutions to online education–related issues and to inform and suggest opportunities to pursue on behalf of the success and retention of online students and instructors.

Online Educational Steering Committee Members:

- Advertising: Thomas Fong, Andrea Pimentel
- Animation: Chris Armstrong, Charles Keagle, David Nethery
- Architecture: Jennifer Asselstine, Eric Lum, Mark Mueckenheim
- Fashion: Iliana Ricketts
- Fine Art: Jesse Mangerson, Anna Nelson

- Foundations: Kristina Komsthoeft, Leandro Ng
- Game Development: David Goodwine, Charlie Huenergardt
- Graphic Design: Anitra Nottingham, Samantha Perkins
- Industrial Design: Hideki Masuda
- Liberal Arts: Eileen Everett
- Motion Pictures and Television: James Egan, Jess Kreusler
- Photography: Ryan Baldwin (Committee Chair), James Goins, Tamara Hubbard, Adrienne Pao
- Web Design and New Media: Fred McHale, Ryan Medeiros, Changying "Z" Zheng
- Online Education: Charles Curtis, Jason Shaeffer, Toby Silver, Jonathan Ward

Administrative Structure of Program

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.

The role of Licensing Advisor as prescribed by NCARB, is fulfilled by the Community Outreach Coordinator.

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 Undergraduate 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 University 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; First Year Coordinator, Collaboration Coordinator, Structures Coordinator, Architectural History and Theory, Digital Communication and Design (Emerging Technologies), Integrative Design Coordinator and the Community Outreach Coordinator.

The School of Architecture Organization Chart can be found here:

https://www.dropbox.com/s/2c8ox60zc757hvd/ARH_OrgChart-8-25-2017.pdf?dl=0

Governance Opportunities

The DAT Meetings, weekly Governance Meetings, Coordinators meetings, Curriculum Leadership Team 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. The Academy 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 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 Fall 2017 semester with the goal of accomplishing an updated draft strategic plan by the end of the semester.

Degree programs

The Architecture Department currently offers a four-year BA degree and the B.Arch degree. (The four-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.

II.1.1 Student Performance Criteria

A pdf of this chart can be found here:

<https://www.dropbox.com/s/yha3mwkxdq2v7s6/NAAB%20SPC%202017-09-05-EBB.pdf?dl=0>

ACADEMY OF ART UNIVERSITY STUDENT PERFORMANCE CRITERIA MATRIX BACHELOR OF ARCHITECTURE 2016-2017 DRAFT		Realm A: Critical Thinking and Representation Cultural Diversity and Social Equity A.8 History and Object Culture A.7 Use of Processes A.6 Ordering Systems A.5 Architectural Design A.4 Investigative Skills A.3 Design Thinking A.2 Professional Communication A.1	Realm B: Building Practices, Technical Skills and Knowledge Technical Documentation B.4 Codes and Regulations B.3 Site Design B.2 Fire Design B.1	Realm C: Integrated Historical Analysis and Critical Thinking Process C.2 Research C.1	Realm D: Professional Practice Professional Conduct D.5 Legal Requirements D.4 Business Practices D.3 Project Management D.2 Stakeholder Roles in Architecture D.1	○ Introduce content ● Evidence for NAAB Criteria in conjunction with other classes ● Evidence for NAAB Criteria ■ Evidence to show Ability
1. DESIGN STUDIO						
ARH 110	Studio 1: Conceptual Design Studio					ARH 110 Studio 1: Conceptual Design Studio
ARH 150	Studio 2: Spatial Ordering & Form					ARH 150 Studio 2: Spatial Ordering & Form
ARH 210	Studio 3: Site Operations & Tectonic Systems					ARH 210 Studio 3: Site Operations & Tectonic Systems
ARH 250	Studio 4: Site, Culture, & Integral Urbanism					ARH 250 Studio 4: Site, Culture, & Integral Urbanism
ARH 310	Studio 5: Assembly Buildings & Context					ARH 310 Studio 5: Assembly Buildings & Context
ARH 350	Studio 6: Site Conditions & Building Performance					ARH 350 Studio 6: Site Conditions & Building Performance
ARH 410	Studio 7: Tectonics & Structure					ARH 410 Studio 7: Tectonics & Structure
ARH 450	Studio 8: Housing & Comprehensive Design					ARH 450 Studio 8: Housing & Comprehensive Design
ARH 510	Studio 9: Mixed-Use Urbanism & Research					ARH 510 Studio 9: Mixed-Use Urbanism & Research
ARH 550	Studio 10: Final Thesis Project					ARH 550 Studio 10: Final Thesis Project
3. SYSTEMS & TECHNOLOGY						
ARH 239	Materials & Methods					ARH 239 Materials & Methods
ARH 240	Site Design & Mapping					ARH 240 Site Design & Mapping
ARH 330	Structures: Wood & Steel					ARH 330 Structures: Wood & Steel
ARH 330	Structures: Concrete, Masonry, & Tensile Systems					ARH 330 Structures: Concrete, Masonry, & Tensile Systems
ARH 420	Structures: Systems Investigation					ARH 420 Structures: Systems Investigation
ARH 430	Climate & Energy Use: Sustainable Strategies					ARH 430 Climate & Energy Use: Sustainable Strategies
ARH 440	Building Systems: Mechanical, Electrical, & Plumbing					ARH 440 Building Systems: Mechanical, Electrical, & Plumbing
ARH 441	Tectonics: Code Analysis & Building Documentation					ARH 441 Tectonics: Code Analysis & Building Documentation
5. HISTORY & THEORY						
LA 219	History of Architecture 1					LA 219 History of Architecture 1
LA 319	History of Architecture 3					LA 319 History of Architecture 3
LA 429	Architecture Theory					LA 429 Architecture Theory
6. SOCIETY & THE PROFESSION						
LA 292	Programming and Culture					LA 292 Programming and Culture
ARH 475	Professional Practice					ARH 475 Professional Practice

II.2.1 Institutional Accreditation

WSCUC Accreditation

Academy of Art University received reaffirmation of accreditation in 2014 for a term of 7 years from the WASC Senior College and University Commission (WSCUC). At that time, WSCUC indicated concern that Academy of Art University engage 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). A Special Visit was held in September 2016, and at their meeting February 15-17, 2017, the Commission acknowledged the great progress made in each of the areas but in order to determine the level of sustainability and impact, the Commission voted to continue the Formal Notice of Concern through spring 2018.

WSCUC gave commendations to the university in the areas of: Responsiveness to the Findings and Recommendations of the 2014 WSCUC Team Report; Reduction of Direct Reports to the President, Reorganization of Management Structure, Additions to Management Team; Formative Efforts Toward the Engagement of Faculty through a more Participatory Process; Ongoing Integration of Co-Curricular Programs and Further Development of Co-Curricular Program Review; Systemic Approach to Forming the Comprehensive 5-year Strategic Plan.

Academy of Art University is committed to engaging with the recommendations of the Commission for further development: Decision-Making and Management (clarify process, define roles and responsibilities); Faculty Engagement (formalize shared governance); Faculty Roles and Responsibilities (foster faculty culture); Institutional Research Function (data and decision- making, persistence and graduation rates); Strategic Plan (bottom-up approach, data-driven changes).

The Commission has scheduled a special visit in spring 2018 that will focus on the university's progress in addressing the Commission recommendations. Many faculty and administrators in the Academy of Art University community will be collaborating on the various projects associated with continued action on these items. The next WSCUC visit will be the special visit in spring 2018.

WSCUC Accreditation letter

<https://www.dropbox.com/s/879y1g7upoyz3m0/WASC%202017%20Accreditation%20Letter.pdf?dl=0>

II.2.2 Professional Degrees & 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 and Elective Liberal Arts courses – 33 units
 - Studio Arts & Humanities Breadth – 12 units

Total number of credits earned for program 162 units

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

Link to B.Arch Program list by Year:

<https://www.dropbox.com/s/qyet6knfswgul0i/BARH-CLASS%20LISTING-for%20APR-2017.pdf?dl=0>

Link to B.Arch Program list by Year and Semester:

<https://www.dropbox.com/s/tug66x1l58q8egt/BARH-CLASS%20LISTING-BY%20YEAR%20AND%20SEMESTER%20for%20APR-2017.pdf?dl=0>

II.3 Evaluation of Preparatory 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

- 3.II.4.1: URL for Statement of NAAB Accredited Degrees:
<https://www.academyart.edu/academics/architecture/undergraduate-degrees>
- 3.II.4.2: URL for Access to Conditions and Procedures:
<https://www.academyart.edu/academics/architecture>
scroll down to "Helpful Architecture Information" and click on "2015 NAAB Procedures for Accreditation"
- 3.II.4.3: URL for Public Access to Career Development Information:
<https://www.academyart.edu/academics/architecture>
scroll down to "Helpful Architecture Information" and under here are links to AIAS, ACSA, NCARB, etc..
<https://www.academyart.edu/students/my-academy/career-services>
- 3.II.4.4: URL for Public Access to APRs and VTRs:
<https://www.academyart.edu/academics/architecture/undergraduate-degrees>
(Go to linked page, scroll down and click on tab "About NAAB Accreditation", then Scroll down to find "Link to NAAB APRs and VTRs")
- 3.II.4.5: URL for ARE Pass Rates:
<https://www.ncarb.org/pass-are>
<https://www.academyart.edu/academics/architecture>
scroll down to "Helpful Architecture Information" and click on "NCARB ARE Pass Rates for Schools"

- 3.II.4.6: URL for Admissions and Advising:
<https://www.academyart.edu/admissions>
- 3.II.4.7: URL for Student Financial Information:
<https://www.academyart.edu/finances>
<https://www.academyart.edu/content/dam/assets/pdf/financial-aid-docs/2017-2018-Guide-to-Financial-Aid-Programs.pdf>

III.1.1 Annual Statistical Reports

Letter from Institutional Research Director:
<https://www.dropbox.com/s/hpi1kcb5sby8u36/Signed%20Statement%20re%20Statistical%20Data.pdf?dl=0>

III.1.2 Interim Progress Reports

The Academy of Art University-School of Architecture had no Interim Progress Reports since the last visit. **N/A**

Section 4. Supplemental Material

(Use links shown to access the material)

- 4.1 Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program.
<https://www.dropbox.com/s/go6mh7y66hyacec/AAU%20Course%20Descriptions%202017.pdf=0>
- 4.2 Resumes of faculty teaching in the accredited program
<https://www.dropbox.com/s/d3uyyqszbw01ev/AAU-FACULTY%20RESUMES-8-30-2017.pdf?dl=0>
- 4.3 Faculty credentials matrix
<https://www.dropbox.com/s/fzbe8eowija7zor/Faculty%20Matrix-2017.pdf?dl=0>
- 4.4 Plans or images of physical resources assigned to the program
<https://www.dropbox.com/sh/brqhkqwokp5s0qi/AACQ9rX4ML7eMXEq94ADHcNxa?dl=0>
- 4.5 Studio Culture Policy
<http://www.architectureschooldaily.com/2013/01/aau-school-of-architecture-studio-culture-policy/>
- 4.6 Self-Assessment Policies and Objectives
(Link to Academy Academic Program Review Process Guidelines):
<https://www.dropbox.com/s/4b9mfuskpxcslim/Academic%20Program%20Review%20Process%200Guidelines%20for%20Academic%20Directors%20rev.%205.19.17.pdf?dl=0>
- 4.7 Policies on academic integrity for students (e.g., cheating and plagiarism)
<https://www.academyart.edu/students/my-academy/student-resources/policies>
- 4.8 Information resources policies including collection development
<http://elmo.academyart.edu/library-information/policies/index.html>

- 4.9 The institution's policies and procedures relative to EEO/AA for faculty, staff, and students
<https://www.dropbox.com/s/wfna402jcg1kk5r/Employee%20Handbook.pdf?dl=0>
- 4.10 The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements
<https://www.dropbox.com/s/wfna402jcg1kk5r/Employee%20Handbook.pdf?dl=0>
- 4.11 The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure
See link to "Academy Employee Handbook":
<https://www.dropbox.com/s/wfna402jcg1kk5r/Employee%20Handbook.pdf?dl=0>
See link to "Academy Faculty Manual-2017-2018":
<https://www.dropbox.com/s/vicl34qbdn18m7/Faculty-Manual-2017-2018.pdf?dl=0>
- 4.12 Response to the Offsite Program Questionnaire-**N/A**
- 4.13 The previous VTR (from 2012 or 2015)
<https://www.dropbox.com/s/kjzf0aij4ntx136/B.Arch2015%20Initial%20Accreditation%20VTR.pdf?dl=0>
- 4.14 Focused Evaluation materials (2015)
The Academy of Art Univeristy-School of Architecture has no Focused Evaluation-**N/A**
- 4.15 Copy of institutional accreditation letter
See link to WSCUC 2017 Accreditation Letter:
<https://www.dropbox.com/s/879y1g7upoyz3m0/WASC%202017%20Accreditation%20Letter.pdf?dl=0>
- 4.16 Letter from institutional research regarding ARS data
<https://www.dropbox.com/s/hpi1kcb5sby8u36/Signed%20Statement%20re%20Statistical%20Data.pdf?dl=0>