



ACADEMY *of* ART UNIVERSITY

FOUNDED IN SAN FRANCISCO 1929 BY ARTISTS FOR ARTISTS

**Academy of Art University
School of Architecture**

**Architecture Program Report for 2013 NAAB Visit for
Continuing Accreditation**

**Master of Architecture Track I 63 Credits
Master of Architecture Track II 87 Credits**

**2009 Conditions for Accreditation
2012 Procedures for Accreditation**

Submitted to: The National Architectural Accrediting Board
Date: September 7, 2012



ACADEMY of ART UNIVERSITY®

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INDUSTRIAL DESIGN
INTERIOR ARCHITECTURE
& DESIGN
LANDSCAPE ARCHITECTURE
MOTION PICTURES
& TELEVISION
MULTIMEDIA COMMUNICATIONS
MUSIC PRODUCTION & SOUND
DESIGN FOR VISUAL MEDIA
PHOTOGRAPHY
WEB DESIGN & NEW MEDIA

ACCREDITED MEMBER
WASC, NASAD, CIDA (BFA-IAD)
AND NAAB (M.ARCH)

Ms. Cassandra Pair
Accreditation Manager
The National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006-5292

September 7, 2012

Dear Ms. Pair,

As an institution, the Academy of Art University (AAU) is requesting review of its Architecture Program Report for Re Accreditation for our Master of Architecture Program.

Enclosed are the following:

- Master of Architecture Program Report (APR)
- Academy of Art University Catalog URL is provided in the APR

If you have any questions or need any additional information, please contact Joe Vollaro, Executive Vice President – Financial Aid and Compliance at 415-618-6528.

Sincerely,

A handwritten signature in black ink that reads "Elisa Stephens".

Elisa Stephens
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Part One (i). Institutional Support and Commitment to Continuous Improvement

I.1. Identity & Self Assessment

I.1.1. History Mission

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

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

Today, AAU is the largest regionally-accredited private art and design school in the United States. AAU's 17,800 students come from 112 countries to study both in San Francisco, a city known for the vibrancy of its art and design community, and online through AAU's CyberCampus. In addition to offering M.Arch and BFA degrees in Architecture, the Academy also offers AA, BA, BFA, MA and MFA degrees in Acting, Advertising, Animation and Visual Effects, Art Education, Art History, Fashion, Fine Art, Game Design, Graphic Design, Illustration, Industrial Design, Interior Architecture and Design, Landscape Architecture, Motion Pictures and Television, Multimedia Communications, Music Production and Sound Design for Visual Media, Photography, and Web Design and New Media.

AAU continues its essential ties with the Stephens family through the President, Elisa Stephens, the granddaughter of the founder. While AAU's urban location, core values and belief in an education by artists, for artists remain the same, the University has obviously seen tremendous growth in the 83 years since its founding. Today, the school consists of an urban campus encompassing 38 buildings, connected by an extensive Academy transportation service.

AAU is well-placed to serve students in the context of 21st century education, attracting a diverse student body both nationally and internationally. Over 46% of the student body consists of minority or international students. In line with 21st century trends in higher education, AAU serves nearly 5,000 transfer students (45% of the undergraduate student population). AAU's curriculum is delivered both onsite and online, allowing students to select a modality or complete their degree using a combination of both. Thirty-six percent of AAU students study exclusively online and 56% take at least some of their classes online. AAU's core commitment to promoting equal access to a rigorous art and design education, clearly manifested in its mission-based, inclusive admissions policy for undergraduates, is also in tune with today's students, many of whom have not had access to such training in their secondary schooling. AAU also offers extensive educational support services to ensure that all students have access to the skills they need to succeed.

Mission

The Academy of Art University prepares aspiring professionals in the fields of art, design, and communications by delivering excellent undergraduate and professional degree and certificate programs.

To achieve its mission the Academy of Art University:

- Maintains an inclusive admissions policy for all persons who meet basic requirements for admission and instruction and who want to obtain a higher education or in-depth learning in a wide spectrum of disciplines in art and design;
- Teaches a disciplined approach to the study of art and design that encourages students to develop their own styles that bend their talents, technical skills and creative aspirations with professional knowledge;

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

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

History, Mission, Founding Principles of the Program

AAU's Architecture Program began in the fall of 2001 as an emphasis within the Interior Architecture and Design program. In the spring of 2002, AAU's graduate Architecture program launched as two-year program open to students with a four-year undergraduate degree in architecture, interior architecture, or a related field. The department subsequently designed a 63 unit M. Arch degree and after proceeding through the NAAB accreditation process, was granted Candidate Status in January 2005 and Initial Accreditation in July 2006. In 2007, the program expanded to include an additional, 87-unit M. Arch degree track. In 2010, AAU received a 3-year term of re-accreditation for the Master of Architecture program, with the next NAAB visit scheduled for 2013.

M. Arch Program Mission: (Adopted 2007)

It is the mission of the AAU's Master of Architecture Program to prepare and empower the graduate, through education, training, and the process of designing and making, to create informed physical changes to our built environment that enhance its quality and our experience of it, and to make a contribution to the practice of architecture.

The **Master of Architecture program's founding principles** are outlined in the following statements (Adopted 2007, Updated 2011) which express a context of the 21st century architecture education.

1. ACADEMIC FOUNDATION

- *To achieve a balance between design theory, practice, critical thinking and problem solving by:*
 - Structuring the design studio projects and discussions to incorporate real world issues and practice;
 - Assembling a body of instructors, lecturers, and critics with active practicing and research backgrounds in order to incorporate their experiences during academic dialogues with students;
 - Developing a university environment that provides the ingredients for success including the studio, library, and other resources in our community.

2. ENVIRONMENT AND A SENSE OF PLACE

- *To foster awareness and sensitivity for "place" and an understanding of contextual influences needed to design sustainable environments by:*

- Taking site visits to allow the student to acquire a sympathetic eye for the interaction between people, places, and places of events;
- Observing, documenting, and sketching as a way of thinking;
- Respecting and understanding the poetics of space through analysis and evaluation;
- Researching case studies that reflect real world solutions.

3. CONSTRUCTION TECHNIQUES

- *To ensure that students acquire an understanding and ability to exploit the design potential of materials, methods of manipulation, and means of assembly by:*
 - Applying structural design principles;
 - Making models and mock-ups to analyze characteristics, modes of expression and the acquiring of meaning through intention;
 - Developing a shop for the study of the physics of materials, technological applications, manufacture, and use;
 - Organizing formal presentations by manufacturers of different products and materials.

4. DIVERSITY

- *To emphasize the diversity of ideas and celebrate the contributions of different cultural traditions by:*
 - Encouraging, recruiting and retaining students and faculty who represent various race and ethnicities;
 - Convincing prospective students that diversity promotes a welcoming and stimulating environment for learning;
 - Supporting our own students in directed study who design for their own cultures;
 - Highlighting precedents and designers from a variety of countries and cultures;
 - Incorporating projects in design and content classes which serve a diversity of needs.

5. COLLABORATION

- *To establish the architecture department's unique position in a school of art and design by:*
 - Looking for opportunities for collaboration with other AAU departments;
 - Offer classes from other departments within the required and elective architecture curriculum;
 - Involving external design professionals, consultants and artists in studio teaching and reviews;
 - Sharing and demonstrating our role in society as problem solvers and collaborators setting a precedent for other departments to follow.

6. COMMUNICATION

- *To further development of design communication skills by:*
 - Integrating and balancing verbal, written, and graphic skills;
 - Developing the power to persuade or influence clients about the benefits of good design;
 - Establishing clear goals and objectives;
 - Knowing the material and building confidence through practice;
 - Demonstrating design skills through quick sketch techniques;
 - Presenting the process and development of ideas and concepts;
 - Balancing quantitative and qualitative information.

7. STUDENT ACADEMIC LIFE

- *To foster collegiality and sharing among students in a learning environment through:*
 - Supporting a studio culture through our open facilities and teaching where students work full-time in studio;
 - Engaging students and faculty in the formation of the Studio Culture;

- Enlist the latest technology to help foster communication and creation of Studio Culture Online;
- Encouraging students to utilize the San Francisco Bay Area as an urban laboratory;
- Planning and holding workshops and design charities for on site and Online student participation;
- Inviting local architects and consultants to classes and studio sessions;
- Conducting field trips to local offices and major project sites.

8. STUDENT TRAINING

- *To introduce the reality of professional practice to students and prepare them for internship development programs by:*
 - Encouraging internships for students (not required in the curriculum);
 - Providing an IDP Education Coordinator to educate students about IDP and answer student questions;
 - Promoting local and national lectures, expos, seminars, conferences ;
 - Providing students with internet links to specific professional and student organizations such as the American Institute of Architects (AIA) and AIAS, American Council of Students of Architecture (ACSA), Construction Specifications Institute (CSI), National Council of Architectural Registration Boards (NCARB);
 - Supporting the creation of specific AIAS sponsored events by the students.

9. CIVIC LEADERSHIP

- *To advocate civic, economic, and environmental responsibility and community awareness by:*
 - Introducing students to non-profit organizations serving the community and to architects who use their skills to further community causes;
 - Provide students with information about volunteering for the US Green Build Conference, and Habitat for Humanity, etc.;
 - Integrate sustainable practice strategies into studios and support classes, and departmental lectures;
 - Encouraging student leadership through participation in Town Hall meetings, Department Action Team (DAT) meetings, and professional student organizations such as the AIAS.

10. ASSESSMENT

- *To maintain a well-rounded assessment process for the students, the faculty and the department curriculum by:*
 - Maintaining 63- unit and 87- unit program NAAB accreditation;
 - Attend the President's Academic Retreat to review assessment provided by the AAU Office of Institutional Research and Assessment;
 - Review our internal department analysis and create an action plan via quarterly President's Reports;
 - Implementing curriculum assessment per departmental effectiveness outcomes from student course evaluations, grade distribution in core classes, faculty to student ratios, and internship data.
 - Develop a Curriculum Task Force;
 - Implementing mid-term reviews prior to students beginning Directed Study;
 - Maintaining a consistent grading process and developed rubrics for each class;
 - Maintaining and communicating the class evaluation system;
 - Monitoring alumni employment placement;
 - Maintaining ACSA membership.

11. PUBLIC RELATIONS AND OUTREACH

- *To improve our public relations and community image by:*
 - Maintaining ongoing communications with Alumni through events, publications and invitations to participate in reviews;

- Creating and maintaining high quality advertising materials for the department including our website and collateral print materials;
- Hosting Open House events and Portfolio Reviews for prospective students and their families;
- Initiating or collaborating in public events: such as the yearly Spring Show, the on campus fall lecture series, the on campus Spring Design Charette;
- Encouraging Faculty participation in national and local design conferences (ACSA, USGBC, etc).

12. *FACILITIES*

- *To provide the facilities to support the highest quality architectural research and design by:*
 - Increasing the architecture collection in the AAU's library and Online resources;
 - Expanding the library collection to include urban design and landscape architecture titles;
 - Promoting the use of on-line art collections and e-brary resources among faculty;
 - Maintaining the open visual access among and between design studios;
 - Providing a large presentation space for pin ups and interdepartmental activities and lectures;
 - Providing additional studio space to accommodate the growth anticipated;
 - Providing environmental and technical support, storage shelving for models, lockers for equipment, and adequate layout surfaces;
 - Maintaining a well equipped shop for the creation of large full scale models;
 - Enlist the latest technology to help foster communication and reviews Online;
 - Providing a lounge for faculty, staff, and students;
 - Maintaining a materials library with samples and literature;
 - Providing periodicals over many years as a student resource;
 - Providing large display areas for models to serve as an on site "library" of design process;
 - Making sure that computer furnishings, equipment, software, and rooms are current, available, and accessible to all students;
 - Ensuring that written policies for room use by students are communicated to all users.

13. *FINANCE*

- *To create and maintain a sound financial basis for the department by:*
 - Understanding the AAU's financial system and the approval process for requests;
 - Creating short-term and long-term department needs that are regularly reviewed;
 - Ensuring that adequate funding is available for marketing to prospective students and promoting the department;
 - Monitoring and increasing student enrollment;
 - Developing a process for identifying the needs of faculty, staff & students & corresponding financial requirements;
 - Establishing open communications with administrators on financial matters;
 - Setting a timeline and schedule for funding requests and making sure that they applied.

14. *HUMAN RESOURCES*

- *To maintain a diverse, professional, and productive faculty and administrative staff for the department by:*
 - Recruiting and hiring highly qualified and motivated educators and staff members with a diverse set of backgrounds and talents;
 - Working with Central Administration to provide incentives for staff and faculty and increase opportunities for conference attendance;
 - Offering training workshops for faculty and staff;
 - Creating events and interactive space for faculty, staff and students;
 - Maintaining a safe environment that supports Academic freedom.

15. TECHNOLOGY

- *To improve current technology resources by:*
 - Assessing and evaluating all current equipment and software in use by students, faculty and staff;
 - Understanding the extent of web use and email communications by faculty, staff, and students;
 - Providing state of the art computer lab with software for both architecture and graphic design;
 - Developing our distance learning to increase graphic interactivity and discussion;
 - Ongoing exchange with the on-line department to and share ideas, and promote the best learning platform for our distance learning.

Benefit to the Institution

The program benefits AAU in a number of ways including enriching community relationships through studio projects focusing on local Bay Area environments and issues. The program will enhance the faculty/ student exhibit culture and strengthen architectural representation of AAU's traditional art and design portfolios. The program consistently proposes new titles for acquisition in the architecture collection in the University wide library for all students to use. Finally, the program will attract a new cadre of visiting critics and speakers engaging the students and university at large. Please see further comments in the response to Section I.1.3 A. "***Architectural Education and the Academic Community***" later in this report.

Benefits to the Program

The M-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 and Entrepreneurial Services and so on) and structural/procedural resources. In addition, AAU offers non-profit galleries, wood shops, sculpture studios, a foundry, painting studios, and lecture venues, and the transportation system (AAU buses and shuttles) across the city of San Francisco and for field trips. The M-Arch program benefits from and will be assisted by institutional personnel from the Library, Academy Resource Center (educational support for students as well as Faculty Development), CyberCampus, Campus Life, Business Operations Department, Information Technology department, and the President's Office.

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

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

Liberal Arts Learning

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

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

Students not found to have an adequate Liberal Arts background will be required (from Spring 2013 on) to take classes in general study areas prior to admittance in the Graduate Program. Physics, mathematics, pre-calculus, English composition, history and theory, urban sociology and design theory, programming and culture, study of the natural world, and various Liberal Arts are being discussed to be offered in a Post Baccalaureate course of work that students could take to fulfill their 45 units of general studies as needed.

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 the University departments include:

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

I.1.2 Learning Culture and Social Equity

Learning Culture Policies

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

Policy Access

- Faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and program development, in the form of faculty meetings, Department Action Team meetings, one-on-one meetings with the Executive Director and/or Program director, Town Hall meetings, student representative meetings, printed and electronic materials (catalogs, schedules and the school's website), and online correspondence.
- Faculty, students and staff are provided access to the Studio and Learning Culture Policy that is in place via e-mail during each semester's orientation week, as well as on the first day of classes. Please see below for all employee access to the University's Anti Harassment & Non Discriminatory Policy. Faculty are provided with a comprehensive Faculty Manual at the time they are hired which describes all the University policies.

Implementation and Assessment

- To ensure the effectiveness and implementation of the Studio and Learning Culture Policy-as well as to create the opportunity to amend or change policies outlined therein, the Architecture department's Studio and Learning Culture policy will undergo review every two years by representatives of the faculty, staff and student body. The BFA Program underwent this review this past Spring 2012. The M-Arch Program is slated for this review in Spring 2013. The policy will also be reviewed at the start of every class in an open forum that invites the participation of all students and faculty members in a meaningful discussion of learning culture.

Participation

- See above

Harassment and Discrimination

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

Academic Integrity

- The AAU's academic community, in order to fulfill its purposes, must maintain high standards of academic honesty and model clear standards of professional behavior for its students. To help ensure this, Faculty are directed to pages 30-32, of their comprehensive Faculty Manual to learn about the University's Academic Honesty and Plagiarism policies. To help students avoid plagiarism, faculty are directed to the teaching tips section of the Faculty Resources website at <http://faculty.academyart.edu>. Policies are available to students through links in the electronic syllabi.

Diversity

- AAU's 2012 Catalog (p. 13) states, "AAU admits students of any race, color, age, religion and national or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the school." Diversity, harassment/discrimination, and grievance policies appear in the AAU Catalog addendum and in the Faculty Handbook. AAU hiring policy states: "The Academy of Art University is an Equal Opportunity Employer and selects employees on the basis of ability, experience, training, and character. In addition to applicable law, AAU policy prohibits unlawful discrimination based on race, color, creed, sex, marital status, age, national origin, ancestry, disability, or any other consideration made unlawful by federal, state or local laws. These statements apply to all facets of the University including student admissions, advancement, retention, and graduation as well as faculty and staff appointments, re-appointments, and promotions.

- The Academy has a diverse student body, with a proud emphasis on the international and cultural diversity of its students. Over 25% of the Architecture Department student body is international.
- In addition to the standard considerations of racial and ethnic diversity, cultural diversity, socio-economic diversity, AAU also serves the needs of students with disabilities and of students who are “at risk” of academic failure (diverse learning backgrounds), as part of university-wide diversity efforts. The Academy offers significant support for on-campus diversity through the Academy Resource Center (ARC), made up of seven educational support departments: English for Art Purposes, English as a Second Language, Student Academic Support, ARC Tutoring, Classroom Services (for students with documented disabilities); and Faculty Development. Campus Life also sponsors many student organizations with a diversity-related focus.

I.1.3 RESPONSE TO THE FIVE PERSPECTIVES

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

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

A. Architectural Education and the Academic Community

The M-Arch program is advantageously situated within the larger art, design and communications university. The value placed on interdisciplinary linkages in academic life is reflected in the relationship of the Architecture Department to the University. Building on the art and design mission of the University, the M-Arch program has from its start emphasized the “art” of architecture through the visual, functional and compositional experience found within the built, natural and social environment.

The M-Arch program upholds the highest academic and professional standards for both faculty and students. The expectations of faculty, including (but not limited to) professionalism in the classroom, how to inspire students, grading policies, anti-harassment policies, and expected dress codes, are all addressed in the 42-page Faculty Manual given to each new faculty member. The strong expectations of performance in the degree program are outlined in a Student Handbook given to students by the Graduate School, as well as in the Final Review Requirements distributed by the Department. In addition, each syllabus outlines academic performance criteria and stresses academic excellence and honesty. The archive of student work also provides real examples for both students and faculty as to the standards the department expects in all coursework. (Other departments within the AAU have looked to our archive as an example they want to emulate). Lastly, the program administration and staff leads by example and has an open door policy for faculty and students to ask questions or raise concerns.

The Architecture program's greatest interaction currently is with the Interior Architecture Program and with the very new Landscape Architecture program. The Architecture Department shares facilities with the Interior Architecture Department and the Landscape Architecture Department. The Architecture department continues to cross list various Interiors elective courses including: Lighting Design, Interiors Material Use, and Survey of Sustainable Design.

Students, faculty, and administrators all contribute to the governance as well as the intellectual and social life of the AAU. Faculty, students, and staff are given access to the formulation of policies and procedures, including curriculum review and program development, in the form of faculty meetings, Department Action Team meetings, one-on-one meetings with department directors, town hall meetings, student representative meetings, department website, printed materials and online correspondence. In addition, faculty meet informally at such events as Midpoint Reviews, Final Reviews, the Annual Spring Show, in the various faculty teaching seminars and networking with faculty from other departments.

Dedicated Graduate Architecture Studios exist for full time architecture students. With dedicated studios, students will be able to work alone or together; this helps to create a stronger bond and presence within the program and add to its social life. Studios of different levels are purposely sharing an overall studio space to encourage 'vertical' learning between the various years and skill levels. The studios are not separated by permanent partitions on purpose. The department believes that students learn through this immersion of students in design studios of all levels.

B. Architectural Education and the Students

The M-Arch students participate in establishing their personal learning agendas through one-on-one meetings with their student advisor and the Department Directors. The process begins as soon as they are accepted to the program and arrive for "Orientation Activities" prior to the start of classes.

Students in other departments will likewise have access to architectural electives, lectures, and exhibits. The students participate in establishing their learning agendas, curriculum, and facility needs through Town Hall meetings, student representative meetings, e-mail messages and meetings with their advisor, the IDP Education Coordinator, and the Department Directors any time at their request.

The M-Arch program student body and faculty reflects the diversity of AAU and the Bay Area itself. The M-Arch courses offer students the opportunity to engage in projects that address social equity issues. Students in the program learn from a diverse faculty of practicing artists, designers, historians, professional consultants and architects who demonstrate the breadth of professional opportunities and exhibit a diversity of processes and ideas. As practicing faculty, they are all dedicated to lifelong learning to stay current and informed.

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

The current Architectural education at AAU is characterized by a design studio culture. The M-Arch program is centered on the design studio. The emphasis on the studio culture fosters a learning environment based on cooperation, teamwork, respect, and acceptance of differences. Studio reviews are characterized by open exchanges between reviewers and students. The studio review format emphasizes ideas and their expression to contribute to a supportive and dignified learning environment that emphasizes the development of students as unique individuals. Students are expected to present their

ideas with the backing of thoughtful, deliberate and informed design decisions. The Architecture Department encourages inclusivity in education and will support the development of unique design solutions that draw from diverse perspectives and experiences. Likewise, in coursework, students are encouraged to draw on their own experiences, values, and cultures and share this with other students. Through this process of sharing, students' diversity, distinctiveness, self-worth, and dignity is nurtured and cross-cultural communication is learned and respected.

The M-Arch students (in both programs – 63 and 87 units) come from multiple countries around the world. This is one of the greatest assets the department has and it is celebrated.

Students have access to critical information needed to shape their futures through their professional faculty and the IDP Education Coordinator (also a faculty member). The faculty, in keeping with the AAU mission, are working in or with the Architecture profession and in allied disciplines. The faculty bring their everyday real life experiences to the classroom. In addition to the faculty, students have access to Career and Entrepreneurial Services provided by AAU. The Department maintains a program blog with announcements for a variety of events seminars, lectures, workshops, conventions, changes in licensure requirements, and trends in architecture.

Students are exposed to the national and international context of practice and the work of allied design disciplines through their courses, guest critics, lectures, the work of their faculty and Online peers during semester reviews, as well as the library. The library has a large number of international art, design, and architecture periodicals for student use.

C. Architecture Education and the Regulatory Environment

Mr. Sam Mathau, a senior faculty member, serves as School of Architecture IDP Education Coordinator currently. He has just been named to this position at the start of Fall term 2012 (the former IDP Educator Coordinator stepped down in late Spring). Mr. Mathau will hold IDP meetings throughout the year for our students. Student Participation at one meeting per year is required. The M-Arch students are made aware of the internship and licensure requirements in California and nationally (Comprehensive Intern Development Program + IDP) through literature and resources that are made available on the department blog and through the Professional Practice class. Students are able to ask questions about licensure directly to the IDP Education Coordinator and the Director via one-on-one meetings anytime they wish. Students are introduced to internship requirements, continuing education beyond graduation, and professional conduct through their professional faculty and guest critics. It is important to the program that students be instilled with their own desire and appreciation for continued education. To this end, students are encouraged to keep current with architecture periodicals and books, and to attend design and building industry lectures and seminars.

The program periodically posts to the blog and sends announcements to students of local lectures, seminars, and design events to encourage attendance. Lastly, the Professional Practices course (a required course) will introduce the Comprehensive Intern Development Program (and NCARB IDP), licensing requirements and process, and professional conduct in great detail. The AAU's Architecture department website has a "Helpful Architecture Information" section with links to various regulatory bodies and policies. <http://www.academyart.edu/architecture-school/index.html>

While not a requirement, students will be encouraged to do Internships for Elective Credit while in the program, to give them firsthand experience in a professional office. Internships are not envisioned to satisfy particular SPC but rather provide professional enrichment to the academic experience. The Department Directors and faculty reach out to the professional community to locate internship opportunities for the M-Arch students who desire this. Students are informed that internships completed for academic credit cannot also earn IDP credit per the rules established by the NCARB. Students are informed of this through the Student Outline Information provided to students at the beginning of each semester. Mr. Sam Mathau, the Architecture Department IDP Education Coordinator also explains these and other rules and processes of the IDP program to students. Additionally, the personnel from the California Architect's Board came to the Architecture Department and provided an IDP presentation for

the student body in fall 2011. . The Department plans to provide this presentation from CAB annually. Mr. Matthau will attend the IDP Education Coordinator's conference annually.

D. Architectural Education and the Profession

The M-Arch program's engagement of the professional community in the life of the school is evidenced in the fact that the Executive Director, Department Directors, faculty, guest lecturers and critics are all professionals practicing in the art, design, and building industries (architects, designers, landscape architects, urban planners, artists, contractors, consultants, material fabricators, attorneys, developers, etc.) They bring firsthand knowledge and experience of the diverse and collaborative roles and responsibilities of related disciplines directly to the life and learning of the school. Faculty members show students by example the need to advance their knowledge of architecture through a lifetime of practice and research. Faculty hired are actively engaged in practice and research in their professional lives. Students also learn an appreciation of the diverse and collaborative roles assumed by architects in practice by their instructor's experience and role in a firm. The diversity of our faculty and their global interests help prepare our students for practice in a global economy and possible new paradigms and responsibility for positive design on the environment that come with a local and global practice.

At the core of the M-Arch curriculum is the emphasis on competence in design and the development of a realistic understanding of the varied and sometimes conflicting issues faced by practicing architects. In the design studio, the projects assigned strive to simulate practice and real projects contributed by the faculty. Faculty members are strongly encouraged to share with students their professional lives, projects, and their collaboration and interaction with, as well as obligations to both clients and consultants. All of these roles come to play in an office and in the classroom students can be made aware of the opportunities within an architectural firm by the diversity of the faculty.

Guest Critics are routinely invited from various firms locally in the Bay Area to participate in midterm and final project reviews. The Department encourages faculty to take student field trips to consultant offices to better understand their work, the collaboration with architects and to construction sites to better understand the architect's role and relationship with contractors.

Professional ethics is addressed throughout the curriculum, with a focus developed in both the design studio and Professional Practice class. In the design studio, questions of ethics and diversity can be explored and developed as part of the design process. The required professional practice class will provide students with a comprehensive overview of the profession including professional ethics and the roles and responsibilities of architects. The department believes that given real life examples of ethics and integrity in the profession, the mentoring by faculty will shape students entering the profession. This exposure to professional challenges is another reason students will be assisted and encouraged to do Internships while in the program.

Our Alumni become the next professionals. The Academy of Art University Alumni Association is made up of over 25,000 artists and designers all over the world. Through social networking channels, events, traveling expos, and online workshops, the Alumni Association connects artists and designers and provides endless opportunities for our extended family to connect with one another. The alumni newsletter, A/JOURNAL, promotes the successes of our graduates and reaches an international audience of alumni, students, prospective students, and industry partners. The Academy of Art University also offers Career and Entrepreneurial Services to all of its graduates, providing job opportunities and career support. Further information regarding the AAU Alumni Association can be found online: www.alumni.academyart.edu

E. Architectural Education and the Public Good

Central to the M-Arch program mission, students will be pedagogically challenged to understand the responsibility of designing workable solutions and sustainable environments which identify the values, aspirations and character of a specific society. The Department, through its curriculum, faculty and staff, emphasizes respect for all contexts of architecture and seek to develop in students the awareness and skills required to build appropriately, sustainably, and with sensitivity to the needs of the society for which the architecture is created.

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

In addition to the studio projects, the department offers specific workshops such as "Sustainable Practices" to generate the knowledge and desire to mitigate these and other social and environmental issues as well as introduce the ethical implications of built environment decisions.

I.1.4 LONG-RANGE PLANNING

M-Arch Mission

It is the mission of the AAU's Master of Architecture Program to prepare and empower the graduate, through education, training, and the process of designing and making, to create physical changes to our built environment that enhance its quality and our experience of it, and to make a contribution to the practice of architecture.

The five perspectives play a significant role in the program's mission and long term planning efforts as evidenced in the recent "Strategic Priorities Status Report: School of Architecture" as well as the end of Semester President's Report generated by the Architecture Department and outlined in the following section.

Departmental Long-Range Planning

Each Fall term since 2010 a Governance Team (formerly named Resource Assessment Task Force) has met to forecast the short- and long-term needs of the Architecture program (both the M-Arch and the five year BFA). This group considers the facilities, faculty needs, support staff and departmental organizational structure necessary to advance the Program Founding Principals and to match enrollment projections.

Contributors to the 3-year program resources forecast this year will include Executive Director- Mimi Sullivan; Graduate Director - Amily Huang; Assistant Graduate Director -Anne-Catrin Schultz; Online Director- Eric Lum; BFA Director -Jennifer Asselstine; and Assistant BFA Director- Beverly Choe. As issues are identified in the department, the Governance team engages President Elisa Stephens, Executive Vice President of Finance Martha Weeck and her Controller Carey Nerad, Executive Vice President of Enrollment Ray Chan, Chief Academic Officer Melissa Marshall, who also oversees facilities. The results, including a projected budget for the Architecture program (both M-Arch and B-Arch), are included as part of the business plan and 3-year resource projection created last Fall 2011 and will be updated again this Fall 2012.

In the Spring of 2012, the Architecture Department underwent a transformation in governance structure to include a new Executive Director, Graduate Director, BFA Director, BFA Assistant Director and On-Line Director (listed above). The Assistant Graduate Director stayed in place. In Summer 2012, the University President convened a President's Academic Retreat which included all of the newly appointed Governance team and focused on self assessment and Strategic Planning for the program. The President's Retreat covered the following topics: Enrollment Trends, Student Demographics, Student Success Indicators, Departmental Effectiveness, Assessment Review, Plans for Department Growth and Facilities, Faculty Data, Review of all Departmental Director's Job Responsibilities and an updated Departmental Organizational Chart with plans for future administrative/ curricular positions. The result of

the retreat was a report prepared jointly by the Architecture department and the Vice President of Institutional Effectiveness and Assessment entitled “ Strategic Priorities Status Report: School of Architecture” dated July 31, 2012. This report includes action items for the President of the University, Action items for the Department, Action Items for staff and other University support systems such as the Library.

The top issues identified in Action Items for the Department include:

- Additional Testing for Math and English Proficiency for incoming students
- Increase the number of course offerings in summer
- Create electives for computer software used in the industry
- Review the Midpoint Review and Directed Study Structure to improve student success
- Improve the delivery methods of the Online program to improve student success
- Prepare additional studio space for enrollment growth for Spring 2013
- Continue the review and development of the Strategic Plan last updated in 2009
- Forward possible candidates to sit on an Architectural Advisory Board
- The Department regularly reviews the graduate admissions portfolio and stated requirements. The department continues to discuss the admissions process rigorously with the AAU Administration and Admissions department.

All of these priorities are on the department's agenda for Fall 2012.

Role of five perspectives

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

Continuous Improvement

The architecture program will need to be continually reviewed for relevancy and directional shifts particularly given its emphasis on the diversity of ideas, sustainability, public initiatives, changing technology, and keeping current on the changing roles in the profession. The program will rely upon our practicing faculty, students and alumni to analyze these forces and make any necessary changes in vision, mission, and principles, in line with changing directions of the profession at large.

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

Feedback on the program from faculty

The department will utilize continuing processes to engage program faculty in program self assessment including: participation in Department Action Team bi-semester meetings to discuss strategic planning, program issues, and solutions; participation in studio critiques of student work, which are attended by multiple program faculty as well as architects invited from the community; participation in semi-annual assessment of student work; faculty peer observations (monitoring teaching quality and curriculum delivery); and annual surveys of faculty on the effectiveness of the program.

Feedback on the program from students

In Town Hall Meetings, student leaders communicate with program leadership about curriculum, instruction, facilities and equipment issues and requests. The University also continues to conduct student course evaluations twice per semester. Evaluations offer students the opportunity to provide open-ended responses about their classes and to comment on the suitability of the learning environment (classrooms/labs). The University's Director of Institutional Research will conduct a survey of M-Arch students to solicit anonymous feedback on what works and what does not work in the overall program.

Feedback on the program from alumni

The program monitors pass rates on the Architect Registration Exam utilizing the NCARB data on pass rates for schools. The department continues to monitor alumni employment data as an indicator of program effectiveness. For the 2010-2011 graduating class for M-ARCH, the employment rate of 92% is a good indicator of strong student portfolios and shows that students have attained the requisite skills to contribute to the profession. Alumni are invited to the yearly Spring Show of student work. Informally, those in attendance are asked to provide any feedback about the work on display and the preparation they received for the profession.

Feedback on the program from the Architecture profession

Representatives of the profession continue to give the Executive Director, Program Directors, and program faculty input on the student work, which is displayed for public comment at the University's annual Spring Show. The Spring Show Opening night is when industry representatives are invited to attend with the program directors in attendance as well. The program is discussing feedback gathered at that event to maximize the value of this feedback from the profession.

Feedback from the Architecture Advisory Board

A new architecture advisory board will be formed. Once a semester, beginning in Fall term 2013, it is envisioned that the Advisory Board will meet to evaluate the M-Arch program, as well as evaluate facilities and the new governance of the program and advise the newly placed Executive Director and Program Directors on compliance with NAAB Conditions.

Feedback from Comprehensive Program Review

In this process, the department will be advised and supported by Vice President of Institutional Effectiveness (serving as the Director of Program Review) the Director of Assessment and the Director of Institutional Research. The School of Architecture conducted a comprehensive program review in conjunction with the President's Retreat in Summer 2012 in compliance with the Academy of Art University mandate to conduct an academic program review every five years.

The academic program review provides the framework for the department to evaluate quality, effectiveness, currency, and sustainability of the program. The focus of the program review is an in-depth self-study, with emphasis on the strengths, weaknesses, and opportunities in the program. Within this self-study, the department evaluates the current curriculum, analyzes the results of its assessment of student learning based on specific program learning outcomes, and addresses any issues of sustainability within the program. This intensive self-study enables the department to create an action plan based on evidence and provides a platform for integration with planning and budgeting. This action plan outlines specific measurable objectives, with a timeline for completion.

Data and Information Sources

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

The professional advisory board will develop a supplementary list of data (and data sources) that will be analyzed at regular intervals. Data could relate to hardware/software developments, other technological innovations, salaries, hiring patterns, and economic forecasts, for example. Sources for this data could be

architects, technology industry representatives, professional and government organizations, research results, conference presentations, professional publications, and so on. The NAAB Visiting Team Report and the entire NAAB accreditation and re-accreditation processes offer a valuable opportunity for program self-assessment.

Institutional Long-Range Planning

Long-range planning at AAU is conducted by a team led the President and Chairman of the Board, working with the Management Team (made up of the CAO and University Vice Presidents). Annual and long range proposals are aligned to the President’s 5-year Vision (included) through development of annual, subsidiary objectives. All academic departments, including Architecture, align their annual subsidiary goals with the President’s annual focus areas and five-year vision. Moving from the department- to the university-level, the President will review the Architecture department’s strategic plan as well as the results of their program review (see description of program review guidelines in section 1.1.5). Items identified as departmental priorities will be linked to the annual budget process (in which the department works with the President and EVP of Finance).

Institutional and programmatic long-range planning are driven by the AAU vision. Based on the vision the Board of Directors and President identified four focus areas to indicate where resources and effort must be expended to meet the mission.



For each focus area critical success factors provide further guidance to departments as they plan budgets and develop assessment plans.

Focus Areas	Institutional Effectiveness	Students & Faculty	Organization & Facilities	Finance & Regulatory Compliance
Critical Success Factors	Curriculum	Student Experience (academic & student life)	Business Practices	Legal
	Student Success (assessment results, persistence, graduation, employment)	Faculty (recruit professionals & develop as educators)	Academic Department Management	Accreditation
	Reputation		Talent Management	Financial Stability
	Enrollment Growth		Facilities & Technology	
			Campus Security	

In Fall 2011, the President reviewed the M-Arch strategic plans and the preliminary results of their program review including strategic priorities related to staffing and facilities. The President acted to further the strategic needs of the Architecture Department in the following ways in Fall 2011, Spring 2012 and Summer 2012.

Organization Resources: The President made several new appointments to increase the Architecture Governance team including Mimi Sullivan, AIA, CGBP as Executive Director, Amily Huang as Graduate Director, (Anne Catrin Schultz remained in her role as Assistant Graduate Director) Jennifer Asselstine BFA Director, Beverly Choe as Assistant BFA Director, Eric Lum as Online Director, Sam Mathau as IDP

Education Coordinator, Kristen Kraft as full time Department Administrative Assistant and Studio Coordinator and Anna Aguila as the full time department Administrator.

Facilities: The Architecture, Interior Architecture and Design, and Landscape Architecture departments all reside in a building located at 601 Brannan Street in San Francisco. In Spring and Summer 2012, the President worked closely with the Architecture Executive Director and Interior Architecture (IAD) Executive Director to relocate several IAD studios spaces to a new location at 460 Townsend, an Academy facility located in the immediate neighborhood and walking distance of the 601 Brannan Street building. This relocation of IAD studios allowed the Architecture Department to add additional studio spaces on the 1st floor for the BFA program and on the 2nd floor of 601 Brannan to accommodate the new M-Arch student population for Fall 2012. The President is again reviewing the facilities needs of the Architecture Department currently as we study enrollment trends for Spring 2013.

I.1.5 PROGRAM SELF-ASSESSMENT

Procedures for assessing progress towards mission & multi-year objectives

Through an initial planning process in 2010, the former Program director, the undergraduate curriculum coordinator, and the former director of the M-Arch Program Advisory Board) re-affirmed the mission and multi-year objective and founding principles of the M -Arch program. With the most recent Program Review conducted in Summer 2012, these founding principles and objectives remain current with the new Architecture Department Governance appointees whose positions were implemented in Spring and Summer of 2012.

As stated previously, the five perspectives are clearly reflected in the M-Arch program's educational principles. Long-range, the strategic planning for the program continues to occur within a discussion of these principles and continual evaluation of how the five perspectives are achieved as a function of them.

Measurable indicators of progress for each of these principles are identified in the implementation section of the department's draft Strategic Plan. The following constituencies will track and offer feedback on progress toward these multi-year principle objectives:

- The Governance Team (weekly meetings);
- Recommendations from the Governance 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);
- Annual Budget Meeting including President Elisa Stephens, Executive Vice President of Enrollment Ray Chan, Chief Academic Officer Melissa Marshall who oversees facilities and Executive Vice President of Finance Martha Weeck and her Controller Carey Nerad;
- The M-Arch faculty (one annual Department Action Team meeting addressing progress toward program goals);
- Annual meeting with Students and Strategic Planning Team to review the Program Strategic plan (occurred in Spring 2012);
- Annual meeting with Faculty and Strategic Planning Team to review the Program Strategic Plan (occurred in Spring 2012);
- Studio Curriculum Review Meetings (once every two years, conducted in Fall 2011);
- The University's Vice President of Institutional Effectiveness, who is in charge of periodic program review (the Architecture program recently underwent review and will be reviewed again within a 5-year period);
- With Fall 2013, a new Architectural Advisory Board (2 meetings per year) will evaluate curricular and governance aspects of the program and advise the Executive Director and Program Director on compliance with the NAAB Conditions and Student Performance Criteria.

Procedures for assessing strengths, challenges and opportunities

The departmental Strategic Planning Team meets once a year to assess program's strengths, challenges and opportunities. Data gathered include:

Recommendations from Faculty and Students

- Faculty feedback from annual strategic Department Action Team (DAT) meeting dedicated to feedback on strategic planning; Feedback from curriculum leads and program faculty on the program focus and pedagogy, solicited through ongoing Department Action Team meetings focusing on targeted areas of the curriculum. This meeting occurred in Spring 2012.
- The DAT Meetings, weekly Governance Meetings, and 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. Studio Culture Policy meeting for the BFA students occurred in Spring 2012. A similar meeting is scheduled for the M-Arch Students for Fall 2013.
- Annual surveys of program faculty conducted by the Director of Institutional Research and Assessment.
- Feedback from curriculum leads and program faculty on the program focus and pedagogy, solicited through ongoing Department Action Team meetings focusing on targeted areas of the curriculum.

Information from and about students

- Graduation and persistence rates in the program
- Internship data
- Pass rates on the Architect Registration Exam from the NCARB website
- 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)
- Studio Learning and Culture Policy Review Meeting with students
- Cumulative results of course evaluations (which are conducted twice per semester Evaluations offer students the opportunity to provide open-ended responses about their classes and to comment on the suitability of the learning environment).

Departmental reports to the University President

As noted above, the President reviews the periodic program reviews of the department as well as annual Strategic goals and the department's strategic plan and annually updated resource forecasts.

Additionally, the department creates a President's Report which is due one week before the semester starts and again at week 4 and again at week 13 of each semester. At these times the department assesses and reports on the status of new curriculum and syllabi (need for additional electives, etc.), faculty issues and strategies (co-teaching, new faculty, etc.), student issues (Admissions clarifications, etc.), external recognition of students, faculty or alumni (awards, honors, etc), Labs and Equipment for Online news and needs, Industry Outreach Efforts, status of Midpoint and Final Reviews, and any scheduled Department Action Team Meetings.

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. Progress in student learning is possibly more closely monitored in architectural (and art) studios than any other teaching venue. Learning (or its opposite) is everywhere evident and everywhere leveraged as the basis for new learning. In other words, the design studio epitomizes a learning culture of evidence.

Assessment of student learning in relation to the Student Performance Criteria

The department has created Program Learning Outcomes which embed all the SPC into the overall program in a comprehensive, simplified list for assessment purposes. Faculty assessment committees will complete an evaluation of each student's work during their progress through the program at Midpoint and Final Thesis Review utilizing the Program Learning Outcomes. The results will be collated by the Director of Assessment and analyzed by the program directors in order to provide detailed insight into student learning results and the effectiveness of the curriculum.

M-Arch Program Learning Outcomes as of July 2012 –

The following Program Learning Outcomes are published on the AAU's Architecture Department website

Design:

- Demonstrate development of design exploration and understanding throughout the program

● **Visual Communication:**

- Visually communicate ideas through hand sketching/ drawing, including hand drawn concept sketches, design process sketches and diagrams
- Visually communicate ideas through architectural drawings (digital or otherwise): site plan, plan, section, elevation, and 3D representation
- Produce accurate physical models of design ideas

● **Written Communication:**

- Effectively summarize the project and process in a well-crafted proposal and thesis book

● **Presentation Skills:**

- Professionally present the thesis proposal and final project

● **Building Systems, Materials and Methods:**

- Demonstrate understanding of material systems and construction details
- Demonstrate understanding of building systems (including structural systems, mechanical, plumbing, and electrical systems)
- Demonstrate understanding of environmental control systems
- Demonstrate understanding of building codes and accessibility
- Apply sustainability concepts in their project

- **Thesis Proposal Development:**
 - Clearly define the mission of their project
 - Present research that defines the need and desirability of the project
 - Provide a profile of the user group
 - Comprehensively define and analyze the proposed site area and its context
 - Present and analyze relevant precedents for the project
 - Develop a general project concept related to the site analysis and program
 - Effectively present the suitability of the proposed program on the proposed site
 - Produce a spatial/ functional program online

- **Thesis Project:**
 - Produce a comprehensive architectural and building solution to the mission statement

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 asked by the Program Directors to comment and give their opinion of the strengths and weaknesses of student work. Additionally, Alumni provide feedback as participants in studio and Directed Study Reviews, and as Visitors to the Spring Show and Fall Open House.

Alumni Placement

For the 2010-2011 graduating class for M-Arch, the employment rate was 92%. Alumni who are contributing to the profession, participating in CIDP/ IDP programs, professional organizations, preparing for licensure, and continuing their professional education are demonstrating that the Architecture Department is in fact implementing its mission. The Department's strong placement rate is a good indicator of student portfolio quality and shows that students have attained the requisite skills to contribute to the profession.

Institutional and Departmental Review/Assessment

AAU undergoes institutional review as part of its accreditation by the Western Association of Schools and Colleges (WASC); WASC does evaluate the quality and results of university-level processes such as assessment, program review, and planning as well as the University's general financial capacity and resources (financial, physical, leadership faculty and staff). Recommendations from this process are given top priority at the institutional level.

AAU is in the process of its WASC re-accreditation process, which began with submission of an initial report on institutional research data on September 1, 2012 and continues through Fall 2013 with a WASC site visit. All academic departments participate in this WASC re-accreditation process.

Academic program review

Periodically, the M-Arch program is required to undergo program review (once every 5 years) which was just completed in the summer of 2012. The academic program review provides the framework for the department to evaluate quality, effectiveness, currency, and sustainability of the program.

The self-study process includes a weekend retreat for the department Governance Team to meet with the University President, Chairman of the Board, Chief Academic Officer, WASC Accreditation Liaison Officer, and the Director of Assessment. This intensive self-study enables the department to create an action plan based on evidence and provides a platform for integration with planning and budgeting. This action plan outlines specific measurable objectives, with a timeline for completion. (Please see prior description of this in Section 1.1.4 Long Range Planning).

Acting on assessment results for continual improvement Curriculum development

Based on assessment results and/or faculty and student feedback:

- Faculty will make proposed changes to the curriculum with approval from the Program Director, If the proposed changes are major (e.g., adding a new course), the AAU Chief Academic Officer and Curriculum Office are required to review and approve the changes.
- Courses are continuing to be built for the Online Distance Learning Platform. The Online Director and faculty continue to refine these as the courses for upcoming semesters need to be launched.
- Additional Electives have also been developed and include:

ARH 636	Site Survey and the Living City: San Francisco
ARH 643	Issues and Ideas in Sustainable Architecture
ARH 658	Beginning Computer Aided Drafting
ARH 655	The Art and Science of Geometric Analysis
IAD 611	BIM-Building Information Modeling
FA 699	Cityscape Painting

Online Electives

ARH 610	Programming
IAD 604	Lighting Design
IAD 612	Material Use
IAD_625	Survey of Sustainable Design

- Via a series of Department Action Team meetings from 2011 – 2012, to date the M-Arch program has rubrics for 80% of the 87 unit graduate curriculum as well as linking all courses to the NAAB student performance criteria (See matrix later in this report). The program will continue to create rubrics for the remaining 4 courses and refine these in conjunction with an evaluation of student work.
- A threshold evaluation utilizing the Program Learning Outcomes occurs at the Midpoint Review identified in both the 63 and 87 unit tracks.

(I): Section 2—Resources -

1.2.1 HUMAN RESOURCES & HUMAN RESOURCE DEVELOPMENT

In the Spring of 2012, the Architecture Department spent considerable time focused on the Governance structure with several new appointments made as of the Spring and Summer of 2012. The Department also increased the technical staff in the computer labs to assist faculty and students. The Lab Technicians under the supervision of Chris Becker include: Hank Kellstrom, Arlen Neylon, Todd Carter, Thanh Hong Sarah Durgin and Tom Meidanis. Similarly, the Department has increased the number of Shop technicians to assist students.

For 2012 the Department has been undergoing a re-organization and expansion of program Governance to delineate the following: BFA program and M-Arch program 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, CGBP (practicing local architect, former Architectural Advisory Board member, and Founding Director of the Architecture Program) has been appointed to the Executive Director position of the School of Architecture.

Amily Huang, (practicing local architect, graduate faculty for on site and Online courses) has been appointed to the Graduate Program Director position.

Anne-Catrin Schultz remains as the Assistant Graduate Program Director.

Eric Lum, (practicing local architect, graduate faculty for onsite and now Online courses) has been hired as the Architecture Department Online Director.

Jennifer Asselstine (practicing local architect and former Co- Director of the Architecture Program) has been appointed to the BFA Program Director position.

Beverly Choe, (practicing local architect) former BFA curriculum coordinator has been appointed to become the Assistant BFA Program Director.

All of these appointments became official in spring and/or summer 2012. The new governance team is very energized to develop both programs and take the Architecture Department forward. Prior Program Chair, Alberto Bertoli, has become Chair Emeritus.

The Architecture Department Director and Assistant Director Duties will 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 Department Director also typically teaches two or three classes per semester.

Two full-time Administrative Assistants, Kirsten Kraft and Anna Aguila, were hired at the beginning of 2012. Rounding out the departmental staff are the five lab technicians, four shop technicians, three work-study scholars, and the IDP Educator Coordinator, Sam Mathau.

Architecture Faculty

The Academy's Architecture Program currently employees 7 full time faculty and approximately 50 part-time faculty members in any one semester (49 for Fall 2012 as the term just started).

The Department's total faculty pool totals 58 as of Spring 2012. Depending on the classes offered each semester, the number of faculty fluctuates. Of the most current total number of 58 faculty, 39 are men, 19 are women; 1 is listed as Two or More Races (Not Hispanic or Latino), 2 are Black or African American, 2 are Hispanic or Latino, 5 declined to state ethnicity, 10 are Asian (Not Hispanic or Latino), 38 are White (Not Hispanic or Latino).

In the Academy of Art University's current faculty manual it states under the heading Equal Employment Practice: "The Academy of Art University is an Equal Opportunity Employer and selects employees on the basis of ability, experience, training, and character. We want to have the best available person in every job. In addition to applicable law, Company policy prohibits unlawful discrimination based on race, color, creed, sex, marital status, age, national origin, ancestry, disability, or any other consideration made unlawful by federal, state, or local laws. If you believe that you have been subjected to any form of unlawful discrimination, report the incident immediately, preferably in writing, to your supervisor or an officer of the company who will investigate and attempt to resolve the situation."

It goes on to state in the Academy of Art University's current faculty manual under the heading Hiring Policies: "The Academy's faculty hiring policy is designed to serve the Mission of the University. Faculty members may have expectations based on policies in use at other universities and universities. 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.

This concept continues to be an essential tenet of the mission of the Academy of Art University. We promise our students that they will learn from practicing artists, designers, and architects. It is for this reason, to support one of the essential ingredients of the mission of the school as well as the mission of the department, that the individuals that make up the faculty body at the Academy of Art University are hired each term, *depending on the needs of the school.*"

The Academy has a proud tradition of providing its students with the instruction and educational programs that prepare them for entry into the work force. In order to uphold this tradition, it is crucial that the school maintain the flexibility necessary to keep pace with the changing conditions of the marketplace. AAU is also committed to providing students with instruction that reflects a diversity of ideas. This ideal is often achieved by a continual influx of new instructors. The faculty hiring policy ensures that, each term, consideration is given to hiring new individuals to fulfill the department's faculty needs. Faculty and staff promotions (pay raises) are put forward by the Department Director at the end of each semester for review and approval by the Executive Office.

Part Time Faculty

Part-time faculty are a vital component in the execution of the Architecture program's mission. The program utilizes such professionals as a means of ensuring that students are receiving up-to-the-minute skills and knowledge from the profession. As they are working professionals (architects /engineers/attorneys), PT faculty typically teach one to two courses per semester.

A few of the Architecture Department faculty who are currently engaged to teach in the M-Arch program are also currently contracted to teach in the BFA program. Since 2010, a minimum of twenty new faculty have been added to the BFA program (up to semester six of the curriculum) thus lessening the number of faculty who teach in both programs.

Additional instructors for the M-Arch program are always necessary as the part time faculty do not always teach each term depending on their professional practice load outside of teaching. The Architecture Department undergoes a selection of short listed candidates who possess the required credentials commensurate with the position (Practicing architects and designers, licensed structural engineers, architectural historians, etc.) followed by interviews leading to a final selection for the positions. Please see Part 4 of this report which contains resumes and illustrates the qualified instructors who have been hired by the Architecture Department to teach in the M-Arch Program.

It is envisioned that when the BFA program is fully developed the department will have most faculty members exclusively teaching in one program or the other, and very few others teaching both programs (with the likely exception of historians and engineers teaching technical classes).

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

(S p r i n g 2 0 1 2) *

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

*NOTE: Student Faculty Ratio Data will be updated as of Fall census on September 17th, 2012.

Faculty-Course Matrix

Matrix for faculty teaching in the M-Arch program from Spring 2011 to Fall 2012 are included in Section 3.

Faculty Resumés

Resumés for faculty teaching in the M-Arch program are included in Section 3.

EEO/AA for Faculty, staff, and students

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

Additional Diversity Initiatives

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

Human Resource Development Opportunities (Professional Development)

Faculty growth inside and outside the M-Arch program is paramount to the success and depth of the program. All faculty are practicing professionals and by design must remain current in their knowledge of the changing demands of practice and licensure. Professional Development opportunities for full time faculty include:

1. Three full time faculty members are budgeted to attend the Annual ACSA conference. Past participants include Anne-Catrin Schultz (Assistant Director) and Sam Mathau (Senior Faculty Member).
2. The AAU was also recently invited to participate in the ACSA On-Line Education Symposium which prefaced the Annual ACSA conference in Boston last February. The AAU sent four faculty members, Jennifer Asselstine, Eric Lum, Anne-Catrin Schultz and Amily Huang to present at the symposium and they also attended the conference which followed (three were originally budgeted per #1).
3. Three full time faculty members are budgeted to attend other conferences to be decided.
4. One full time faculty member is budgeted to attend the Monterey Design Conference. Past participant is Anne-Catrin Schultz (Assistant Director).
5. The IDP Educator Coordinator, Sam Mathau is budgeted to attend the IDP Educator Coordinator Conference.
6. Other special conferences are reviewed on a case by case basis for potential non-full time faculty attendance if the conference is in their subject area. On July 26-27, 2012, the department supported David Gill (Senior faculty) and two M-Arch students to attend the "Collaboration: The Art and Science of Building Facades" a building technology conference held in San Francisco.

Other professional development opportunities include:

- A Symposium, moderated by a guest professional and conducted as a panel debate, is periodically held in the Architecture Department. The Topic of the 2010 Faculty Symposium was "Form", and included seven faculty panelists. The guest moderator was Raymund Ryan, Curator of The Heinz Architectural Center at Carnegie Museum in Pittsburg.
- Faculty observations and participation at the Department's annual Visionary Spring Charette which focuses on urban issues. The 2012 Spring Charette occurred in the last week of March and focused on a site at the prominent cross roads in San Francisco located at Van Ness Avenue and Market Street. This intersection is two blocks from Civic Center and adjacent to the Mid Market Revitalization area. The invited critic was Michael Sorkin. In addition, several planners from the San Francisco Planning Department were in attendance at the final presentation and dialogue.

Academy Resource Center Programs and Services for Faculty

The Academy of Art University Resource Center (ARC) helps faculty achieve their goals by providing professional support programs and services that promote academic /teaching success. All faculty are invited to take advantage of ARC support throughout their teaching careers at the Academy.

All faculty developers and the vast majority of the educational support faculty have advanced college degrees and at least three years of related work experience. There are a total of nine faculty developers, fourteen ARC coaches, three administrative assistants, and over a hundred faculty and staff working with faculty and students.

1. Consultations

Faculty developers are available to consult with instructors—in person, on the phone, or via email—about any aspect of their teaching experience such as:

- » Planning for class(es)
- » Managing group dynamics
- » Engaging students
- » Facilitating effective demonstrations, lectures, discussions, & critiques
- » Evaluating student work & providing feedback
- » Grading
 - Creating rubrics to evaluate student work
 - Setting up or troubleshooting an electronic grade book in Easy Grade Pro
- » Incorporating technology
- » Facilitating collaborative projects & group work

The Faculty Development Department provides individual consultations to all first-semester faculty in conjunction with a class visit. Continuing instructors are also welcome to request a consultation at any time, with or without a class visit.

2. Course Design Assistance

Faculty developers are available to assist instructors who have been asked by their department to develop a new course or update an existing one, both online and onsite. Faculty developers collaborate with instructors to create strong learning outcomes and a sequential course outline.

3. Events and Trainings

Faculty Development trainings and workshops provide a chance to get together with colleagues from throughout the Academy to share teaching ideas, inspiration, and best practices. These professional development opportunities are available to all AAU faculty and are free of charge. A full-day Teaching Expo is held prior to the start of fall semester and a half-day of “Teaching Essentials” workshops is held before the spring semesters; midterm workshops are held throughout the semester as requested by faculty and directors; and online tutorials are available on demand. Certificates of completion for all AAU Faculty Development seminars are sent to each participant and copies are also sent to the Curriculum office for inclusion in individual faculty files.

4. Campus/Site Drop-In Hours

The Faculty Development department provides informal drop-in hours at buildings across campus. Faculty developers are available in faculty room to answer questions, discuss an article, or share a tip.

5. Weekly Teaching Tips and Faculty Development Web Site

Each week during the semester Faculty Development emails two short articles full of practical ideas and just-in-time strategies applicable to that week. Instructors may subscribe to one or both lists: **Teaching Essentials** (for those who are new to the Academy and/or new to teaching), and **Refining Your Teaching**

(for veteran Academy faculty who want to hone and expand their teaching tools). Searchable archives of past Weekly Teaching Tips, along with a growing pool of resources on teaching and learning, are available on the Faculty Development web site.

Faculty Appointment, Promotion, and Tenure

AAU does not have an academic ranking system for instructors and the AAU does not have a tenure system. The Academy's faculty hiring policy is designed to serve the Mission of the University as stated above. Consequently, the majority of the Academy's faculty is part-time, with their primary occupation in the industry. Part-time faculty are considered for coordinator positions or full-time status based on the merits of their portfolios and teaching ability; there is no seniority, ranking, or promotion system.

Lecturers Brought to the School since 2010

Lecturers brought to the School between spring 2010 and March of 2012 include: Stanley Saitowitz, Ray Kappe, Hitoshi Abe, Laurie Hawkinson, Paul Allen of OMA, Lorcan O'Herlihy of Los Angeles, Jud Maruqardt (LMN Architects, Seattle), Frank Flury of IIT Chicago, Lisa Bottom of Gensler, San Francisco, and Paul Kephardt and Roberto Behar of R&R Studios, Miami. Lecturers confirmed for Fall 2012 Series include: Craig Hartman, SOM San Francisco and Leddy Maytum Stacy Architects.

Public Exhibitions brought to the School Since 2010

N/A

Students: Evaluation for Admissions

AAU's educational philosophy is that all students interested in studying art, design architecture and communications deserve the opportunity and access to do so. It is the University's belief that all students willing to make a serious commitment to learning, given the appropriate training, have the ability to attain professional level skills. The University maintains an inclusive admissions policy for all graduate programs. A qualified Bachelor's Degree in Architecture and adequate portfolio and transcript (reviewed by the graduate program governance members) is a pre-requisite for admission to the 63 unit M-Arch track. Students not showing evidence of the architectural skill sets needed for success in the 63 unit program per the portfolio and transcripts submitted will be placed in the 87 unit track. An applicant with a bachelor's degree in any other field will be placed in the 87 unit track. No prior experience in architecture is required of students desiring to study in the 87 unit track. The department is currently creating policy and a process by which all applicants will be screened to see that they fulfill the 45 units of general studies prior to admittance to either the 63 or 87 unit track. The new department governance team has been working closely with admissions since June to develop the process by which these units will be accounted for. All foreign transcripts are required to be accompanied by an ERES translation and equivalency information. The department anticipates a policy and process will be in place by Spring 2013 to ensure the general studies requirement is being met.

Student and faculty growth inside and outside the architecture program is paramount to the success and depth of the program. The architecture program strives to have students and faculty involved in the community as well as contributing to it. It is the program's policy to advertise, encourage, foster, and provide opportunities for students and faculty to continue to explore and be challenged by formal architectural and aesthetic issues, cultural and social issues, urban issues, professional issues, and emerging technology for both building materials and visual communication. Posters, flyers, and e-mail notices of events both within the Academy and outside are routinely posted on the department bulletin board, placed in faculty mailboxes, placed on the department blog, and sent via e-mail to faculty and students to encourage attendance.

The architecture students, faculty, and staff are encouraged to participate in the cultural activities of the community both as contributors to and as beneficiaries of the cultural wealth of the area. They are also encouraged to attend the University wide MFA lecture series presenting art and design professionals each semester. The architecture students, faculty, and staff are encouraged to attend Guest Speakers in other departments within the Academy.

Students: Evaluation for Admissions & Recruitment of Underrepresented Students As a university with an inclusive admissions policy, AAU already attracts many underrepresented student groups (e.g., Hispanic). AAU does attend recruitment fairs, and holds a University Wide Open House each fall. At the Open House for the Architecture Department, Directors are available to meet with students and their families to discuss the various programs and to informally review portfolios and give feedback. Please also see part II.2.2 PROFESSIONAL DEGREES AND CURRICULUM and part (II): Section 3—Evaluation of Preparatory/Pre- Professional Education

Student Support Services

Departmental Orientation

The Architecture Department hosts its own “Orientation Class” for all incoming M-Arch students which begins two weeks prior to the start of the semester. Beyond the orientation to the department and its facilities and policies, students are given tours of the city to important landmarks, various AAU facilities and architectural firms. While on the field trips, time is also spent on sketching exercises.

University Orientation

New students are invited to orientation week, which takes place prior to the first day of school. Students receive information on all support services e.g. Resource Center, Housing, Library, Career Resources and Financial Aid. The goal is to familiarize the students with the mission of the school, its rules, regulations, policies and procedures. Students are welcomed by the President, campus executives, and a key note speaker, followed by break out meetings for each degree program where they have an opportunity to discuss program details with their department director.

Graduate Student Handbook

The Graduate School provides a Graduate Student Handbook for all students. The Handbook details elements common to all M-Arch students such as program requirements, Midpoint Review, Directed Study, Final Review, and support services provided by the University.

Advising

Academic Advising is provided by Student Services officially, and by the Department Director as needed via office hours. Each student in the Architecture Department has access to a Graduate Academic Advisor who provides one-on-one assistance for registration. The Department Director and faculty are available for academic advising. Academic advising is a continuous process that helps students with course selection. The Graduate Academic Advisors can answer registration questions and refer students to other support services if necessary. However, students are encouraged to consult with their Department Director before registering each semester.

New students obtain academic advising through the Admissions Office. After their first semester at the Academy, graduate students in the Architecture Department are referred to a Graduate Academic Advisor who facilitates registration, class changes, and withdrawals.

The department is currently looking for an in-house advisor to assist the M-Arch students (the previous advisor stepped down in Spring term). Architecture students also have access to a tailored professional practices course and professional and internship advice from the IDP Educator Coordinator Sam Mathau.

Academy Resource Center Services and Programs for Students

The Academy of Art University Resource Center (ARC) helps students achieve their goals by providing professional support programs and services that promote academic success. All students are invited to take advantage of ARC support throughout their studies at the Academy.

All faculty developers and the vast majority of the educational support faculty have advanced college degrees and at least three years of related work experience. There are a total of nine faculty developers, fourteen ARC coaches, three administrative assistants, and over a hundred faculty and staff working with students.

The “support” offices in the ARC allow students to come in on a drop-in basis or by appointment. The Academy Resource Center schedules one-on-one appointments based on both student initiative and instructor or staff referrals. Coaches and tutors meet with students who are having difficulty in classes at the university. If issues arise regarding instructional procedures or behavioral issues, the department directors are contacted to review the situation. If large numbers of students are requesting support in a particular class, the department director is notified and the instructional procedures are reviewed.

ARC Programs And Services

1. Student Academic Support

Academic coaches are experienced instructors who tutor students through one-on-one coaching. They meet with students on a drop-in basis or by appointment to make sure that students are receiving the support they need to succeed in their classes. They assist students by answering questions related to the AAU, facilitating communication between instructors and students, and informing students about specific ARC, AAU or community services to meet their needs. These include:

- Referrals to internal and external agencies and services (e.g. Student Services, health related referrals, community mental health resources, etc.)
- Time Management Tutorials
- Study Skills Tutoring
- Communication Strategies
- Professional Development

Academic coaches also teach the *First Year Seminar for Academic Success*, a class that focuses on supporting students who have completed fewer than 30 units and who go on Academic Probation. The class addresses the unique needs of the individual students who enroll.

2. Classroom Services

Classroom Services facilitates accommodations and equal access for students with disabilities. They also provide time management/organizational skills support, assistive technology guidance, supplementary reading and writing support and referrals to disability-related resources in the community.

3. Writing Lab

Writing Lab tutors meet with students individually, by appointment and on a drop-in basis, to help them with written assignments. Assistance is available for all undergraduate and graduate students.

4. Speaking Lab

Speaking Lab teachers provide individual and small group tutoring, by appointment, to help all students with oral presentations and critiquing, and ESL students with pronunciation skills. Conversation groups are organized to help international students practice English.

5. ARC Training & Tutoring

The Academy Resource Center (ARC) offers free group tutoring to all Academy of Art University students, both undergraduate and graduate, for all majors and courses, in the form of On-Campus Labs and Online Labs. Our services provide individualized attention from experienced tutors to small groups of students. Students may be referred—or seek tutoring themselves—through the ARC's Student Academic Support (SAS) department (or Online Student Academic Support/OSAS), and academic coaches from the ARC will assist students by referring them to the appropriate educational support options, including ARC Training & Tutoring.

Students are encouraged to take advantage of these free services to help them with their classes and assignments; however, they should also make regular use of other support options, including Department Workshops, to avoid falling behind. All tutoring is provided by current faculty, alumni, and technical staff.

6. ESL & ART Support Classes

Language specialists are available to work with low English proficiency students in over 500 designated sections of art and design classes at the Academy. Students enrolled in the English for Art Program are

concurrently enrolled in beginning art classes that are primarily visual, rather than verbal, learning environments.

ARC's multi-media language labs provide individualized and group instruction for ESL students of all proficiency levels to improve their knowledge of art and design terminology, listening, pronunciation and other language skills.

The ESL department provides two liaisons to the School of Architecture, Richard La Rose and Wynn Newberry. As well as being an ESL teacher, Wynn has a BA in ARH. Abe Burickson is an ESL support teacher who specializes in ARH classes. He also has a BA in ARH. The liaisons identify the strongest support teachers in ARH and ensure that the ESL department continues to use them from semester to semester to improve continuity and cultivate stronger ARH expertise in ESL support instructors.

7. InsideTrack

AAU contracts with InsideTrack, a provider of student coaching services. Their mission is to improve student engagement, persistence, and success. Since 2005, they have coached 1,000's of Academy students throughout the university, especially focusing on first year, high-risk students. InsideTrack also provides valuable quantitative and qualitative data for ARC directors so that staff can make informed improvements/adjustments to Academy educational support services.

The Academy Resource Center (ARC) staff coordinates student orientations and attends department meetings each semester for all art, academic and advising departments. Additionally, ARC solicits feedback regarding its services from teachers and other personnel who have referred students to the ARC. Reports have shown that student contact with the ARC has had a positive effect on student success and retention.

Career and Entrepreneurial Services

Career and Entrepreneurial Services provides career building tools and information for professional success to all attending students as well as graduating students and alumni. The service includes a complete student Online Job Board listing thousands of part time, temporary, freelance and internship job listing exclusively for registered students, graduates and alumni. The web portal, used by over 9,000 students, graduates and alumni is continually updated to provide quick access to current potential jobs. Job listings consist of professional and non-professional opportunities and internships. Employers can list any opportunities directly online to expedite the posting process. Potential employers may also view graduate and alumni Portfolio Websites listed by major. Students and graduates review the Online Job Board to augment their academic studies with real work experience that enhance skills and develop career opportunities.

To expedite professional knowledge, CES offers web site listings of top industry specific sites, by major, allowing students to access information about industry trends, seminars, and company updates as well as industry job postings. Also available Online are listings of professional organizations by major and various industry specific firms that allow them to expand skills and marketability. CES hosts career development information for professional job search success including professional resume standards, industry networking skills, informational interview techniques and employment interview skills.

In addition, CES offers, for each major, an Industry on Campus program cultivating and maintaining long-term relationships with leading art and design employers and recruiters bringing leading national and international artists and designers on campus to share industry expertise and advice. Visiting professionals may offer industry presentations, artistic insight and portfolio reviews. Larger companies may offer on campus recruiting and internship opportunities.

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

CES also teams with the online student relations and alumni departments to deliver packaged career service workshops in designated cities throughout the US.

Departmental Student Activities

The architecture program budget has a student activities line that will help to fund off-campus, professionally-related activities for students such as field trips, regional lectures, and professional conferences. AAU has an active American Institute of Architecture Students chapter which is hosting the 2012 Western Quad Conference in the Architecture Department on November 1-4 this fall.

The Department has continued to develop a unique opportunity for students in the week long Chicago Trip. AAU ARH students (graduate and upper level undergraduate students) are encouraged to participate in the Chicago Trip. The trip is lead by an AAU ARH Director, Jennifer Asselstine and runs annually as long as there is enough participation. The students visit all of the major historical buildings that represent the birth of the Chicago School and the emergence of the Modern Movement within the context of Chicago including Mies Van de Rohe's Farnsworth House, Frank Lloyd Wright's Oak Park body of work and Robie House, and the historical skyscrapers in downtown Chicago. They see the work of contemporary architects such as Renzo Piano, Frank Gehry and Jeanne Gang, and they visit professional architecture offices in Chicago.

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

The department also offered a trip to Los Angeles to study the examples of early and mid century Modernist architecture in California including but not limited to the work of Charles and Ray Eames, Eero Saarinen, Richard Neutra and Rudolph Schindler. This trip was led by Senior Faculty member, Sam Mathau.

Student Competition Entries

Students are encouraged to enter design competitions to further their own research and scholarship interests. Alberto Bertoli, Chair Emeritus, acted as an advisor for a team of graduate students who entered a proposal in the ACSA Design competition this spring. Additionally, a graduate student, Mr. Ion Popian, entered the Sukkahville Design Competition on his own (supported by the department in terms of facilities but did not have faculty advisor) and took first place. Mr. Popion's winning entry will be built with a team of his student peers at school using the department's shop, then sent to be assembled and displayed in Toronto in October 2012.

Campus Activities

Campus Life and Leadership is comprised of several programs and services that support student development in the areas of social interaction, building student community and encouraging active participation in extra-curricular activities and events at the AAU. The office also strives to be a conduit to the Bay Area community through volunteering, promotions and active participation in City events. Campus Life and Leadership supports students' personal development by planning and organizing an array of social outlets that entice interaction and foster communication. Students can learn an ethic of service and responsibility and leadership through the clubs and organizations program, student representatives committee, and by natural participation through group activities. Campus Life and Leadership provides a vital link between the classroom and the campus community that positively contributes to the students' overall academic experience.

1.2.2 ADMINISTRATIVE STRUCTURE AND GOVERNANCE

Administrative Structure of Program and Home Units

All academic department directors report directly to the Chief Academic Officer, as AAU employs a relatively flat organizational structure. Each department stands alone (there are no “schools” of related departments). Architecture is currently being structured similarly to other departments (such as the Advertising Department, the Motion Pictures and Television Department, the Industrial Design Department, the Fine Arts Department, the Graphic Design Department, and the Fashion Department) with a Program Director and Assistant Director for the Graduate and Undergraduate programs, and an Online Director. The Architecture department also now has an Executive Director with oversight of both the Graduate and Undergraduate programs. The Program Directors are supported by Assistant Directors as well as a team of senior faculty (part-time faculty with additional administrative responsibility).

Per Section I.1.4 LONG-RANGE PLANNING, and I.2.1 HUMAN RESOURCES & HUMAN RESOURCE DEVELOPMENT, the President made several new appointments to increase the Architecture Governance team including Mimi Sullivan, AIA, CGBP as Executive Director, Amily Huang as Graduate Program Director, Jennifer Asselstine as BFA Program Director, Beverly Choe former BFA curriculum coordinator) has been appointed the Assistant BFA Program Director, Eric Lum has been appointed the Architecture Department Online Director, Kristen Kraft as full time Department Administrative Assistant and Studio Coordinator, and Anna Aguila as the full time Department Administrator. Anne-Catrin Schultz will remain as the Assistant Graduate Program Director.

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

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

Institutional Support

In addition to the lab technicians, a separate Information Technology Department supports all AAU technology requirements. The Graduate School has a separate administrative office and staff that also supports the Architecture Department. Overseen by the Executive Administrative Director, the graduate administrative support includes Graduate Admissions Portfolio Coordinator, Midpoint Review Coordinator and Final Review Coordinator. Student support departments include the Academy Resource Center and the English as a Second Language (ESL) program.

Departmental Governance Opportunities

As mentioned previously in this report, the Architecture Department has spent considerable time focused on the governance structure with several new appointments made over the past 6 months.

The DAT Meetings, weekly Governance 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 in their formation.

The M-Arch program does have its own curriculum committee, consisting of the Executive Director, Program Director, Assistant Program Director and Online Director. All faculty in the department are encouraged to participate in Department Action Team meetings addressing pressing issues in the programs, and all faculty are also encouraged to participate in the curriculum improvement process. AAU does not have a Faculty Senate. Faculty concerns are directed to the Program Directors and in

turn to the Executive Director who can implement changes and when necessary communicate with the Chief Academic Officer and the President.

The Strategic Planning Team began meeting Fall Semester 2011 to outline the next six months of faculty and student involvement in meetings to review and update the department's strategic plan. The Strategic Planning Team members include Mimi Sullivan, Jennifer Asselstine, Anne-Catrin Schultz, Beverly Choe, Richard Smith (Senior Faculty), Eric Lum, Molly Weiland (AIAS President). To date the current Strategic Plan has been posted in the department as well as sent to faculty for comment. The Strategic Plan includes the topics of facilities, finances, and human resources as three of the fifteen main goals the department currently has under review. The Strategic Planning Team met in the Spring 2012 semester with faculty and students separately to enlist their feedback. The team will continue the Strategic Planning effort with the feedback gained this spring and plans to have a revised strategic plan by the start of Spring 2013.

Degree programs offered in home units

The Architecture Department offers a NAAB-accredited M. Arch degree in Architecture with a 63 unit track and an 87 unit track. The Architecture Department also currently offers a four and five year BFA. (The 4 year BFA does not accept any new students since Fall 2011 and will sunset with the last graduate of the program). The 5 year BFA program is being considered for Candidacy status with NAAB this fall 2012.

I.2.3 PHYSICAL RESOURCES

General Description

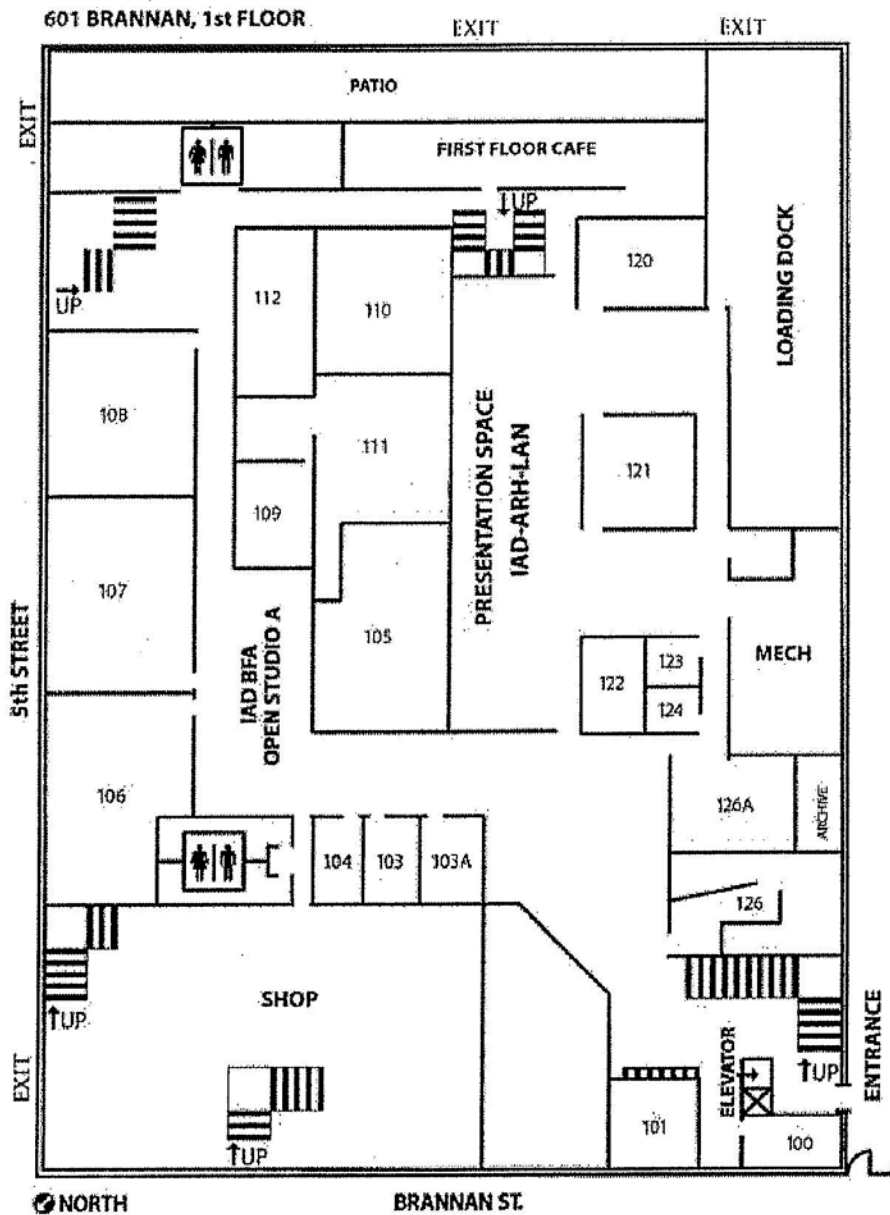
The department currently occupies approximately 30,000 s.f. on the second floor and approximately 4000 sf. of the first floor, and another 4000 s.f. in shared presentation and shop spaces on the first floor of a two story building at 601 Brannan Street in San Francisco formerly the home of a Dot Com company. The Interior Architecture and Design Department (IAD) and the Landscape Architecture (LAN) Department are also located at 601 Brannan Street. Prior to Fall 2012 semester start, IAD relocated several studio spaces from rooms 106, 107, 108 to an AAU facility located within the immediate neighborhood at 460 Townsend Street. IAD's relocation of studio spaces allowed the Architecture department to expand the BFA architecture studios into that space (approx. 3000 s.f) on the first floor. The permanent partitions between these rooms have been removed and movable parturitions define the spaces. The relocation of IAD studio spaces to 460 Townsend also created the shared presentation space of approximately 2300 s.f. for all three departments to utilize (ARH, IAD, and LAN). The architecture department currently houses offices, computer labs, open studios, model /furniture making shop, seminar/classrooms, workshops, project review and exhibition areas within 601 Brannan. The University Library, shared by all departments is located at 180 New Montgomery. Daily school buses run between 601 Brannan and 180 New Montgomery.

The Interior Architecture and Design and Landscape Architecture Departments occupy portions of the first floor of the 601 Brannan building. 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 permanent partitions but does utilize movable walls for pin ups allowing for horizontal interaction between separate studios.

Each M-Arch student has his/her own desk. Other physical resources include a permanent presentation and exhibition area, additional classrooms and conference rooms, a computer lab, an A/V equipped lecture hall that seats approximately 75, and a fully functioning shop that is naturally lit and well ventilated. The shop has been equipped with a range of hand tools and power tools including table saws, pneumatic nailers, drill presses, a compound miter saw, a bandsaw, and a laser cutter. The shop is currently planning expansion to include a metals shop.

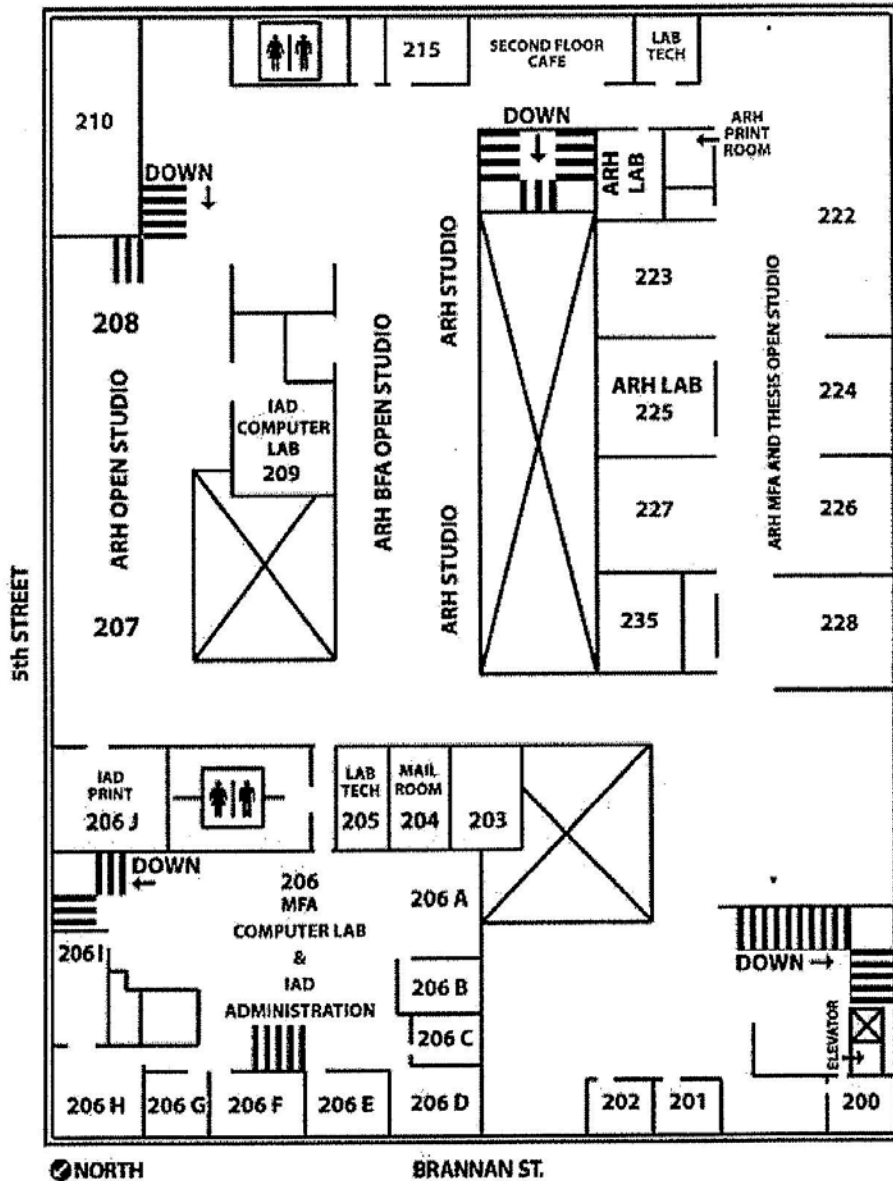
The facility also has wireless internet access and additional recreational areas including a larger student lounge on each floor, an outdoor basketball court and skateboard park. AAU has two large auditoriums off site for large lecture classes and guest speaker events when large crowds are anticipated. The following map provides a simple layout of the building and the subsequent chart identifies the current architecture spaces at 601 Brannan Street.

**SCHOOL OF ARCHITECTURE
SCHOOL OF INTERIOR ARCHITECTURE AND DESIGN
SCHOOL OF LANDSCAPE ARCHITECTURE**



SCHOOL OF ARCHITECTURE
 SCHOOL OF INTERIOR ARCHITECTURE AND DESIGN
 SCHOOL OF LANDSCAPE ARCHITECTURE

601 BRANNAN, 2nd FLOOR



1ST FLOOR

100	MEETING ROOM	150
102	DRAFTING CLASSROOM	750
106	ARH: STUDIO/CLASSROOM	888
107	ARH: STUDIO/CLASSROOM	1000
108	ARH: STUDIO/CLASSROOM	1000
109	LECTURE CLASSROOM (Shared Classroom)	437
112	ARH COMPUTER CLASSROOM/LAB	1271
113	DRAFTING CLASSROOM (IAD & ARH Shared Classroom)	600
114	DRAFTING CLASSROOM (IAD & ARH Shared Classroom)	735
115	DRAFTING CLASSROOM (IAD & ARH Shared Classroom)	630
	PRESENTATION SPACE - (ARH – IAD-LAN Shared)	2300

2ND FLOOR

Room	Class Type	Sq. Footage
200	OFFICE: GRADUATE PROGRAM DIRECTORS	200
201	LECTURE CLASSROOM	425
202	OFFICE: PROGRAM ADMIN	228
203	OFFICE: EXECUTIVE DIRECTOR/ CONFERENCE	216
204	MAILROOM	198
205	OFFICE: IT/ LAB COORDINATOR	180
206A	OFFICE: ARCHITECTURE ONLINE DIRECTOR	200
206F	FACULTY LOUNGE (ARH – IAD-LAN Shared)	250
207	ARH: STUDIO/CLASSROOM	1000
208	ARH: STUDIO/CLASSROOM	1000
210	2ND FL CONFERENCE ROOM (Shared Space)	266
211	ARH: STUDIO/CLASSROOM	899
212	ARH: STUDIO/CLASSROOM	1014
213	ARH: STUDIO/CLASSROOM	1014

214	ARH: STUDIO/CLASSROOM	1014
215	OFFICE: ARCHITECTURE CHAIR EMERITUS	165
220	ARH: COMPUTER STUDIO	285
222	ARH: STUDIO/CLASSROOM	750
223	ARH: STUDIO/CLASSROOM	750
224	ARH: STUDIO/CLASSROOM	750
225	ARH: COMPUTER STUDIO	700
226	ARH: STUDIO/CLASSROOM	750
227	ARH: STUDIO/CLASSROOM	750
228	ARH: STUDIO/CLASSROOM	750
235	OFFICE: UNDERGRADUATE PROGRAM DIRECTORS	285
226	ARH: STUDIO/CLASSROOM	1275
SHOP	WOODSHOP/MODEL MAKING STUDIO (Shared Space)	4050

Changes

With enrollment projections of 395 on-site students (combined M-Arch and BFA) in Fall 2012 and 435 students in Fall 2013, the department anticipates needing over 7,000 s.f. additional studio spaces, additional shop space of approximately 400 s.f, and additional computer lab space of approximately 300 s.f., and archive/storage space of 600 s.f. beginning in Spring 2013.

In the 2012 academic year, President Stephens has prioritized the immediate acquisition of additional space for the growing Architecture program (M-Arch and BFA). As described earlier, IAD's relocation of studio spaces in Spring and Summer allowed the Architecture department to expand architecture studios into that space (approx. 6000 s.f) on the first and second floors to accommodate the Spring and Fall 2012 students. Existing classroom and office space is adequate for the next 3 years. President Stephens is continuing to look at moving the remaining interiors classes to the Townsend Buildings in the neighborhood allowing architecture to continue to expand at 601 Brannan.

Computing Resources

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

Computer Workstations (All stations have either Flat Panel Dual 19" Monitors or Flat Panel Single 24")	
18	Workstations in one Computer Lab
2	Workstations in Student Mailroom
1	Workstation in Shop (operates Laser Cutter)
1	Workstation for Director (Faculty/Staff only)
1	Workstation for Online Coordinator (Faculty/Staff only)
1	Workstation for Administrator (Faculty/Staff only)
2	Workstations in Faculty Mailroom (Faculty/Staff only)
1	Workstation in Shop (Faculty/Staff only)
Print/Scan/Copy	
1	Large Format B & W Copier
1	11 x 17 B & W Copier (Faculty/Staff only)
1	11 x 17 B & W Copier (Faculty/Staff only)
1	Small format B & W Copier (Faculty/Staff only)
1	Large format B & W Scanner
1	Medium format Color Scanner
1	Small format B & W Scanner (Faculty/Staff only)
1	Large format Color Plotter
1	Large format B & W Plotter
1	11x17 & 8 1/2 x11 Color laser jet Printer
3	8 1/2 x 11 B & W Printer (Faculty/Staff only)
1	11x17 B&W Laser Printer (Faculty/Staff only)
1	36 x 24 Laser Engraver/Cutter
Multi-Media	
4	Video Carts with TV's and DVD/VCR Players attached.
4	Fixed LCD Projects
3	Overhead Projectors
2	Portable LCD Projectors
1	Slide Projector
1	Server including NAS, Tape Backup Unit, Print Server, License Server, DHCP/Domain Server
Software	
	AutoCAD, Sketch Up, Archi CAD
	3D Studio Max, V Ray, Adobe Creative Suite 3 (Photoshop, Illustrator, etc.)
	Maya, Ecotect, Form Z, Weather Tools, Microsoft Office
	ArchiCAD

I.2.4 FINANCIAL RESOURCES

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

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

AAU receives its operating income primarily from student tuition/fees and dormitories. Revenues in 2011 increased by 5% from 2010.

Financial resources at the AAU are allocated subsequent to a rigorous budgetary review process. Each September the Executive Vice President of Finance sends all Department Directors and managers a budget template to be completed for the next year along with actual current year-to-date expenditures. Each director/manager completes the budget with input from their faculty, staff, and administration. Total operating expenses, personnel costs and capital expenditures are included. Completed budgets are submitted to the Executive Vice President of Finance for review and preparation of a draft budget for all departments.

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

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

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

All policies concerning tuition, fees and other charges are detailed in the catalog. Individual course fees are located under each course description in the catalog. The AAU refunds all charges less \$120 fee if the Enrollment Agreement is cancelled prior to the first day of instruction. The one-time International Student Tuition Deposit is non-refundable. As the process of applying for an I-20 is a lengthy one, the International Deposit is required to ensure the commitment of the applicant and is collected prior to the issuing of the I-20 to the student. The full amount of the International Deposit is applied towards the student's tuition once the student registers for classes. The tuition refund policy appears on pages 17-18 of the 2012 catalog supplement (academic policies). Students who withdraw from school prior to completing the 4th week of each semester (3rd week for the summer term) will receive a refund for the unused portion of tuition and other refundable charges.

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

Factors considered in this thorough approval and planning process with the President, the Executive Vice President of Finance, and each Department Director/Manager include, but are not limited to: 1) Needs derived from growth in each academic department as well as associated instructional equipment/supplies; 2) Incremental faculty required with requisite experience and qualifications; 3) Enhancements to curriculum development; 4) Start-up costs to launch new curriculum offerings.

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

Architecture Program Budget

The Architecture program budget comes directly from the AAU's overall financial resources. The program has not received specific endowments, scholarships, or other monies from any program development activities or fund raisers. The AAU has allocated the necessary resources to begin the program and is committed to the program's development. The program budget has increased from a total of \$1,615,701 in 2010 to \$2,463,269 in 2011.

Actual and Projected of Revenue and Cost

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

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

	<u>2011</u> <u>Preliminary</u>	<u>2012</u> <u>Projection</u>	<u>2013</u> <u>Projection</u>	<u>2014</u> <u>Projection</u>
ENROLLMENT				
Spring - Undergraduate	98	171	220	275
- Graduate	186	243	320	365
Fall - Undergraduate	154	225	265	320
- Graduate	232	285	335	385
Growth - Undergraduate	85%	57%	22%	23%
- Graduate	23%	26%	24%	15%
- Total	41%	38%	23%	18%
REVENUES				
Tuition - Undergraduate	1,370,595	2,721,000	3,506,000	4,516,000
Tuition - Graduate	3,418,500	3,929,000	5,354,000	6,437,000
Course fees	153,105	177,000	198,000	216,000
	<u>4,942,200</u>	<u>6,827,000</u>	<u>9,058,000</u>	<u>11,169,000</u>
EXPENSES				
Payroll costs, including taxes and benefits	1,456,948	2,009,000	2,479,000	2,925,000
Instructional expenses and course materials	176,813	244,000	301,000	355,000
Equipment - capital costs	321,388	382,000	427,000	465,000
Building improvements	46,275	55,000	61,000	66,000
Operating costs	43,610	60,000	74,000	87,000
	<u>2,045,035</u>	<u>2,750,000</u>	<u>3,342,000</u>	<u>3,898,000</u>
NET DEPT MARGIN BEFORE ALLOCATIONS	2,897,165	4,077,000	5,716,000	7,271,000
OVERHEAD ALLOCATIONS				
Facilities Overhead	1,546,532	1,840,000	2,055,000	2,240,000
Administrative Overhead	2,406,228	3,318,000	4,094,000	4,830,000
	<u>3,952,760</u>	<u>5,158,000</u>	<u>6,149,000</u>	<u>7,070,000</u>
NET DEPT MARGIN	<u>(1,055,594)</u>	<u>(1,081,000)</u>	<u>(433,000)</u>	<u>201,000</u>

Comparative reports and Expenditure report.

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

Academy of Art University
 Per Student Expenditure Report By Department as of July 31, 2012

Department	Dept #	Net Expenses Actual	LA, FND, ARC	Headcount	% of Students by Dept	\$ per Student
Advertising	1110	1,006,608	308,387	595	4%	2,210
Graphic Design	1140	1,729,399	575,828	1,111	7%	2,075
Fashion	1170	4,929,085	1,282,786	2,475	15%	2,510
Motion Pictures & Television	1200	3,922,681	787,294	1,519	9%	3,101
Music for Visual Media	1210	597,654	137,349	265	2%	2,774
Acting	1220	492,510	66,860	129	1%	4,336
Game Design	1250	1,344,667	302,167	583	4%	2,825
Animation and Visual Effects	1260	4,493,703	1,128,333	2,177	13%	2,582
Multimedia Communications	1280	1,139,257	174,148	336	2%	3,909
Web Design & New Media	1300	1,498,663	517,779	999	6%	2,018
Fine Arts & Sculpture	1340/70	2,858,559	492,382	950	6%	3,527
Illustration-Traditional	1400	1,586,940	769,153	1,484	9%	1,588
Photography	1460	3,069,964	873,331	1,685	10%	2,340
Architecture	1490	1,527,424	198,508	383	2%	4,506
Landscape Architecture	1500	144,682	8,811	17	0%	-
Interior Architecture & Design	1520	1,412,113	554,060	1,069	6%	1,839
Industrial Design Studies	1550	1,546,693	300,612	580	4%	3,185
Liberal Arts	1580	2,319,053				
Foundations	1590	1,063,868				
Academy Resource Center	1610	5,145,662				
Art Education	1630	207,430	50,793	98	1%	2,635
Total Academic/Instructional		42,036,615	8,528,583	16,455	100%	2,555

Sources:

Net Expenses - Dept Margin YTD 2012-07.xls (excluding contra-asset \$)

Headcount - end of SP12 Term (Excluding Undeclared) - AAC_HEADCOUNT_BY_ACAD_ORG

3-Year Resource Forecast

The Architecture department completed the most recent 3-year forecast of necessary resources from Fall 2011 – Fall 2013 based on the following assumptions:

- Using a straight calculation of total students to total faculty in the program, the overall student to faculty ratio in the Architecture department in Fall 2010 was 10.1: 1. The University is committed to maintaining a similarly low ratio as the program grows. (As of Spring 2012, the ratio is 7.5 :1)
- Faculty usually teach both undergraduate and graduate classes. As AAU is a teaching university, its faculty are expected to be working professionals who mainly teach, advise students, and so on, with a dedicated cadre of FT and PT faculty who contribute to the administration of the department. Some PT faculty are solely dedicated to teaching; while others are contractually assigned administrative responsibilities, such as coordinating IDP advisement (See: 1.2.2 ADMINISTRATIVE STRUCTURE AND GOVERNANCE)
- Full-time Architecture faculty will teach four courses in addition to performing administrative duties
- The Program Directors will typically teach two to three courses
- The Program Assistant Directors will teach, on average, two courses each
- Part-time Architecture faculty will teach, on average, two courses each
- Studios classes will be capped at 15 students
- All other Architecture classes, including the architectural history and professional practice courses, will be capped at 20 students
- All M-Arch students will be allocated 80 square feet of dedicated studio space

Fall 2011

- Existing classroom space was adequate
- 88 continuing BFA students @ 60 sq. feet dedicated studio space per student = 5,280 sq. feet
- 212 M. Arch students @ 80 sq. feet dedicated studio space per student = 16,960 sq. feet

Fall 2012

- Existing classroom space is adequate
- 134 continuing BFA students @ 60 sq. feet dedicated studio space per student = 8,040 sq. feet
- 237 M. Arch students @ 80 sq. feet dedicated studio space per student = 18,960 sq. feet
(The necessary additional studio space for Spring and Fall 2012 was provided for at 601 Brannan with the relocation of IAD studios to 460 Townsend.)

Spring 2013

- Existing classroom space is adequate
- 174 continuing BFA students @ 60 sq. feet dedicated studio space per student = 10,440 sq. feet
- 261 M. Arch students @ 80 sq. feet dedicated studio space per student = 20,880 sq. feet
- For 2013, the President will review the additional space requirements of the Architecture department in Fall 2012.

Facilities (in square feet)

	PROJECTED ENROLLMENT (BFA + M.Arch)*	CLASSROOM SPACE	STUDIO SPACE	OFFICES + MEETING SPACE	SHOP SPACE + PRINTING SPACE	COMPUTER STORAGE SPACE
Fall 2011	355	13,000	21,240	2,500	4,050	1,465
Fall 2012	395	13,600	27,000	2,500	4,450	1,765
Fall 2013	435	14,200	31,400	2,500	4,450	1,765

* The undergraduate program will be offered as a BFA program prior to achieving NAAB accreditation

Faculty

	PROJECTED ENROLLMENT (BFA + M.Arch)	PROJECTED CLASS SECTIONS (BFA + M.Arch)	TOTAL FT FACULTY NEEDED	TOTAL PT FACULTY NEEDED
Fall 2011	355	68	4	25
Fall 2012	395	98	5	38
Fall 2013	435	107	6	40

Administrative and Technical Staff

	PROJECTED ENROLLMENT (BFA + M.Arch)	TOTAL ADMINISTRATIVE STAFF NEEDED	TOTAL SHOP AND LAB STAFF NEEDED
Fall 2011	355	One full-time One part-time (20 hours/week)	Four staff positions in Shop Five existing staff positions in Lab
Fall 2012	395	One full-time One part-time (20 hours/week)	Five staff positions in Shop Six existing staff positions in Lab
Fall 2013	435	Two full-time	Five staff positions in Shop Six existing staff positions in Lab

I.2.5 INFORMATION RESOURCES

Overview of the Library

At the Academy of Art University, a collection of architecture and architecture-related materials are housed and serviced within a central library. The Library's mission to provide state-of-the-art resources in an environment that facilitates exchange of ideas and student success is directly tied to the University's mission to prepare aspiring professionals in the fields of design, communication and the arts by delivering excellent undergraduate and graduate degree and certificate programs. The Library's holdings of books, journals, monographs, electronic databases, and digital images are vital to the students' academic learning and professional development. The library director and staff work with academic department directors, faculty, and administration to ensure that the collection is relevant to current Academy curriculum.

The Library Director, Assistant Director, Visual Resources Librarian, Technical Services Manager/Cataloging Librarian, and the Access Services Manager/Information Literacy Librarian all hold MLS degrees. Additionally, there are 11 paraprofessionals on staff including 1 Circulation Assistant who possesses an MLS degree. An additional 8 college work scholars are employed to assist in the general upkeep and maintenance of the library stacks and work on special projects as assigned.

The Assistant Director and Reference Librarian holds a BA in Architecture and is the subject specialist and department liaison for Architecture. She has completed special projects for the department and meets with the Department Director to assess and provide research needs and services to the faculty and students in the department.

The library's online catalog is available on 45 computers in the Library and is web delivered so that it is accessible to anyone via the Internet. The Systems Librarian successfully designed the Library's homepage and website supporting the online catalog and electronic resources to improve and simplify access. The final product is a sophisticated site that seamlessly moves across three servers and numerous databases. Using this site, patrons can search the catalog by keyword, title, author or subject for books, periodical titles, videos, DVDs, CD-ROMS, picture file items, and course reserves. Additionally, patrons can browse lists of library items based on material type, date of publication, and relevance to their major. The website also features subject guides for all majors, as well as topical subject guides for business and career resources within the library and on the internet. We also offer a wide array of online tutorials on our Reference Help page about library research, using databases, image searching, MLA citation, Information Literacy, and Computer Literacy. From the Online Resources page students have access to 21 subscription databases and websites specifically geared towards Liberal Arts and Art and Design education.

Student usage of the library averages around 1200 students per day during the Spring and Fall semesters and 700 students per day during the Summer semester. Circulation rates average 5,000 items per month for Spring and Fall semester and 2,000 items per month for Summer semester. We track the number of hits our website and online databases receive per month through Google Analytics as well as through Millennium. While usage varies by resource, the statistics demonstrate increasing usage as a whole and that these resources are a well-used part of our collection.

The library's reference desk is staffed Monday through Friday from 12 pm to 6 pm to ensure students receive assistance in accessing and using appropriate research materials in their academic work. Additionally, reference services are offered via email, phone, and through online offices in Adobe Connect. An Information Literacy session is required in the Composition for the Artist (LA 108) course as well as Fashion Business (FSH 111) course and some ESL courses. Additionally, we offer Information Literacy instruction to any class by request. Instructors have the option to bring their class to the library for instruction or to have a librarian visit their classroom.

Librarians also present library workshops at the Spring and Fall Teaching Expo to faculty. The Visual Resources Librarian showcases LUNA, our digital image database, and another librarian on staff presents a workshop on library resources and how faculty can assist students in conducting better research. This helps to improve faculty as well as student research here at the Academy.

Library Facilities

The Library holdings are housed in six primary locations on the 6th floor of the 180 New Montgomery Street building. These locations are: Reference, Circulating Stacks, Course Reserve, Desk Reference, Video, and Periodicals. State-of-the-art Mac computers and scanners assist students with access and use of the library collection as well as offer them the resources they need to complete assignments. The AAU Library is a working Library with drafting tables, reading areas, and other work tables with additional seating. Students come for inspiration and stay to complete a project. There is a group study room that students can reserve as well as a 15 seat Theater room where students can watch film and media, use a computer with a projector to complete group work, and it is equipped with a white board effectively making it an additional group study room. Reference services may not be in the form of a directed research topic, but instead usually involve a student looking for a particular image or for information to help them develop an artistic concept. All of our Library materials, as well as our librarians, assist students in support of this visual research demand.

The Library's Operations Support Academic Programs

The Library's programmatic emphasis highlights its important role in supporting academic programs. Virtually every decision that is made, in terms of what the Library collects and the services offered, is directly related to how the outcome of the decision will maintain or improve quality in one or more academic departments. For example, the vast majority of the Library's two hundred and seventy five (275) magazine subscriptions are related to the fine and visual arts and to professions in the visual arts. All have been requested by faculty or art department directors and are curriculum related. The Library maintains over three thousand two hundred (3,200) volumes of back-issue periodicals.

The Library also has special collections that include an extensive film collection including feature films, educational films, documentaries, and animated films. The library also has CD-ROM titles, a large picture/vertical file, screenplays, rare books, and MFA and M-Arch projects. The Picture File, a collection of thousands of images categorized by broad subject headings, is also indexed in the online catalog. Nine (9) scanner workstations are available free of charge for students to use in image gathering for class projects. Two of the Scanners are large format scanners with high resolution. Additionally all workstations are available for Internet downloads and are configured for word processing, Excel spreadsheets and Power Point presentations. Students may use two black and white copiers and two color copiers. Students may also print black and white and color documents in the library.

The online catalog is available on forty-five (45) computers in the Library and is web delivered so that it is accessible to anyone via Internet. The Library staff successfully redesigned the Library's homepage and website supporting our online catalog to improve and simplify access. The final product is a sophisticated site that seamlessly moves across three different servers and numerous databases. Using this site, patrons can search the catalog by keyword, title, author or subject for books, periodical titles, videos, DVDs, CD-ROMS, picture and vertical file, and course reserves. Additionally, patrons can browse lists of Library items based on material type, date of acquisition, and relevance to their major.

Library Resources

The Library is a student-focused organization and the University President fully supports the Library through investments in current and future needs. Library materials are purchased throughout the year and large purchases are planned at the beginning of each semester. The library has received increased support for technology-related acquisitions and staffing. The budget for print materials has remained flat for several years.

Holdings & Resources	Number in Collection	Expenditures		
		2010	2011	2012
Architecture books	5647	<i>Included in academic books row</i>		
Private Collection- Architecture books and videos	367	N/A	N/A	N/A
Other Architecture materials	137	N/A	N/A	N/A
Total Architecture books and videos	6,151	N/A	N/A	N/A
Books	44,000 volumes	\$40,000	\$44,000	\$46,000
E-Books	4,000 volumes	\$5,200	\$8,000	\$8,000
Periodicals	3,250 bound volumes 275 current titles/subscriptions	\$31,500	\$40,650	\$41,000
Database Subscriptions	21 databases	\$63,750	\$69,900	\$75,000
Digital Images	275,000 images	\$10,750	\$3,500	\$3,500
Videos/Films	4,250 VHS & DVD	\$5,100	\$4,000	\$5,000.00
Sound Recordings	126 (25 Music CDs and 101 sound effect CDs)	\$250	\$250	\$250
Electronic Access	Software: Library Catalog, & Digital Image Delivery	\$26,000	\$26,000.00	\$26,000.00
Picture File	10,000 items	\$0	\$0	\$0
MFA Archives	1647 projects	\$0	\$0	\$0
Total	50,000 volumes 250,000digital images 4,376 multimedia items	\$182,550	\$196,300	\$204,750

Online Resources for Architecture

The library invests a substantial portion of our acquisitions budget in online resources many of which contain relevant information to the study of Architecture and related design fields. Two of our electronic databases are devoted exclusively to the study of the field of Architecture and they are: the Avery Index to Architectural Periodicals and Building Green.

In addition the following online periodical indexes and licensed electronic resources are available:

Proquest: a full-text magazine database providing access to over 3,000 periodical titles, mass-market magazines, academic journals and newspapers. Covers a broad range of subjects including current events, sciences, humanities, sociology, applied arts and has especially strong coverage of business-related topics. Has access to Hoovers Company Capsules and Profiles.

EBSCO Art Full-Text: Wilson Art Full Text contains full text from nearly 108 journals going back to 1997. Art Full Text contains complete coverage from peer-selected journals covering more than 378 periodicals published throughout the world. Periodicals covered include English-language periodicals, yearbooks, and museum bulletins.

EBSCO OmniFile: is an online database containing only full text articles from over 1600 magazines, journals and newspapers. The following subjects are covered: art, technology, agriculture, education, science, humanities, law, library & information science, and business.

Ebrary: A collection of eBooks focused on the Humanities with over 2,000 titles related to the subject areas: Animation & Graphics, Architectural History, Artists' Life and Works, Film & Television Criticism, Music Genres, Performing Arts –Guides & Reviews

EBSCO Cinema Image Gallery: The Cinema Image Gallery is one of the world's finest and most comprehensive online collections of still images from movies, television and the entertainment industry. It presents the history of movie-making, still images of films in production, directors working on-set with the stars, set, costume and production design, as well as, hair and make-up shots and rare behind-the-scenes material. Cinema Image Gallery also offers an extensive TV stills archive, covering comedies, dramas, series, TV movies, game shows and thousands of pictures of the stars in this medium.

IMDb Pro (Internet Movie Database): IMDB is a freely accessible database that provides information related to movies, actors, television shows, and more. The library can provide you with access to IMDbPro, which contains additional information including contacts, films currently in production, actor and movie rankings, and industry news.

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

Hoover's Online: Contains comprehensive company, industry, and market intelligence information

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

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

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.

Avery Index to Architectural Periodicals: 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 the subjects of Archaeology, Architecture, Architectural design, City planning, Furniture and decoration, Historic preservation, History of architecture, Interior design, Landscape architecture, and Urban planning.

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

Material ConneXion: An online collection of over 2,400 materials. It helps you discover the latest and most exciting materials originating from a large spectrum of industries.

Oxford Art Online: (Formerly Grove Art online) provides web access to the entire text of *The Dictionary of Art* (Grove, 1996, 34 volumes) with quarterly additions of new material and updates to the text plus extensive image links and sophisticated search advantages.

Oxford Reference: General reference. It contains over 100 dictionary, language reference, and subject reference works published by Oxford University Press.

The Red Books Online: Provides access to *The Advertising Red Books*, an industry bible providing competitive intelligence and prospecting data to media companies, advertising agencies, manufacturers, advertising services and suppliers for thorough advertising research on agencies and advertisers. Database contains detailed profiles of nearly 13,500 U.S. and international advertising agencies.

Women's Wear Daily: an online version of the daily newspaper published by Fairchild Publications as the industry standard. This site searches the daily issue in color with text and photos and provides a keyword searchable archive back to 1994.

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

Luna Insight Image Database: Images from the Saskia Gardner's *Art through the Ages* art history set. The AMICA Library, which contains over 114,000 works of art from the collections of contributing museums. It includes Architectural photographs, gardens and landscapes, political Americana, historical maps, fashion plate collections and much more.

Chronicle of Higher Education: News and information for college and university faculty members and administrators. Published every weekday, *The Chronicle* is the top destination for news, advice, and information for people in academe.

The online catalogue is available on forty-five (45) computers in the library and is web delivered for Internet accessibility. Patrons can search the catalog by keyword, title, author or subject for books, periodical titles, videos, DVDs, CD-ROMS, picture and vertical file, and course reserves and can browse lists of library items based on material type, date of acquisition, and relevance to their major.

Books and Films for Architecture

Academy of Art University Library ARH and IAD Books and Films – February 2012			
Books:			
Call Number Ranges	Subject	Unique Titles	Volumes
HT	Urban Planning	57	59
KFC813	California Building Laws	8	11
NA	Architecture	2101	2341
NC750	Drawing: Perspective	33	52
NC825	Drawing: Buildings / Interior Design / Interiors	16	22
NK	Interior Architecture and Design	1907	2279
SB	Landscape Architecture and Design	116	123
TA	Structural Engineering / Transportation Engineering	105	123
TF	Architecture of Transportation	4	4
TG	Bridge Engineering	10	10
TH	Building Construction	252	301
TJ163.5	Energy Efficient Design	4	4
TK425 - TK4399	Lighting Design	30	44
TR659	Architectural Photography	23	25
TITLES RELEVANT TO ARCHITECTURE IN EBOOK COLLECTION (NO ITEM RECORDS ATTACHED)		469	0
TITLES RELEVANT TO ARCHITECTURE IN OTHER CALL NUMBER RANGES:		423	516
TOTAL BOOKS:		5558	5914
Films:			
VIDEO-ARH	Architecture and Architects	83	89
VIDEO-IAD	Architecture and Architects	6	6
TOTAL BOOKS AND FILMS:		5647	6009

Visual Resources for Architecture

Advanced category search under all collections in LUNA:

Who=Architect OR What=Architecture OR What=Architectural
Total = 4,840 images

List of applicable collections in LUNA:

From Digital Images page: <http://elmo.academyart.edu/findresources/digitalimages.html>

*Academy of Art University
Collection A.D. White
Architectural Photographs AMICA
Library
Catena-Historic Gardens & Landscapes
Museum and Online Archive of
California Pratt Institute Archives
Negative Collection Pratt Institute
Archives Photograph Collection:*

Applicable free online resources featured on the Digital Images page:

*California State University (CSU) WorldImages
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
Stock.XCHNG
Visual Arts Data Services (VADS)
Wikimedia Commons
World Digital Library*

Magazines for Architecture

The library has an extensive periodical collection with 60 titles directly related to the field of Architecture. Forty (40) of these titles are current subscriptions while 20 additional titles are included in our bound back issues. Many of these titles are included in our subscription databases in full text making them widely accessible to the campus community.

Risks to the Library

One risk as seen by the Library Director 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 due to the lack of revenue generation in this field. Our students want information to be made available to them electronically and the library is anxious to provide those services, however, occasionally we find that the resources requested simply are not available electronically or they are not offered as institutional subscriptions.

Another risk is that while the Academy and its administration has increased funding for the library for technology related equipment and services as well as for staff development, the budget for library physical materials, primarily books and periodicals, has remained flat for several years.

Another minor risk area is that unauthorized persons occasionally gain access to the Library. These individuals generally are not seeking legitimate use of the Library facilities. The safety of the staff and students as well as theft exposure can result from such intrusion.

Procedures in place to mitigate the identified risks

Procurement of Digital resources for Art and Design Disciplines

The Director of the Library as well as library staff and Academic Department Directors work together to identify quality digital resources for the study of art and design and work 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 by our administration, and availability of appropriate resources. We will continue to work with administration to ensure that the research needs of the Academy community are met by our collection and services.

Access by Unauthorized Persons

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

Recommendations for the Next 3 Years

The library will need to improve in these primary areas to meet the growing needs of the university:

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

I.3. Institutional Characteristics

I.3.1 STATISTICAL REPORTS



ACADEMY of ART UNIVERSITY®
FOUNDED IN SAN FRANCISCO 1929 BY ARTISTS FOR ARTISTS

Office of Institutional Research
Academy of Art University
79 New Montgomery Street
San Francisco, CA 49105

UNDERGRADUATE SCHOOL
GRADUATE SCHOOL
ONLINE PROGRAMS
CONTINUING ART EDUCATION
PRE-COLLEGE HIGH SCHOOL PROGRAMS

National Architectural Accrediting Board
1735 New York Avenue, NW
Washington, DC 20006

ACTING
ADVERTISING
ANIMATION & VISUAL EFFECTS
ARCHITECTURE
ART EDUCATION
FASHION
FINE ART
GAME DESIGN
GRAPHIC DESIGN
ILLUSTRATION
INDUSTRIAL DESIGN
INTERIOR ARCHITECTURE & DESIGN
LANDSCAPE ARCHITECTURE
MOTION PICTURES & TELEVISION
MULTIMEDIA COMMUNICATIONS
MUSIC PRODUCTION & SOUND DESIGN FOR VISUAL MEDIA
PHOTOGRAPHY
WEB DESIGN & NEW MEDIA

Ladies/Gentlemen:

I hereby certify that all statistical data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies, including the National Center for Education Statistics.

Cordially,

R. William Cash, Director
Office of Institutional Research
bcash@academyart.edu
415-618-6222

ACCREDITED MEMBER
WASC, NASAD, CIDA (BFA-IAD)
AND NAAB (M-ARCH)

Program Student Characteristics

Demographics

Fall 2011 All AAU Graduate Students by Gender and Ethnicity

	Female	% of Overall Total	Male	% of Overall Total	Overall Total
American Indian or Alaska Native	18	0.3%	10	0.2%	28
Asian	188	3.2%	130	2.2%	318
Black or African American	204	3.5%	126	2.1%	330
Hispanic/Latino	143	2.4%	112	1.9%	255
Native Hawaiian/Pacific Islander	6	0.1%	4	0.1%	10
White	864	14.7%	574	9.7%	1438
Two or More Races	11	0.2%	2	0.0%	13
Unknown	799	13.6%	501	8.5%	1300
International	1308	22.2%	888	15.1%	2196
Total	3541	60.1%	2347	39.9%	5888

Fall 2011 M-Arch Students by Gender and Ethnicity

	Female	% of Overall Total	Male	% of Overall Total	Overall Total
M-Arch					
Asian	6	2.7%	7	3.1%	13
Black or African American	3	1.3%	4	1.8%	7
Hispanic/Latino	9	4.0%	4	1.8%	13
White	16	7.2%	27	12.1%	43
Unknown	18	8.1%	25	11.2%	43
International	34	15.2%	70	31.4%	104
Total	86	38.6%	137	61.4%	223

Fall 2009 M-Arch Students by Gender and Ethnicity

	Female	% of Overall Total	Male	% of Overall Total	Overall Total
M-Arch					
Asian	3	2.5%	6	4.9%	9
Black or African American	3	2.5%	1	0.8%	4
Hispanic/Latino	3	2.5%	3	2.5%	6

White	11	9.0%	15	12.3%	26
Unknown	11	9.0%	11	9.0%	22
International	24	19.7%	31	25.4%	55
Total	55	45.1%	67	54.9%	122

Note: Tables include full-time and part-time students and exclude "no shows."

Qualifications

The AAU does not have any quotas and all applicants are reviewed equally to support social equity. Student qualifications admitted in 2012 have not changed from the qualifications of students admitted in 2010.

Time to Graduation

Master of Architecture

Graduates - 2009-10 to 2011-12

Master of Architecture - 63-unit track

	Total	Grad in 3 years	Grad in 4-1/2 yrs	Grad more than 4-1/2 yrs
2009-10	2	100.0%	0.0%	0.0%
2010-11	8	87.5%	0.0%	12.5%
2011-12*	5	60.0%	40.0%	

Master of Architecture - 87-unit track

	Total	Grad in 4 years	Grad in 6 years	Grad more than 6 yrs
2009-10	0	0.0%	0.0%	0.0%
2010-11	9	88.9%	11.1%	0.0%
2011-12*	7	71.4%	28.6%	0.0%

*Graduates for Summer 2012 not included

Program Faculty Characteristics

Fall 2011 AAU Full-time Faculty by Gender and Ethnicity

	Female	% of Overall Total	Male	% of Overall Total	Overall Total
Asian	4	1.7%	14	6.1%	18
Black or African American	0	0.0%	2	0.9%	2
Hispanic/Latino	3	1.3%	6	2.6%	9
Native Hawaiian/Pacific Islander	3	1.3%	1	0.4%	4
White	71	30.7%	92	39.8%	163
Unknown	16	6.9%	19	8.2%	35
Total	97	42.0%	134	58.0%	231

Fall 2011 M-Arch Full-time Faculty by Gender and Ethnicity

	Female	% of Overall Total	Male	% of Overall Total	Overall Total
Asian	2	28.6%	1	14.3%	3
White	3	42.9%	1	14.3%	4
Total	5	71.4%	2	28.6%	7

Number of Faculty Promoted

N/A – The AAU does not have a faculty ranking system. Faculty are appointed to additional administrative and governance duties and titles as their experience warrants.

Number of Faculty Receiving Tenure

N/A – The AAU does not have a Tenure track program.

Number of Faculty Maintaining licenses from U.S. Jurisdictions.

Because the architecture department employs predominantly part time faculty which can change each term depending on courses offered, the number of licensed faculty on staff is variable. Please see the faculty resumes for their license information.

I.3.2 ANNUAL REPORTS PRIOR TO 2008

Annual reports from 2005 and 2006 are included here:

2005 Statistical Report

Reported as of May 2005 (Spring Semester) from March 2005
 Program: Master of Architecture (63 Units)

Categories per the NAAB Procedures for Accreditation, 2005 Edition, Appendix A-7

Categories

School: Private

Compiled By ACSA Region: West

Student Data:

For Two Year M-Arch (63 Unit program)

Full time students: 21

Part time students: 0

FTE students: 0

Arch Design Studio Students: 5

Students working Part Time: 6 known (does not include internships for credit)

Outside Student Services by Department: Academic Advising only, all other Student services provided by the University.

African-American Students: 1

African Students: 1

American Indian Students: 0

Asian/ Pacific Isle Students: 12

Hispanic Students: 1

Women Students: 14

Foreign Students: 16

Total Degrees Awarded: First M-Arch class this spring – total of 7 students

Graduates Finish - No. of Yrs: 2

Degrees Awarded Women: of the 7 this spring, 4 were women

Degrees Awarded African- Americans: 0

Degrees Awarded American Indians: 0

Degrees Awarded Asian/ Pacific Islanders: 5

Degrees Awarded Hispanics: 0

Minimum Required GRE Score: Not applicable, not required

Number of Applicants: 4 application/portfolios reviewed this spring

Number Accepted: 2 fully accepted, 2 required preparatory classes before full acceptance

Enrollment Target/ Goal: Eventually 10-15 per semester

Facility/Resource Data

Departmental Library Collection: none, University Library houses architecture collection

Total Architecture Collection in Departmental Library: none, University Library houses architecture collection

University Library Collection: 25,400 volumes.

Total Architecture Collection in University Library: 1,650 Titles

Department Library Architecture Slides: none, University Library houses architecture collection

University Library Slides: 15,000

Department Library Architecture Videos: none, University Library houses architecture collection

University Library Architecture Videos: 81 Titles

Staff In Department Library: Two full-time professional librarians and a third librarian-in-training alternate supervision of the library between the hours of 8:00 a.m. and 10 p.m. each weekday. Seven library assistants and a Slide/Video Coordinator provide additional assistance during all scheduled library hours

Computer Stations for Internet Research: In University Library for student use: 24

Computer Stations for Internet Research: In Architecture Department Computer Lab: 11, Additional Computer Stations in shared computer lab with Interior Architecture: 10, additional

Computer Stations in Graduate Student Computer lab in the same building as library, open to all majors: 20 seats.

Amount Spent on Information Technology: In Architecture Department this term: approximately \$10,000 for software acquisition and licensing

Annual Budget for University Library Resources: Approximately \$175,000 over five years

Per-Capita Financial Support Received from University for Architecture Department: approximately \$6000/ student.

Private Outside Monies Received by Source for Architecture Department: none

Studio Area: approximately 1800 s.f. for two dedicated graduate studios, 750 s.f. for dedicated graduate architecture student computer lab, remaining is classroom, offices, archive space.

Total Area of Architecture Department: approximately 5,500 s.f. plus shared spaces with the Interior Architecture Department on the floor below (additional computer labs, faculty lounge, conference room, student advising, administrative assistant office).

Full Time Faculty Salaries

Note: There are no tenured positions at the University. All faculty are practicing professionals and classified as instructors.

Architecture Full Time Faculty: 1 \$81,000/year

Part Time Instructors: 12 – pay depends on number of classes taught per semester and how many units.

Ranges from \$1800/ class - \$4500 class

Faculty Data

Departmental Total: 13 -16 depending on the semester

Full-Time: 1

Part-Time: 12-15

FTE Faculty: none

Tenured Faculty: none

Tenure Track Positions: none

FTE Admin Positions: none

Faculty engaged in service to the Community: 4

Faculty engaged in service to the University: 1

U.S. Licensed Registered Architects: 12

Practicing Architects: 12

FTE Graduate TAs: none

FT Faculty Avg. Contact Hrs/. Week: 20

PT Faculty Avg. Contact Hrs/ Week: 3- 6, depending on number and type of classes taught

Architectural Studio Student/ Faculty Ratio: 6:1

FTPT Tenured Professors: none

African-American Faculty: 1

Asian/Pacific Island Faculty: 2

Hispanic Faculty: none

Women Faculty: 6

Full Time Faculty Credentials

Full Time Faculty: 1, Credentials: Prof. M-Arch and M.A.

2005 Annual Report Narrative

Program: Master of Architecture (63 Units)

NAAB Status: Candidacy granted January 1, 2005.

Final Visiting Team Report Received February 23, 2005

March 1, 2006

Dear Visiting Team

Please find this update to the Annual Report we submitted in August of 2005. We felt it was important to outline for you the steps we have taken since August or are taking to address all conditions identified as “not met” in our Visiting Team Report. The report will also outline the steps we have taken or are taking to address each of the

“causes of concern” in the Visiting Team Report. For clarity, we list the specific condition “not met” before each response.

A. Responses to each “condition identified as not met” in the February 2005 Visiting Team Report.

Condition #2: Program Self-Assessment Procedures

Team Comment: The program must provide a description of the process by which it undertakes self-assessment. (This condition is somewhat different from the previous addition of the NAAB C & P and the program is responding to the old requirement, rather than the new.)

AAU Updated Response: Our ongoing Self-Assessment procedures include course evaluations, faculty questionnaires/ surveys at least once a year, Department Action Team (made up of faculty and students, staff, and administrators) met in the fall once a month and now currently meets every other week to discuss curriculum, our strategic plan, recruitment and other pertinent issues. Our first Department Action Team was held on June 14, 2005. Notes of the Department Action team meetings are available upon request.

A visiting Advisory Council (typically scheduled for each June) made up of professionals of all the design disciplines represented in the school give us feedback about the student work and the curriculum. Our Annual Spring show also offers the professional community a look at our student work and often results in feedback from our colleagues looking to hire junior designers.

Condition #3: Public Information

Team Comment: The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A, which explains the parameters of an accredited degree program.

AAU Updated Response: We are including this language in our catalog and promotional literature. We provide on our website the exact language found in appendix A, which explains the parameters of an accredited degree program. We also distributed a copy of the 2004 NAAB Conditions for Accreditation to all our Architecture students (total of 21 in spring term 2005, and 20 in fall term 2005).

Condition #5: Studio Culture

Team Comment: The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration and staff. (This is a new condition, adopted after the APR was written for this visit. It was not, however, a cause of concern for the visiting team.

AAU Updated Response: As a new condition that was not a cause for concern with our visiting team, we continue to provide the dedicated graduate studio space so that every architecture student in a design studio will have a dedicated desk in a naturally lit, shared studio space. The architecture building is not open 24 hours to foster the capacity to meeting deadlines without encouraging the unhealthy tendency of all-night work. Studios are divided vertically with beginning students and thesis students sharing studio space to encourage sharing of ideas at different stages of the program. All of these characterize a natural studio culture in the department which has happened organically. We plan to solicit student input in drafting a studio culture policy through our DAT meetings this year.

Condition #9: Information Resources

Team Comment:”With a collection focusing on art and its related fields, the collection supports architecture although the total number of titles does not approach 5,000 different catalog titles considered minimum for an architecture program (especially at the graduate level). The support training given to students enabling them to use the collection and the digital and video and online resources reflects the AAU’s information resources budgeting priorities.

AAU Updated Response: The University administration is supporting our continued growth of library titles for the architecture collection. In the last year we have not been denied any title we have requested (unless it was out of print and very difficult to locate a copy). The architecture faculty are interested and active in requesting titles on their own. In addition faculty are formally asked periodically to provide architecture titles for the library to order. We are currently requesting or placing on order approximately 50- 100 titles each term. We will continue to add to our collection thoughtfully to reach the minimum 5,000 titles. Mr. John Winsor will provide you with the most up to date numbers when we tour the library on Sunday.

Condition #13.7: Collaborative Skills

Team Comment: No evidence in student work exhibited.

AAU Updated Response: Design Studios and other classes offered last spring and fall provided at least one “team” project this term. Examples included team precedent research and presentation, team precedent analysis and presentation, and team site analysis and presentation. The architecture department also sponsored students to participate in a collaborative design competition for the 911 Memorial located in Pennsylvania in December 2004. Architecture students were in teams consisting of interior architecture, sculpture, new media, photography, and advertising students for a three week long design charette. Currently, this spring in the gallery at North Point you will see a collaboration of 3 architecture students working with a Master’s Candidate in Graphic Design, to build her directed study project. Please be sure to visit our gallery to see this collaboration in process and to ask the student representatives about it.

The department will continue to look for and support these types of collaborative opportunities.

Condition #13.11: Use of Precedents

Team Comment: “This topic is introduced in ARH 601 but there are only traces of evidence of “ability” in later course work.”

AAU Response: Precedents continue to be studied and analyzed in ARH 601. In addition, Intermediate Design Studio (ARH 609), Building and Site Design Studio (ARH 608), and Environmental Control Systems (ARH 605) are all using precedents as part of the student’s research and specifically teaching students to how to evaluate and apply the lessons learned from those precedents. Students in Directed Study are also required to show evidence in their final presentation of their precedent research and how it informed their design. You will also find precedent research in the Directed Study student design journals.

Condition #13.14: Accessibility

Team Comment: “There is an awareness of accessibility issues in directed study projects, but the “ability” to design appropriate facilities for accessibility is not demonstrated.”

AAU Updated Response: The curriculum for the Construction Documents and Building Codes class, the Intermediate Design Studio, and the Building and Site Design are being adjusted to give greater depth of accessible design teaching. In addition, Directed Study projects are now required to demonstrate the ability to design appropriate facilities for accessibility and Directed Study advisors are aware they need to work with students more closely to be sure the students understand what design guidelines/ resources are available to assist in designing for accessibility.

Condition #13.15: Sustainability

Team Comment: "This is a new requirement for accreditation. It is not met in a required course."

AAU Updated Response: The architecture department will take a more broad and inclusive approach to teaching sustainability in design. We do not plan to offer a single course in sustainability, but rather are looking at each class in the curriculum to see where sustainable practices can be introduced. Integrating sustainability into the architecture curriculum in a holistic fashion is a topic that is discussed in the Department Action Teams. The Intermediate Design Studio offered in Fall 2005 had sustainability practices as a goal of the studio. Students who will be presented their Final Directed Study projects last summer and winter were required to demonstrate an awareness of sustainable practices in their projects in a range of considerations from site/sun orientation, to mechanical systems selection, to material selection. You will see examples of these projects and their various sustainable responses in the team room.

Condition #13.16: Program Preparation

Team Comment: "Missing evidence of student ability to do a critical review of appropriate precedents in directed study projects, even though the idea was introduced in earlier courses."

AAU Response: Please see the response to Condition #13.11.

Condition #13.19: Environmental Systems

Team Comment: "Good beginning in ARH 605- the lighting projects were particularly impressive – but there is no evidence of students' understanding of basic active HVAC systems, acoustical systems, or integration of systems with the building envelope."

AAU Updated Response: The curriculum for ARH 605 covers the areas of concern such as basic HVAC system types, acoustical system (typically including a field trip to an acoustical engineering office in San Francisco), and integration of systems with the structural system and building envelope. Since the topics are being covered in that class, our focus is to have students demonstrate their understanding of these systems in their Directed Study projects. Students who presented their Final Directed Study projects this past summer and winter were required to demonstrate their knowledge of these systems and you will find examples in the Team Room. Directed Study advisors have also been made aware that students need to graphically explain their building system concepts.

Condition #13.20: Life Safety

Team Comment: "No consistent evidence of egress requirements in the directed study projects."

AAU Updated Response: The curriculum for ARH 606, Construction Documents and Building Codes covers Life Safety issues of which egress is just one. Since the topic is being covered in that class, our focus is to have students demonstrate their understanding of egress requirements in their Directed Study projects, such as providing an exiting diagram or a code summary. Students who presented their Final Directed Study projects last summer and winter were required to demonstrate their knowledge of the basic code issues. Directed Study advisors have also been made aware that students need to explain the egress strategy of their building, the construction type, the occupancy and areas, and other selected building code issues.

Condition #13.22: Building Service Systems

Team Comment: "No evidence of student "understanding" of these systems."

AAU Updated Response: We are integrating this content into the Intermediate Design Studio requirements and the Directed Study requirements. Students who presented their Final Directed Study projects this summer and winter were required to demonstrate their research of the principles of plumbing, electrical, vertical transportation, communication, security, and fire protection systems. Their research is typically included in their Directed Study Journals.

Condition #13.23: Building Systems Integration

Team Comment: "Evidence of structural systems, building envelope systems and arrangements for day lighting were evidenced but there was no evidence of active environmental systems, life-safety systems, or building service systems."

AAU Response: Please see responses to Conditions 13.19, 13.20, and 13.22.

Condition #13.24: Building Materials and Assemblies

Team Comment: "ARH 606 MS: Construction Documents and Building Codes provides an overview of various building codes. It, however, does not adequately teach the skills required to properly select and assemble construction materials, products, and components including their environmental impact and re-use."

AAU Updated Response: ARH 606 is not intended to cover that material. ARH 604: Materials and Methods of Construction is designed to teach the skills to properly select and assemble construction materials, products, and components. There was no mention in the VTR of the efficacy of this class related to this topic. ARH 605: Environmental Controls also teaches building envelope and materials awareness as it impacts energy use and conservation.

Condition #13.25: Construction Cost Control

Team Comment: "There is no evidence that the students have been exposed to the fundamentals of building costs, lifecycle costs and construction estimating."

AAU Updated Response: The department is in agreement with the assessment. We continue to explore effective ways to expose students to building costs. The department has introduced guest speakers (contractors, cost estimators) into both ARH 608 Building and Site Design, and ARH 609 Intermediate Design Studio to introduce the fundamentals of building costs, life cycle costs and construction estimating for use in the student's design process and decision making.

Condition #13.26: Technical Drawings

Team Comment: "While ARH 606MS: Construction Documents and Building Codes and ARH 608: Building and Site Design require students to make technically precise drawings for prepared designs, there is no evidence that the students have actually written outline specifications."

AAU Updated Response: ARH 604MS: Materials and Methods of Construction introduces the CSI divisions and how materials/ products are grouped in a Specifications document, ARH 606 does require students to write outline specifications. Examples of these outline specifications can be found in the "class binder" in the Team Room.

Condition #13.28: Comprehensive Design

Team Comment: "Missing integration of environmental systems and inconsistent evidence of an appropriate level of programming (read precedents) missing ADA compliance, missing life-safety provisions and missing principles of sustainability".

AAU Response: Please see responses to Conditions 13.14., 13.15, 13.19, 13.20, and 13.22. All of these conditions have been identified and made part of the Directed Study (Comprehensive Design)

requirements. Students who presented their Final Directed Study projects last summer and winter were required to demonstrate their knowledge of these areas specifically identified by our team.

B. Responses to each "Causes of Concern" in the Visiting Team Report.

1. Team: "The private presentation of projects is a lost opportunity for peer learning (especially the directed study projects).

AAU Updated Response: Beginning December 2004 (before we received the VTR), we officially opened all Directed Study Final Reviews to other students in the architecture department, and to Interior Architecture students who request to attend. We have also had new media and sculpture students attend reviews last fall. All design studios (both introductory and intermediate level) mid-term and final reviews are open to all architecture students, and other students with the Instructor's permission. To date, the turn out has been good and has been received positively among the students.

2. Team: "There are often inconsistencies between written course material and written material supporting graphic presentations in the exhibit."

AAU Updated Response: We have reviewed (and continue to each term) each course syllabus and have updated each with the instructor's most current written course material and the conditions for accreditation.

3. Team: "Many programs have found that a shared responsibility of administrative and curricular leadership within the discipline benefits the program most particularly in curriculum development – unlike the situation at the AAU."

AAU Updated Response: The Director of the Architecture department has asked the administration and has been granted additional hours to be provided to three part time faculty so various responsibilities may be shared including but not limited to: Curriculum development, Guiding Directed Study Research and Proposal writing, Field Trips, Guest Speakers, Web Site and other Promotional Material oversight, Internship coordination with participating firms, and promotion of the Internship Development Program recently adopted by the California Architect's Board.

4. Team: "The multi-cultural ethnic backgrounds of the faculty and students does not seem to influence the architectural work of the students."

AAU Updated Response: This question was raised to the Architecture Faculty over the past year, and their position is that the multi-cultural backgrounds of the students are reflected in their work thru the student's own research, precedent studies, choice of directed study projects, and open dialogue encouraging students to use their personal experience of space and its meaning to them in their design and design process. A survey of students found that they felt their cultural background does inform their design values and their work, albeit not particularly in a stylistic or formal way. As examples, one student chose as her directed study project, the design of family housing in Taiwan where she is from. This Directed Study project is still underway. A second student from Dubai, used her homeland as the focus of her climate study in the Environmental Controls class and this project is displayed in the Team Room.

5. Team: "Outcomes addressing several technical systems and their integration in building design are missing from the curriculum."

AAU Updated Response: As evidenced in various "not met" conditions, the department has been looking at Building Systems, Life Safety, and Accessibility provisions and their integration into the curriculum thru studio classes, the Construction Documents and Building Codes Class, Structures Class, Environmental Control Class, and finally thru the comprehensive design projects which are our Directed Study courses. The recently completed Directed Study projects in the Team Room will show progress in this area.

6. Team: "It will be very important that the library report conform to the new conditions in any subsequent APRs."

AAU Response: The Library / Information Resources portion of the APR will conform to the NAAB Conditions for Accreditation, 2004 Edition (unless a subsequent edition supersedes this.)

End of Updated Annual Report

Annual Report Statistics 2006

2006 NAAB STATISTICAL REPORT

SCHOOL: Academy of Art Univ. Completed by: Mimi Sullivan

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

STUDENT DATA	For Accredited Programs Only <i>(only 63 unit)</i>						
	4 Year **PreProf	B.Arch Five-year	B.Arch **PostPreProf	B.Arch *PostNonProf	M.Arch Five-year	M.Arch **PostPreProf	M.Arch ***PostNonProf
Full-Time Students						16	
Part-Time Students						1	
FTE Students						19	
Arch Design Studio Students						20	
Students Working Part-Time						4	
Outside Stud. Serv. by Dept.						2	
African-American Students						1	
Native American Students*						0	
Asian/Pacific Isle Students						15	
Hispanic Origin Students						0	
Women Students						15	
Foreign Students						16	
Total Degrees Awarded						18	
Grads. Fin. Estab. No. Yrs.						7	
Degrees Awarded Women						10	
Degrees Awarded Afri-Amer						0	
Degrees Awarded Amer. Ind.						0	
Degrees Awarded Asi/Pac. Isl.						17	
Degrees Awarded Hispanics						0	
Min Req. SAT/ACT/GRE Score						N/A	
Number of Applicants						13	
Number Accepted						11	
Enrollment Target/Goal						20	
Student Studio/Faculty Ratio						2:1	

*Include Eskimos and Aleuts
 **Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
 ***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

Departmental Library LCNA or 720-729 Collection	2134
Total Architecture Collection in Departmental Library	5371
University Library LCNA or 720-729 Collection	2134
Total Architecture Collection in University Library	5371 * over 5000 min.
Departmental Library Architecture Slides	11,146
University Library Architecture Slides	11,146
Departmental Library Architecture Videos	55
Staff in Dept. Library	16
Number of Computer Stations	13
Amount Spent on Information Technology	54,552
Annual Budget for Library Resources	25,000
Per-Capita Financial Support Received from University	26,063
Private Outside Monies Received by Source	0
Studio Area (Net Sq. ft.)	3500
Total Area (Gross Sq. ft.)	7000

} * moving to larger facility in Aug. 07

2006 NAAB STATISTICAL REPORT

SCHOOL: Academy of Art Univ. Completed by: Mimi Sullivan

FULL-TIME FACULTY SALARIES	Number	Minimum	Average	Maximum	Univ. Avg.
Professor					
Associate Professor					
Assistant Professor					
Instructor	2				

} N/A

FACULTY DATA

Department Total

Full-Time Faculty	<u>2</u>
Part-Time Faculty	<u>16</u>
Full-time Equivalent (FTE) Faculty	<u>0</u>
Tenured Faculty	<u>0</u>
Tenure-Track Positions	<u>0</u>
FTE Administrative Positions	<u>1</u>
Faculty Engaged in Service to Comm.	<u>18</u>
Faculty Engaged in Service to Univ.	<u>4</u>
FT Faculty who are U.S. Licensed Registered Architects	<u>2</u>
PT Faculty who are U.S. Licensed Registered Architects	<u>14</u>
Practicing Architects	<u>17</u>
FTE Graduate TAs	<u>0</u>
FT Faculty Avg. Contact Hrs/Wk	<u>20</u>
PT Faculty Avg. Contact Hrs/Wk	<u>16</u>

NO. FULL-TIME FACULTY CREDENTIALS

Ph.D.	<u>0</u>
D. Arch	<u>0</u>
M.A. or S.	<u>1</u>
Prof. M. Arch	<u>18</u>
B. Arch	<u> </u>
Post Prof. Masters	<u> </u>
Other - Law Degree	<u>1</u>

	<u>FT</u>	<u>PT</u>	<u>Tenured</u>	<u>Prof.</u>	<u>Assoc.</u>	<u>Assist.</u>
African-American Faculty	0	1	/	/	/	/
Native American Faculty*	0	0	/	/	/	/
Asian/Pacific Island Faculty	0	2	/	/	/	/
Hispanic Origin Faculty	0	2	/	/	/	/
Women Faculty	1	6	/	/	/	/

*Include Eskimos and Aleuts

2006 Annual Report Narrative

Program: Master of Architecture (63 Units)
NAAB Status: Full Accreditation – 3 year term.
Final Visiting Team Report: 8 March 2006

Dear NAAB,

Per the instructions received in the memorandum dated May 10, 2007, please find attached our Annual Report to NAAB. The report will outline the steps we have taken this past year or are taking to address all conditions identified as “not met” in our Visiting Team Report. The report will also outline the steps we have taken or are taking to address each of the “causes of concern” in the Visiting Team Report. Lastly, the report includes the 2 page statistics report. For clarity, we will list the specific condition “not met” before each response. The outline that follows represents a snapshot in time as we continue to improve and address the issues identified in our last VTR.

A. Responses to each “condition identified as not met” in the Visiting Team Report.

Condition #9: Information Resources

Team Comment:”With a collection focusing on art and its related fields, the collection supports architecture although the total number of titles does not approach 5,000 different catalog titles considered minimum for an architecture program (especially at the graduate level). The support training given to students enabling them to use the collection and the digital and video and online resources reflects the AAU’s information resources budgeting priorities.

AAU Response: The University administration has supported our supporting our continued growth of library titles for the architecture collection. To date, our university librarian has tallied 5371 titles in the total architecture collection in the University library. The department does not have a stand alone library. Faculty will continue to be asked three times a year to provide titles they would like to see in the architecture collection to keep it growing and related to the curriculum. The Architecture department will be moving to a new location in summer 2007 putting the department significantly closer to the university library.

Condition #13.9: Non-Western Traditions

Team Comment: “This criterion is not met because there is no required course that guarantees that all students will be exposed to non-Western Traditions.

AAU Response: ARH 601- Spatial Composition, a required class, has added exercises in the class to ensure that students study and analyze examples of architecture and urban design in the non-western world.

Condition #13.25: Construction Cost Control

Team Comment: “There is no evidence that the students have been exposed to the fundamentals of building costs, lifecycle costs and construction estimating.”

AAU Response: Cost control and life cycle costs are introduced in ARH 610, Programming and Planning, a required class. In ARH 610, the fundamentals of building costs, life cycle costs and construction estimating for use in the student's design process and decision making. In addition, ARH 800, Directed Study no requires students to do a per/ square foot cost estimate of their projects as part of the final presentation along with a discussion of how costs impacted their decision making.

B. Responses to each "Causes of Concern" in the Visiting Team Report.

1.1 Architectural Education and the Academic Context

Team: The team is concerned about the lack of connectivity to the national and local academic communities the team is concerned that the program is not a member of the ACSA..."

AAU Response: The AAU architecture department is a full member of ACSA and has routinely attended the administrator's conference each year for the past four years. A faculty member was sent by the department to the ACSA conference in Philadelphia this Spring.

1.2. Architectural Education and Registration

Team: The team is concerned that faculty who are eligible for registration are not registered as architects in California.

AAU Response: Since the team's visit, three faculty members not previously registered in California have started taking the California registration exams. Of the current 18 faculty, 13 are registered in California and 3 are in route to registration.

5. Studio Culture:

Team: The studio culture policy is not fully formulated.

AAU Response: The studio culture policy is still not fully formulated. However, the faculty has determined a timeline for creating this policy. We are currently completing the implementation phase of the full draft of the department strategic plan. This final draft document will be distributed to staff and students in fall 2007 for input. Once that process is complete, the Department Action Team will formally engage the students to formulate the studio culture policy together.

8. Physical Resources

Team: The team is concerned about life-safety and accessibility issues

AAU Response: The department is moving to a new facility at 601 Brannan Street in San Francisco and will occupy the second floor of a two story building formerly the home of a Dot Com company. 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.

12. Professional Degrees and the Curriculum

Team: The labeling of general studies and professional and elective courses is not clear.

AAU Response: The department has spent the spring 2007 term reviewing and making changes to the overall curriculum. In this process, the department will clarify the nomenclature.

13.1 Speaking and Writing Skills

Team: The team is concerned about numerous written and verbal errors.

AAU Response: The department agrees. Our population has historically been comprised of 70% non-native speakers of English. The department takes this comment very seriously and has told faculty to be more cognizant of English ability and graphic and verbal communication in general. ESL in the classroom is encouraged as is requiring students (both native and non-native speakers) to attend writing and speaking workshops offered in the Academy Resource Center. All final project presentations are also being scrutinized for

spelling, grammar, and syntax. Faculty has been reminded to include verbal communication skills and writing skills in their grading policies.

13.11 Use of Precedents

Team: The contribution to project work through the use and understanding of precedents seems to diminish as the students progress in their studies.

AAU Response: All levels of Studio Instructors and Directed Study instructors have agreed to teach students to become more explicit in their selection of precedents, to clarify the criteria they have established in choosing precedents and to summarize the lessons learned by the various precedents selected and analyzed and how they have influenced their design process and project.

End of 2006 Annual Report

I.3.3 FACULTY CREDENTIALS

Credentials of faculty who are teaching in the M-Arch program may be found in Part 4 of this document.

I.4. Policy Review

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

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

Part Two (II). Educational Outcomes and Curriculum

II.1.1 STUDENT PERFORMANCE CRITERIA

This has been designed as a holistic curriculum where the key performance criteria will be revisited throughout a student's progress through the program. The first three semesters of the 87 unit program introduce various SPC, however it is beginning with ARH 602 in the third semester, where evidence of the SPCs are found in the course deliverables (for this class and all required classes in subsequent semesters). The matrix on the following page represents the key coverage of performance criteria. Please see the curricular framework in the next section which describes the degree breakdown of credits.

SPC	Realm A											Realm B												Realm C								
	A.1	A.2	A.3	A.4	A.5	A.6	A.7	A.8	A.9	A.10	A.11	B.1	B.2	B.3	B.4	B.5	B.6	B.7	B.8	B.9	B.10	B.11	B.12	C.1	C.2	C.3	C.4	C.5	C.6	C.7	C.8	C.9
ARRH 602																																
ARRH 608		X	X																													
ARRH 601								X	X																							
ARRH 620																																
ARRH 609																																
ARRH 604																																
ARRH 605																																
ARRH 641	X																															
ARRH 619																																
ARRH 606																																
ARRH 657																																
ARRH 614																																
ARRH 800	X																															

I.2. Curricular Framework

II.2.1. Regional Accreditation

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

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



July 13, 2007

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

Dear President Stephens:

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

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

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

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Arizona State University

Bill Cheng
Arizona State University

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July 13, 2007

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

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

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

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

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

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

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

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

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

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

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

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

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

Institutions granted Initial Accreditation are required to:

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

II.2.2 PROFESSIONAL DEGREES AND CURRICULUM

Curriculum

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

The required 45 units of general studies in the arts, humanities, and sciences, has been clarified with university admissions department to become an admission requirement and must be fulfilled in coursework taken at the undergraduate level. As such, each student's undergraduate curriculum is evaluated to confirm the 45 units of general studies has been fulfilled. The new departmental governance team has found that this has not always been clear in foreign transcripts and so this was changed this past summer. It is now the University's admissions policy that all foreign transcripts for applicants to the graduate architecture department are required to be evaluated by ERES and that translation and evaluation is provided to the department for evaluation of the student's placement.

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

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

AAU Nomenclature	NAAB Nomenclature	Units
Studio Courses	Professional Studies	45 units
Electives by Advisement	Electives	6 units
Directed Study	Professional Studies	12 units
Total		63 units

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

AAU Nomenclature	NAAB Nomenclature	Units
Studio Courses	Professional Studies	69 units
Electives by Advisement	Electives	6 units
Directed Study	Professional Studies	12 units
Total		87 units

Below is a semester by semester breakdown of courses. In parentheses are the pre-requisites of the course. ESL prerequisites listed are for non-domestic students.

Year 1 Semester 1

Course #	Course title	Units	Course type
ARH 650	MS: Introductory Design Studio 1 (ESL 63)	3	Professional
ARH 651	MS: Design Process and 2-D Media (ESL 63)	3	Professional
ARH 621	MS: Architectural History 1 – Antiquity to da Vinci (ESL 64)	3	Professional
	Semester Total:	9	

Year 1 Semester 2

Course #	Course title	Units	Course type
ARH 653	MS: Introductory Design Studio 2 (ARH 650, 651)	3	Professional
ARH 654	MS: Design Process and 3-D Media (ARH 650, 651)	3	Professional
ARH 631	MS: Architectural History 2 – Ascendancy of the Renaissance (ARH 621)	3	Professional
	Semester Total:	9	

Year 2 Semester 3

Course #	Course title	Units	Course type
ARH 656	MS: Introductory Design Studio 3 (ARH 653, 654, 621)	3	Professional
ARH 635	MS: Contemporary Urban Theory (ESL 64)	3	Professional
	Semester Total:	6	

Year 2 Semester 4 - START of 63 UNIT Curriculum

Course #	Course title	Units	Course type
ARH 602	MS: Graduate Design Technology – Structures (ESL 63)	3	Professional
ARH 608	MS: Building and Site Design Studio (ESL 63, ARH656, 631)	6	Professional
ARH 601	MS: Spatial Composition (ESL 63)	3	Professional
ARH 620	MS: Digitally Generated Morphology	3	Professional
	Semester Total:	15	

Year 3 Semester 5

Course #	Course title	Units	Course type
ARH 609	MS: Intermediate Design Studio (ARH 608, 601, 602)	6	Professional
ARH 604	MS: Materials and Methods of Construction – Building Detailing (ARH 602, 608)	3	Professional
ARH 605	MS: Graduate Design Technology II – Environmental Controls (ARH 602, 608)	3	Professional
ARH 641	MS: Architectural History 3- Modernism and the Americas	3	Professional
	Semester Total:	15	

Year 3 Semester 6

Course #	Course title	Units	Course type
ARH 619	MS: Intermediated Design Studio 2 (ARH 609, 604, 605, 641)	6	Professional
ARH 606	MS: Construction Documents and Building Codes	3	Professional
ARH 657	MS: Design Media – Perspective (ARH 609)	3	Professional
	Semester Total:	12	

MID-POINT REVIEW *

*** (All students are required to attend the Architecture Department Mid-Point Review Proposal Workshop the semester of their Mid-Point Review.)**

Year 4 Semester 7

Course #	Course title	Units	Course type
ARH 800	MS: Directed Study	6	Professional
ARH 614	MS: Architectural Professional Practices	3	Professional
***	Elective by Advisement	3	Elective
	Semester Total:	12	

Year 4 Semester 8

Course #	Course title	Units	Course type
ARH 800	MS: Directed Study	6	Professional
***	Elective By Advisement	3	Elective
	Semester Total:	9	

FINAL REVIEW

* Note: Unless marked as “Elective”, all courses in the charts above are required

Breakdown of professional content & general education, and electives in the M-Arch 87 credit hours total)

Professional content courses	Credit hours
ARH 650 MS: Introductory Design Studio 1	3
ARH 651 MS: Design Process and 2-D Media	3
ARH 621 MS: Architectural History 1 – Antiquity to da Vinci	3
ARH 653 MS: Introductory Design Studio 2	3
ARH 654 MS: Design Process & 3D Media	3
ARH 631 MS: Architectural History 2 – Ascendancy of the Renaissance	3
ARH 656 MS: Introductory Design Studio 3	3
ARH 635 MS: Contemporary Urban Theory	3
(63 Unit Curriculum overlapping with 87 unit curriculum begins below)	
ARH 602 MS: Graduate Design Technology 1-Structures	3
ARH 608 MS: Building and Site Design Studio	6
ARH 601 MS: Spatial Composition	3
ARH 620 MS: Digitally Generated Morphology	3
ARH 609 MS: Intermediate Design Studio 1	6
ARH 604 MS: Materials and Methods of Construction-Building Detailing	3
ARH 605 MS: Graduate Design Technology II – Environmental Controls	3
ARH 641 MS: Architectural History 3 – Modernism and the Americas	3
ARH 619 MS: Intermediate Design Studio 2	6
ARH 606 MS: Construction Documents and Building Codes	3
ARH 657 MS: Design Media - Perspective	3
ARH 614 MS: Architectural Professional Practices	3
ARH 800 Directed Study	12
Total credit hours for professional courses	57 for 63 unit program 81 for 87 unit program

General education courses and Electives	Credit hours
Unrestricted Elective	6
Total credit hours for electives/ general education courses	6

Off-Campus Programs (Branch Campus Questionnaire)

Per the 2012 Procedures for Accreditation, because the AAU plans to eventually deliver more than 40% of the curriculum online and there is currently no residency requirement, by definition the online program will be considered an additional site.

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

Name of Institution: Academy of Art University

Title of Degree: Master of Architecture

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

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

Distance from Main Campus: Same location, San Francisco.

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

Fall online graduate courses offered:

Semester 1:

ARH 650 – Intro Design Studio I

ARH 651 – Design Process and 2D Media

ARH 621 – Arch History I

Semester 2:

ARH 653 – Intro Design Studio II

ARH 654 – Design Process and 3D Media

ARH 631 – Arch History II

Semester 3:

ARH 656 – Intro Design Studio III

ARH 635 – Contemporary Urban Theory

Semester 4:

ARH 608 – Building and Site Design Studio

ARH 620 – Digitally Generated Morphology

ARH 602 – Structures

ARH 601 – Spatial Composition

Semester 5:

ARH 609 – Intermediate Design Studio I

ARH 604 – Materials and Methods of Construction (cancelled FA12 due to low enrollment)

ARH 641 – Arch History III

Semester 6:

ARH 619 – Intermediate Design Studio II

ARH 657 – Design Media - Perspective

ARH 606 – Construction Documents

Semester 7:

ARH 801 – Directed Studies I

ARH 614 – Professional Practice (cancelled FA12 due to low enrollment)

Semester 8:

ARH 801 – Directed Studies II (not currently offered; no eligible students)

ARH 900 – Internship

Online workshops:

ARH WKSP OL1 – Structures

ARH WKSP OL2 – Structures

ARH WKSP OL3 – Midpoint Review

ARH WKSP OL4 – Sustainability

ARH WKSP OL5 – Photoshop and Digital Graphics

ARH WKSP OL6 – Model making

New build scheduled for Spring 2013 launch

Semester 5:

ARH 605 – Environmental Controls

Proposed build for Summer/ Fall 2013 launch

ARH 658 – Beginning CAD Drafting

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

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

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

AAU does not have a tenure track program for either on campus or online programs.

The online program does not have a separate curriculum committee. The M-Arch curriculum committee is one and the same for onsite and online learning.

The online program does not have a separate admissions committee. The University has an inclusive admissions policy for the Graduate architecture program, onsite or online.

The online program does not have a separate grievance committee.

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

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

The online program does not have a separate membership in ACSA. The Department does have an ACSA membership.

II.2.3 CURRICULUM REVIEW AND DEVELOPMENT

The current M-Arch program was refined by the former Program Chair and the former Curriculum Committee and was reviewed by the University's Curriculum Committee, chaired by the Chief Academic Officer.

With the new governance structure identified earlier in this report, the new Executive Director, Graduate Program Director, Assistant Graduate Program Director and Online Director are responsible for the design of the program and course curricula, in conjunction with the M-Arch faculty (who continue to design courses and refine/evaluate learning results by participating in Department Action Team meetings and targeted assessment and rubric evaluation activities).

The active contributions of working professional faculty are at the center of the AAU's efforts to design topical classes, evaluate educational effectiveness and improve learning results. Learning results will be reviewed annually by representatives of the profession (through the University's Spring Show). The M-Arch program faculty also conducted assessment of student achievement in relation to the NAAB Student Performance Criteria with the Executive Director in one on one and group meetings this past Spring 2012. The new governance team also had the opportunity at the Presidential Academic Retreat in July 2012 to identify curricular needs and strengths. From the retreat several proposals to add electives offered, review workshops, and add technical consultants to studios have been implemented.

The new governance team of the M-Arch program is evaluating additional coordinator positions, one of which may be a specific Curriculum coordinator for reviewing effectiveness and currency of the program along side the Program Director and Executive Director. Once additional faculty are identified and approved by the University Administration, then the department can engage them to make their recommendations for improvement. Improvements will be enacted directly by the department faculty where possible; AAU Curriculum Committee approval is required for adding or removing classes.

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

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

M-Arch Admissions Requirements

The Academy requires graduate applicants to demonstrate their ability and intent to complete a Master of Architecture program (M. Arch.). After submitting the application form and application fee, graduate applicants must submit the following additional items. Students may only register for graduate classes after being admitted one of the Master of Architecture program tracks.

Statement of Intent: Explain your goals in Graduate School, leading to your MA, MFA or M-Arch Final Project, in a one-page, typed essay.

Résumé: Describe your educational and professional experience.

Official College Transcripts: Sealed transcripts must show completion of an undergraduate degree. Applicants must submit official transcripts from the institution from which they graduated.

Portfolio (for Track placement in the M-Arch program): A body of work representing the chosen discipline will be required. For collaborative works, please explain your role in the creative process. International applicants are asked to provide an English translation of any copy/written material presented as part of the portfolio. The Assistant Program Director has the primary review role of applicant portfolios and is backed up for additional review by the Program Director and Executive Director as needed.

With respect to ensuring the completion of the 45 units of general studies, the new Executive Director, Program Director and Assistant Program director are currently drafting addition language for the Graduate Admissions staff as follows:

Applicants applying to the Master of Architecture Program (M. Arch) must provide a transcript which clearly demonstrates the successful completion of a minimum of 45 units of General Studies (Non-Architecture content classes). If a transcript indicates less than 45 units of General Studies (Non-Architecture content classes), applicants will be required to complete a sum total of 45 units at an undergraduate level prior to acceptance into the Master of Architecture program.

Transfer Credits

A maximum of six credits from graduate studies at other universities may be transferred for credit toward the Master of Architecture degree. The preliminary determination whether it gives credit for previous studies is made by the Graduate School and the final determination is made by the Architecture Department. Credit is only transferred if the Graduate School determines that courses taken at the previous university are relevant to the student's studies and independent Final Project. The Architecture Department takes the following factors into consideration in making its final determination:

- The course description published in the other university's materials.
- Number of credit hours awarded for the work.
- The grade received in the course.
- The work generated by the student from the course.

Part Two (II): Section 4—Public Information

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

II.4.1 STATEMENT ON NAAB-ACCREDITED DEGREES

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

II.4.2 ACCESS TO NAAB CONDITIONS AND PROCEDURES

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

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

2009 NAAB Conditions for Accreditation

2012 NAAB Procedures for Accreditation

II.4.3 ACCESS TO CAREER DEVELOPMENT INFORMATION

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

www.ARCHCareers.org

www.ncarb.org/Forms/handbook.pdf *The NCARB Handbook for Interns and Architects*

www.acsa.arch.org/files/resources/AIASToward%20an%20Evolution%20of%20Studio%20Culture2008.pdf *Toward an Evolution of Studio Culture*

<http://www.epcompanion.org/> *The Emerging Professional's Companion*

www.NCARB.org www.aia.org

www.aias.org

www.acsa-arch.org

II.4.4 PUBLIC ACCESS TO APRS AND VTRS

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

All *Annual Reports*, including the narrative

All NAAB responses to the *Annual Report*

The final decision letter from the NAAB

The most recent *APR*

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

II.4.5 ARE Pass Rates

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

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

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

Part Three (III): Section 1— Progress Since Last Site Visit

III.1.3.1 SUMMARY RESPONSES TO THE TEAM FINDINGS

A. RESPONSES TO CONDITIONS NOT MET

1.4 Conditions/Criteria Not Met

NAAB identified these conditions and criteria not met in their 2010 VTR are in **bold**. Following the VTR comment is the NAAB Response to the AAU 2010 Annual Report in *italics*.

2. Program Self Assessment

From NAAB VTR 2010:

A recurring theme throughout the visit was the expansion of enrollment to date and the desired growth in enrollment in the immediate future. This aspect of the program's objectives is of considerable importance to a viable strategic plan and self assessment procedures to measure progress of that plan. While a small program can function administratively on an informal level, as the program grows to the targeted level of enrollment, a more structured set of administrative processes including self assessment will be required.

The team is concerned about a lack of a long-term strategic plan that deals with facilities, number of faculty, supporting staff, curriculum development and administrative procedures. There are mechanisms in place like the DAT and town hall meetings to contribute to a more vibrant self assessment process. However, as stated in the APR, these assessment activities have been underutilized due to lack of participation. The team found no evidence of a plan to make these activities an effective component of the M-Arch self assessment process.

(NAAB Response to AAU 2010 Annual Report: The program's efforts to address this deficiency are duly noted. Please continue to report on the results of the work of the Resource Assessment Task Force and the Strategic Planning Team.)

AAU Response:

The Architecture Department has renamed the "Resource Assessment Task Force" and it is now called the "Governance Team". In the past year, the Department conducted specific meetings to engage faculty in the development of the program's self assessment including the following:

- The Studio Curriculum Review Meeting was held in August 2011 and December 2011 on site to address design quality, set shared standards among design studio faculty, and create grading rubrics for each studio, and cross coordination of studio goals with the NAAB Student Performance Criteria (matrix). The grading rubrics for all classes are anticipated to be completed by the end of Fall Semester 2012.
- In August 2011, the Department held meetings with the representatives of the University's Graduate School to revise the Architecture Program Student Learning Outcomes as well as the Mid Point Review procedures and criteria for ease of assessing graduate student performance to ensure students are ready and prepared to enter Directed Study (Thesis).

The Architecture Department is holding the following meetings engaging faculty and students on a regular basis:

- The Department holds a weekly Governance Meeting with the new departmental leadership in place as of Summer 2012. The Governance Team members include Mimi Sullivan -Exec. Director, Amily Huang-Graduate Program Director, Anne-Catrin Schultz -Assistant Graduate Program Director, Eric Lum, Online Director, Jennifer Asselstine- BFA Program Director, and Beverly Choe- Assistant BFA Program Director.
- Department meetings occur twice a semester in the form of the DAT (Department Action Team). Student representative, Robert Everett and AIAS President, Molly Weiland participate in these meetings. On average 15-20 members of the faculty attend and participate in the DAT meetings. Various agenda items that the Governance Meetings generate are brought to the DAT for greater involvement of faculty, staff, and students. Meeting minutes are recorded and available to all faculty, students and staff. Participating Faculty members are compensated for their attendance.
- The Strategic Planning Team met Fall Semester 2011, and again in Spring Semester 2012 to outline the next six months of faculty and student involvement in meetings to review and update the department's strategic plan. The Strategic Planning Team members include Mimi Sullivan -Exec. Director, Amily Huang-Graduate Program Director, Anne-Catrin Schultz -Assistant Graduate Program Director, Eric Lum, Online Director, Jennifer Asselstine- BFA Program Director, and Beverly Choe- Assistant BFA Program Director, Alberto Bertoli, Chair Emeritus. To date the current Strategic Plan has been posted in the department as well as sent to faculty and students for comment. The following outlines the most recent 2011 -2012calendar of the Strategic Planning Team:

- November 10: Governance Team Meeting to discuss Strategic Plan
- November 15: DAT to discuss Strategic Plan with Faculty
- November 28: Second Workshop Session of Governance Team
- December 15: Publish Draft for Faculty and Student Feedback

- February 14 2012: Scheduled DAT as feedback session.
- April 2012: Student Meeting for Strategic Plan
- Fall 2012: Currently Scheduling next Strategic Plan Team Meeting

Additional actions to address Self Assessment procedures being taken by the Department include the following:

- As part of internal Self Assessment efforts, the Architecture Department has spent considerable time focused on the governance structure with several new appointments to distinguish M-Arch and BFA program governance made this past Spring and Summer 2012: These appointments include: Mimi Sullivan - Exec. Director, Amily Huang- Graduate Program Director, Anne-Catrin Schultz - Assistant Graduate Program Director, Eric Lum, Online Director, Jennifer Asselstine- BFA Program Director, and Beverly Choe- Assistant BFA Program Director, Alberto Bertoli, Chair Emeritus, Anna Aguila- Administrative Assistant, Kirsten Kraft- Studio Coordinator Assistant.
- With the new governance team in place this Fall 2012, the formation of a departmental Architectural Board is in progress. The Board will become a resource to the Department and also assist with Self Assessment efforts.

3. Public Information

From NAAB VTR 2010:

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Per NAAB Response to AAU 2010 Annual report this has been satisfied.

5. Studio Culture

From NAAB VTR 2010:

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

(NAAB Response to AAU 2010 Annual Report: The program's efforts to address this deficiency are duly noted. Please continue to report on the implementation of the Studio Culture Policy.)

AAU Response:

- The Studio Culture Policy is presented by the Program Directors at the beginning of every semester during Orientation Week and given to all faculty to discuss the first day of classes. It is again discussed at the first Town Hall meeting in the Department.
- The Studio Culture Policy undergoes a yearly review. The current Studio Culture Policy is posted in the Department Administration Office as well as on the University's Website page for the Architecture Department. The policy has been distributed to faculty and students with a DAT that was held in spring 2012 to discuss the Studio Culture Policy specifically with faculty. In Spring 2012, student feedback on the Studio Culture Policy was solicited and provided via the AIAS President and the Architecture Department Student Representative(s) and via a meeting chaired by Jennifer Asselstine (BFA Program Director).

6. Human Resources

From NAAB VTR 2010:

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

(NAAB Response to AAU 2010 Annual Report: The program's efforts to address this deficiency are duly noted. Please continue to report on the outcome of the strategic planning initiatives that address teaching and staffing needs as well as on efforts to increase professional development opportunities for faculty.)

AAU Response Outline:

- As mentioned in response to Item #2 above, the Architecture Department has spent considerable time focused on the governance structure with several new appointments made over the past year.
- The Department has also increased the technical staff in the computer labs to assist faculty and students. The Lab Technicians under the supervision of Chris Becker include: Hank Kellstrom, Arlen Neylon, Paul Dixon, Todd Coates, Tom Meidanis, and Sarah Durgin. and Similarly, the Department has increased the number of Shop technicians to assist students.
- The DAT Meetings, weekly Governance Meetings, and 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.
- Professional Development opportunities for faculty include :
 1. Three full time faculty members are budgeted to attend the Annual ACSA conference. Past participants include Anne-Catrin Schultz (Assistant Director) and Sam Mathau (Senior Faculty Member).
 2. The AAU was also recently invited to participate in the ACSA On-Line Education Symposium which prefaced the Annual ACSA conference in Boston last February. The AAU sent four faculty members, Jennifer Asselstine, Eric Lum, Anne-Catrin Schultz and Amily Huang to present at the symposium and they also attended the conference which followed (three were originally budgeted per #1).
 3. Three full time faculty members are budgeted to attend other conferences to be decided.
 4. One full time faculty member is budgeted to attend the Monterey Design Conference. Past participant is Anne-Catrin Schultz (Assistant Director).
 5. The IDP Educator Coordinator, Sam Mathau is budgeted to attend the IDP Educator Coordinator Conference.
 6. Other special conferences are reviewed on a case by case basis for potential non-full time faculty attendance if the conference is in their subject area. On July 26-27, 2012, the department supported David Gill (Senior faculty) and two M-Arch students to attend the ""Collaboration: The Art and Science of Building Facades" a building technology conference held in San Francisco.

13.7. Collaborative Skills

From NAAB VTR 2010:

There was minimal evidence that interdisciplinary design projects in credit courses involved student collaboration. The Visionary Charrette and the broad array of arts programs throughout the university provide the opportunity for meaningful expanded opportunities for collaboration. (NAAB Response to AAU 2010 Annual Report: The program's is working to address this deficiency by including a collaborative project in ARH 619. Please continue to report progress addressing this deficiency.

AAU Response Outline:

- The Architecture Department has continued to build opportunities for development of students' collaborative skills. Collaboration is happening currently at tiered scales including:
 - ARH 650 Studio via Peer to Peer exercises. Past exercises have included students from Interior Design and Sculpture Departments.
 - The Departmental Visionary Charette which is held each spring and led by a visiting architect. Students in five graduate studios and all undergraduate studios participate in the Visionary Charette.
 - Structural Engineering Workshops
 - ARH 609 Studio which focuses on the collaboration with structural engineers.
 - ARH 619 Studio conducted in spring 2011 focused on a collaborative design project with Interior Design students.
 - ARH 614 Professional Practices class includes team projects with collaboration.
- Planning for Future Collaborative efforts include:
 - The ARH 608 Studio is being further developed to focus on collaboration with landscape designers.
 - The Department is investigating ways for Architectural Consultants (including but not limited to engineers, landscape designers, urban planners, acoustic and lighting designers) to be integrated into the studio curriculum.

13.18. Structural Systems

From NAAB VTR 2010:

The team observed a limited understanding of structural systems exhibited in projects shown including some in directed studies. While the wall section course demonstrates a focus on structural detailing, it is presented without a broader structural context.

(NAAB Response to AAU 2010 Annual Report: Please continue to report progress addressing this deficiency.)

AAU Response Outline:

- The Department offer a Structural workshops taught by a structural engineer. The workshop focuses broadly on structural concepts as well as helps students evaluate the structural system best suited to their design concept. The department's request for additional workshops has been recently approved and the implementation of these workshops will be phased. Additional structural engineering faculty are being recruited.

- ARH 609 Studio has an emphasis on structural application and this studio now requires structural system documentation for all design projects. A structural engineer is assigned to the studio to give desk critiques at important milestones in the semester.
- Directed Study also includes instruction and review by structural engineers to assist students with their projects.

13.20. Life Safety

From NAAB VTR 2010:

Projects in the intermediate and capstone studio courses were deficient in incorporating basic principles of life safety.

(NAAB Response to AAU 2010 Annual Report: Please continue to report progress addressing this deficiency.)

AAU Response Outline:

- Design studios will provide an overview of Life Safety issues and each studio requires students to diagram the code compliant exiting strategy of their project.
- All studios will pay particular attention to the development of architectural concepts within the framework of life safety compliance, with emphasis placed in ARH 608 and ARH 619 studios.
- ARH 606: Construction Documents and Building Codes, as well as Directed Study projects will continue to demonstrate understanding of life safety issues through introductory code research, summaries and/or diagrams, and reviews by a code consultant.

13.25. Construction Cost Control

From NAAB VTR 2010:

There was no evidence life cycle cost analysis in the coursework. It is apparent from the work in the Team Room that students have an understanding of the other fundamental components of this criterion.

(NAAB Response to AAU 2010 Annual Report: Please continue to report on the outcome of efforts to address this deficiency.)

AAU Response Outline:

- The topic of Construction Cost Control is now included in ARH 606: Construction Documents and Building Codes and includes:
 - 1) A cost estimator from Hathaway Dinwiddie Construction provides a lecture and “question and answer” session on cost estimating and a discussion of life cycle costs and material selection.
 - 2) Students create a project in 2D Autocad or Revit that they are responsible for taking area take-offs from and providing information within a specified format to the cost estimator.
 - 3) The estimator uses specific software to create a cost of materials and labor for the students to review and analyze.
 - 4) The final project submission indicates an “order of magnitude” understanding of construction cost control.

- The topic of Cost Control is being introduced in ARH 605: Environmental Controls this Fall 2012 to introduce students to capital costs and life cycle cost evaluation of passive and active systems.

13.28. Comprehensive Design

From NAAB VTR 2010:

Although there is a great deal of evidence for a comprehensive approach to design projects, there are significant omissions in comprehensive design work presented. For example the team found minimal evidence for life-safety and accessibility.

(NAAB Response to AAU 2010 Annual Report: Please continue to report on the outcome of efforts to address this deficiency. The program may consider including evidence in the 2011 Annual Report of students ability to incorporate accessibility and life-safety principles into their comprehensive design projects.)

AAU Response Outline:

- ARH 619 Studio continues to focus on a comprehensive architectural project and has also strengthened the content provided for life safety and accessibility understanding. Student are required to demonstrate this understanding in their design work and faculty will continue to monitor the outcome.
- Directed Study requires the submission of a comprehensive architectural project which includes the ability to incorporate and demonstrate understanding of life safety and accessibility principles.

13.31. Professional Development

From NAAB VTR 2010:

Internship is a minimal component of the Architectural Professional Practice course. Internship for credit is an option, but only as elective credit. Finally, the school does not have a structured program to assist students with securing internships.

(NAAB Response to AAU 2010 Annual Report: Please continue to report on the outcome of efforts to address this deficiency.)

AAU Response Outline:

- The Department has hired Sam Mathau (Senior Faculty) as the IDP Education coordinator this past summer 2012 to help students understand not only the requirement of CIDP on the road to licensure, but the benefits of internship as well as students' roles and responsibilities as an intern.
- Additionally, the personnel from the California Architect's Board came to the Architecture Department and provided an IDP presentation for the student body. The Department plans to provide this presentation from CAB.

B. RESPONSES TO CAUSES OF CONCERN

1.5 Causes of Concern

NAAB identified these Causes of Concern in their 2010 VTR

From NAAB VTR 2010:

A. Enrollment growth management: The growth targets for the program in the immediate future will necessitate new human resources and facilities and organizational structures for program planning and management.

(NAAB Response to AAU 2010 Annual Report This concern is being addressed through the strategic planning process; please continue to report on the outcomes of this process as they relate to growth management issues (facilities and faculty and staff needs.)

AAU Response:

- The Governance Team has been expanded to include additional appointees (discussed earlier in this report) charged with the organization, planning and management of the program.
- The department's enrollment growth targets do necessitate new human resources and facilities which are current topics of development with the University Administration. (Please see response to Facilities). Additional human resources, in the form of several new appointments at the Governance level as well as lab technicians, shop technicians, and administrative assistants have been provided. (Please see response to Program Self Assessment). The Strategic Planning Team mentioned earlier is charged with the development of the strategic plan outlining the next 3 years of the program in all of its facets to ensure ample resources to support the program's growth and development.
- New faculty have been added to accommodate student growth in both the M-Arch and BFA programs.

B. Lack of clarity of administrative processes: The current informal approach to operating what was a small program organization will be tested with increased numbers of faculty and students.
(NAAB Response to AAU 2010 Annual Report: This concern is being addressed through the strategic planning process.)

AAU Response:

- The approach to operating the Department is more formal. As mentioned in response to Item #2 Self Assessment, the Architecture Department has spent considerable time focused on the governance structure with several new appointments made this past Spring and Summer.
- The Department has also increased the technical staff under the guidance of Chris Becker in the computer labs to assist faculty and students. The Lab Technicians include: Hank Kellstrom, Arlen Neylon, Paul Dixon, Todd Coates, Sheyen Ikeda, Tom Meidanis and Sarah Durgin.

Lack of Current Strategic Plan

C. Lack of a current strategic plan: A plan needs to address enrollment, resources, and staffing, in the context of projected enrollment increases.

AAU Response:

- Please see response to #2 Program Self Assessment above for the current status on Strategic Plan.

Engagement of Faculty Beyond Teaching

D. Engagement of faculty beyond teaching: Since almost all faculty are adjunct, they have limited involvement in creating a larger vision for the professional program and engaging it broadly both within the institution and without.

AAU Response:

- The Department has several vehicles it is employing to involve faculty in creating a larger vision of the program including the DAT meetings, the Strategic Planning review and outreach and the Studio Culture Review and outreach where faculty input is directly solicited. Physical participation in these meetings is not required as e-mail is utilized to inform faculty of various meetings and to solicit input electronically. As cited earlier, the DAT Meetings enjoy a robust participation of faculty in the order of 15-20 per meeting. Faculty are compensated for attendance at DAT meetings.

E. Relatively low design quality: Setting shared standards for design quality among faculty needs to be a priority.

AAU Response:

- A high level of design quality is recognized and implemented by all faculty members utilizing the student criteria matrix as a tool and following the philosophy established by the Program Directors of the school.
- Shared standards for design quality among faculty was made a priority and the outcome was a very successful Studio Curriculum Review starting with a meeting in August 2011. While the meeting took place over the course of a day, the preparation leading up to the meeting and subsequent follow up to develop rubrics for each course accounts for a great deal of faculty and administrative time over the past six months. As a result of this effort, each Studio course now has a thorough and individual matrix outlining the course criteria for design and grading developed by the faculty member teaching it. This effort was continued with the non-studio courses developing rubrics. To date 80% of the 87 Unit curriculum required classes have rubrics.

F. Lack of supplemental enhancements to the academic program: Lecture series, travel programs, etc.

AAU Response:

- Lecturers brought to the School between spring 2010 and March of 2012 include: Stanley Saitowitz, Ray Kappe, Hitoshi Abe , Laurie Hawkinson, Paul Allen of OMA, Lorcan O’Herlihy of Los Angeles, Jud Maruqardt (LMN Architects, Seattle), Frank Flury of IIT Chicago, Lisa Bottom of Gensler, San Francisco, and Paul Kephardt and Roberto Behar of R&R Studios, Miami.
 - Lecturers confirmed for Fall 2012 Series include: Craig Hartman, SOM San Francisco and Leddy Maytum Stacy Architects.
- The Department plans to host 3-5 lectures each Fall and the visiting Architect of the Visionary Charette annually.
- The Department has continued to develop a unique opportunity for students in the week long Chicago Trip. AAU ARH students (graduate and intermediate level undergraduate students) are encouraged to participate in the annual Chicago Trip. The trip is lead by an AAU ARH instructor, Jennifer Asselstine. The students visit all of the major historical buildings that represent the birth of the Chicago School and the emergence of the Modern Movement within the context of Chicago including Mies Van de Rohe's Farnsworth House, Frank Lloyd Wright's Oak Park body of work and Robie House, and the historical skyscrapers in downtown Chicago. They see the work of contemporary architects such as Renzo Piano, Frank Gehry and Jeanne Gang, and they visit professional architecture offices in Chicago. Although it is not a class, the instructor informally introduces the students to a broad variety of topics through walking tours: highlighting the evidence of the famous Chicago City Plan and the work of Daniel Burnham, leading tours outside of the official landmarks which encourage students to see the relationships between culture, context, and the continuum of the Chicago School into contemporary works (at IIT and University of Chicago) and exposing the students in general to a city that most of them have not had a chance to visit. Overall the emphasis is to encourage individual curiosity and

exploration. Students create a short presentation to their peers after the trip is over.

- The department also offered a trip to Los Angeles to study the examples of early and mid century Modernist architecture in California including but not limited to the work of Charles and Ray Eames, Eero Saarinen, Richard Neutra and Rudolph Schindler.

Student and Faculty Participation in Program Governance

G. Student and faculty participation in program governance: Although some mechanisms for shared governance are in place, they are not widely utilized by the program's constituents.

AAU Response:

- The faculty participation is addressed in the response to Cause for Concern "D" above.
- Students have direct access to the Executive Director, Program Directors and the Assistant Directors to share any comments or concerns about the department at any time.
- The Department has an active Student Representative, Robert Everett and an active AIAS President, Molly Weiland who are the eyes and ears of the students. They both are actively participating in the DAT meetings, the review of the Studio Culture, and the review of the Strategic Plan. Student participation and input has increased dramatically with these two students' leadership.

Lack of Electives

H. Lack of electives: Building a broader curriculum within the professional program to allow opportunities for student and faculty intellectual growth.

AAU Response:

- Discussions are being opened with the University Administration about increasing the program's total unit count to afford greater opportunities for intellectual growth. Currently M-Arch students have 6 units of elective credits. Students may take electives offered in the Architecture Department as well as electives offered to the whole student body in any of the other departments in the University.
- Electives being offered by the Architecture Department currently include:

Course#	Title
ARH_607	Portfolio Development
ARH_610	Programming and Space Planning
ARH_611	Seeing Cities
ARH_612	Intermed. Free Hand Drawing
ARH_613	Sustainable Design
ARH_615	Housing and Society
ARH_616	Envisioning Cities
ARH_617	Mapping Cities
ARH_636	Site Survey and the Living City: San Francisco
ARH_643	Issues and Ideas in Sustainable Architecture
ARH_658	Beginning Computer Aided Drafting

ARH_655 The Art and Science of Geometric Analysis
IAD 611 BIM-Building Information Modeling
FA 699: Cityscape Painting

Online Electives

ARH_610 Programming
IAD_604 Lighting Design
IAD_612 Material Use\
IAD_625 Survey of Sustainable Design

Current Plans for the Addition of a B-Arch Program

The Academy of Art University's Application for Candidacy for the Bachelor of Architecture program (B. ARCH) was approved by the NAAB. The B-Arch Program APR was submitted March 15, 2012, with a site visit by the NAAB team scheduled for October 6-10, 2012.

The proposed Bachelor of Architecture is a 5 year professional degree in a 162 unit program designed to guide students through the theoretical and practical preparation necessary to enter the architecture profession via the intern development program and qualifying to sit for a licensing examination. In addition to 45 units of general studies (developing their writing skills and critical thinking, research and retrieval of information, grasp of mathematics and physics, historical awareness and cross-cultural understanding), students will also explore professional architectural studies encompassing current technology, sustainable design, seismic issues, and public initiatives shaping the architectural profession. Students will study drawing and architectural design, technology, structures, materials, energy, sustainable design, profession and business, and public initiatives shaping the architecture profession.

Program Character:

The new B. ARCH program will build off the strengths of the existing BFA Architecture and M. ARCH programs, as well as allied undergraduate programs at the AAU. The B-Arch program's objectives are outlined in the following statements:

- The B. Arch program will be dedicated to a tradition where studio teaching serves as the primary means of integrating all design issues including beauty and art, site and context, environmental and sustainability, social and behavioral, cultural, technological, material, theoretical, economic, political and professional that result in meaningful, influential, socially responsible, and long lasting design solutions.
- The B. Arch program will leverage the department's unique position in a school of art and design.
- The B. Arch program, building on the cultural diversity of AAU students and the vibrant culture of art, design and communication in the university as a whole, will encourage imagination and the diversity of ideas; celebrate the contributions of different cultural traditions; promote cross-disciplinary knowledge; and emphasize a strong foundation in the arts gained through learning and association with other departments at AAU.
- The B. Arch program will promote and encourage 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 or the fashion of the moment.
- The B. Arch program will advocate civic responsibility and community awareness; will foster awareness and sensitivity for "place" and understanding of contextual influences on design.
- The B. Arch program will introduce 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 interiors.
- The B. Arch program will stress design, written and spoken communication skills at a professional level and produce critical thinking skills necessary for graduates to undertake the Intern Development Program and take on leadership positions in the profession.
- The B. Arch program will incorporate available technologic advances into the curriculum and

apply them to the design process and will provide facilities to support the highest quality architectural research and design.

- The B. Arch program will emphasize the use of all graphic media available during the design process, including manual drawings in both technical and sketch formats.

III.2.3.2 SUMMARY OF RESPONSES TO CHANGES IN THE NAAB CONDITIONS

N/A

Part Four: Supplemental Information

1. Description of Policies and Procedures for Evaluating Student work
2. Course Descriptions (see *2009 Conditions*, Appendix 1 for format)
3. Faculty Resumes (see *2009 Conditions*, Appendix 2 for format)
4. *Visiting Team Report (VTR)* from the previous visit
5. Catalog: <http://www.academyart.edu/aau-catalog>

Catalog Supplement:

<http://www.academyart.edu/student-and-academic-policies>

1. Description of Policies and Procedures for Evaluating Student work

The policy and procedure for evaluating student work begins with describing the goals and objectives for each class which is documented in the course syllabus. The evaluation of Graduate Architecture student work and performance levels takes place during class critiques and participation, grading of homework, exams, and projects, at Midpoint Reviews, continually during Directed Study courses, and during Final Reviews. The Architecture Department has established grading rubrics for 80% of the required M-Arch classes in the 87 unit program. The remaining 20% (4 classes) will be completed by Spring 2013.

AAU program grading policies are given to students with every course syllabus. Standards for evaluating each course are provided in the specific syllabus for that course indicating the methods of evaluation and the percentage of the grade for categories such as: projects, exams, and participation. Standards for evaluation are expressed in rubrics developed by the Architecture faculty; these standards are tied to the course learning outcomes, which are in turn tied to the program learning outcomes and the NAAB SPCs.

The Program Director advises students for progress, direction, and professional guidance. Attendance records are maintained by the instructor and submitted online allowing the Program Director to review attendance reports during the semester and addresses issues of attendance with the Graduate Academic Advisors as needed.

The Executive Director of the Graduate Services and the Program Director monitor student progress through the following: Midpoint Reviews (gateway to beginning Directed Study), Directed Study Advisors, Directed Study Progress Pin Ups, and the Final Review.

The Graduate Advisors meet students each semester to review records and semester-to-semester plans. The Executive Director of Graduate Services monitors probation. The Executive Director of Graduate Services and the Graduate Academic Advisors will meet with the students on academic probation (2.0 GPA or below) to discuss reasons for the poor performance and academic dismissal. The GPA is monitored by the Executive Director of Graduate Services with additional support by the Graduate Academic Advisors and the Program Director. The Academic Advisors will address issues of course completion each semester and may involve the Program Director to address specific course completion issues.

Midpoint Workshop

All students are required to take and successfully pass the Midpoint Workshop prior to their Midpoint Review. The Midpoint workshop is led by one or two faculty members who help evaluate the students' work to date identifying any weaknesses to address prior to the Midpoint Review. Simultaneously, the Midpoint work shop faculty guides the students in conducting research and writing their Final Project proposals.

Midpoint Review

After completion of the Midpoint Workshop, each graduate student undergoes a formal, structured Midpoint Review at the end of his or her third or sixth semester (63 unit and 87 unit programs respectively). The Midpoint Review includes presentation of the Final Project proposal and is the student's opportunity to demonstrate to the department's Midpoint Review Committee that his/her subject and concept is focused, in-depth, challenging, well supported by their chosen media, and has the necessary research components.

The Midpoint Review Committee evaluates each student's current portfolio of works to ensure the student can demonstrate the design and technical skills that will enable them to being their Final Project. The Midpoint Review committee also decides whether to approve the student's Final Project proposal. Once the Midpoint Review Committee approves a student's Final Project proposal, the student begins their Final Project which is developed during the completion of the 12 credits of Directed Study. Each student proceeds to work in groups of three with a Directed Study Advisor on the various stages of their individual Final Projects. The Program Directors approve all Directed Study group arrangements and Directed

Study Advisors. The responsibilities of the Directed Study Advisors are to critique, guide, and evaluate the student's progress for review at the end of each semester by the Final Project Review committee.

Final Review

Under faculty supervision, the Master of Architecture curriculum supports each graduate candidate in proposing, researching, designing, and completing a Final Project that encompasses the comprehensive nature of building design.

The concept of the final project will involve the student's personal interest and demonstrate an energetic professional approach, and will be exhibited upon approval by the review committee. Final Projects must demonstrate creativity and vision as well as a mastery of professional and technical skills which are outlined in Final Reviews are attended by a review committee comprised of the Program Director, Assistant Program Director and at least one senior faculty member along with the student's Directed Study faculty advisor. The review committee utilizes the department's final review checklist in evaluating Final Projects.

Please also reference Section 1.1.5 PROGRAM SELF ASSESSMENT for the description of the studio pedagogy and the assessment of student learning in relation to the Student Performance Criteria.

2. Course Descriptions

ARH 601: Spatial Composition (3 Credits)

Course Description:

In this course, students will study organizational principles in the patterns and structure of architectural spaces. Through a series of focused projects, students will gain an understanding of the relationship of organizational, structural, and spatial

Course Goals and Objectives:

- Understand the notion of *sense of space* as it pertains to the design and experience of architecture.
- Apply techniques learned to form spaces with intended experiences.
- Understand the importance of architecture to human evolution and behavior.

Student Performance Criteria:

A.2 Design Thinking Skills, A.8 Ordering Systems Skills, A.9 Historical Traditions and Global Culture, A.11 Applied Research

Topical Outline:

40% - Spatial Order and Structure
30% - Image and Meaning
30% - Mid-term and Final Project

Pre-reqs: ESL 63

Textbooks/ Learning Resources:

Poetics of Architecture: Theory of Design - Anthony C. Antoniades
Architecture & Allied Design: An Environmental Design Perspective' 3rd edition - Anthony C. Antoniades
Architecture form, space, and order 2nd edition - Francis D.K. Ching
Analyzing Architecture - Simon Unwin
Architecture: Presence, Language Place - Christian Norberg-Schulz
Genius Loci: Towards a Phenomenology of Architecture - Christian Norberg-Schulz
Existence, Space and Architecture - Christian Norberg-Schulz
Concept of Dwelling - Christian Norberg-Schulz
Between Silence and Light: Spirit in the Architecture of Louis I. Kahn' - John Lobell
Poetry, Language and Thought - Martin Heidegger
Architecture - Sinclair Gauldie
Invisible Cities - Italo Calvino
Pamphlet Architecture 27: Tooling - Benjamin Aranda & Chris Lasch

Offered: Year 2, Semester 2

Faculty: Carol Buhrmann, Kim Burke, Eric Lum, Tim Culvahouse

ARH 602: Graduate Design Technology 1: Structures (3 Credits)

Course Description:

This course develops a basic understanding of structural systems or elements and their implication on structural form. Students will study the elements, connections, and systems used in wood and steel structures from the point of view of the construction process.

Course Goals and Objectives:

- Understand the basic concept of structural engineering and how it overlaps with architecture
- Be aware of different types of loads in a building, types of construction, and types of structural components in a building
- Come up with rough sizes of various types of beams, slabs, and columns
- Comprehend main lateral structural systems, vertical and horizontal trusses, wind loading, and foundations with the respect to active fault lines and soil, retaining walls and typical thickness of walls

Student Performance Criteria:

B.9 Structural Systems

Topical Outline:

30% - Load Types

40% - Structural Systems and Design

30% - Mid-term and Final Exam

Pre-reqs: ESL 63

Textbooks/ Learning Resources:

Simplified Engineering for Architects and Builders + Study Guide, 10th Edition - James Ambrose

Offered: Year 2, Semester 1

Faculty: Francisco Castillo

ARH 604: Material and Methods of Construction: Building Detailing (3 Credits)

Course Description:

This course introduces the properties of building materials and processes of construction. Emphasis is on materials application and the influence of materials and construction on design.

Course Goals and Objectives:

- Evaluate and select appropriate materials
- Understand various methods of installation
- Develop details related to the technical aspects of construction

Student Performance Criteria:

A.4 Technical Documentation, A.11 Applied research, B.10 Building Envelope Systems, B.12 Building Materials and Assemblies

Topical Outline:

30% - Masters Format and CSI Divisions

40% - Materials, Thermal/Moisture Protection and Finishes

30% - Mid-term and Final Project

Pre-reqs: ARH 608, ARH 602

Textbooks/ Learning Resources:

Construction: Principals, Materials, and Methods, 7th Edition - H. Leslie Simmons, RA, CSI

Offered: Year 3, Semester 1

Faculty: David Kesler, Richard Smith, David Gill

ARH 605: Graduate Design Technology 2: Environmental Controls (3 Credits)

Course Description:

This course investigates the relationship between energy and the built environment. By developing an understanding of the inter-connectedness of climate, building shape, occupant comfort, thermal envelope, conditioning systems, lighting systems, acoustics, and whole building energy consumption, students learn to make educated design decisions.

Course Goals and Objectives:

- Evaluate and select appropriate mechanical, electrical, plumbing, and acoustical for a building
- Relate systems into building design and construction
- Make an educated design decision based on their understanding of the inter-connectedness of climate, building shape, occupant comfort, thermal envelope, conditioning systems, lighting systems, acoustics, and whole building energy consumption

Student Performance Criteria:

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

Topical Outline:

30% - Thermal and Acoustic Control

40% - Water and Waste Systems

30% - Mid-term and Final Exam

Pre-reqs: ARH 608, ARH 602

Textbooks/ Learning Resources:

Sun, Wind & Light: architectural design strategies - Mark DeKay Brown

Heating, Cooling, Lighting: Design Methods for Architects - Lechner Norbert

Offered: Year 3, Semester 1

Faculty: Alberto Bertoli, Sean Timmons (selected guests: Dennis Paoletti, Maria Grimm)

ARH 606: Construction Documents and Building Codes (3 Credits)

Course Description:

In this class, students will learn the essential skills and software necessary to visualize, generate, and design an architectural proposal using 3D modeling software. Through in-class tutorials, group/ individual critiques, and selected readings, students will learn how to use the computer as a generative design tool and not purely for representation.

Course Goals and Objectives:

- Research building codes
- Reflect an understanding of building codes in their own design work
- Accurately draw and format a set of construction documents
- Show an understanding of the preparation and use of contract documents

Student Performance Criteria:

A.4 Technical Documentation, B.2 Accessibility, B.5 Life Safety, B.7 Financial Considerations, C.4 Project Management, C.7 Legal Responsibilities

Topical Outline:

30% - Construction Drawings and Specifications

40% - Building Codes and Standards

30% - Mid-term Exam and Final Project

Pre-reqs: ARH 609, ARH 604

Textbooks/ Learning Resources:

A Manual of Construction Documentation - Glenn E. Wiggins, AIA

Working Drawing Manual - Fred A. Stitt

Construction Specifications Portable Handbook - Fred A. Stitt

Handbook to the Uniform Building Code by International Conference of Building Officials

The Building Professional's Guide to Contract Documents 3rd edition - Waller S. Poage, AIA, CSI, CVS

California Building Code

Offered: Year 3, Semester 2

Faculty: Fumio Suda

ARH 608: MS: Building and Site Design Studio (6 Credits)

Course Description:

This course will investigate context and physical site characteristics such as climate, orientation, topography, vegetation and views, as well as legal and other environmental factors. Through an analysis and understanding of the site, students will explore the synthesis of a project's programmatic and environmental requirements.

Course Goals and Objectives:

- Investigate the relationship between buildings and their environment, including the immediate context (adjacent lots) as well as larger context (town/city)
- Articulate and diagram sustainable strategies held within a master plan or building proposal
- Exhibit accessibility as part of site design
- Diagram circulation and exiting within the building proposal parameters
- Examine practical and poetic aspects of a site including: zoning and planning, climate, orientation, topography, vegetation, views, as well as history, culture, memory, sensory, and experience in order to evaluate the potential of a site.
- Recognize city issues and related restrictions in the Planning Code and response to context
- Create and read diagramming and documentation of existing site conditions
- Incorporate site analysis and evaluation into a holistic design for a master plan or building proposal

Student Performance Criteria:

A.2 Design Thinking Skills, A.3 Visual Communication Skills, A.6 Fundamental Design Skills, A.8 Ordering Systems Skills, B.3 Sustainability, B.4 Site Design

Topical Outline:

20% - Site and Connectivity
20% - Master Planning Principles
20% - Sustainable Design
15% - Programming
15% - Form, Space, and Massing
10% - Structural and Building Envelope Systems

Pre-reqs: ARH 656 (or equivalent)

Textbooks/ Learning Resources:

City Building: Nine Planning Principles for the Twenty-First Century, Kriken, John Lund
Green Studio Handbook: Environmental Strategies for Schematic Design, Kwok, Allison
Sun, Wind & Light: Architectural Design Strategies, Brown, G.Z. and Mark De Kay

Offered: Year 2, Semester 2

Faculty: Leticia SooHoo, Robert Kramer, Christopher Pizzi, Matthew Baran, Beverly Choe, David Kesler

ARH 609: MS: Intermediate Design Studio 1 (6 Credits)

Course Description:

In this project-based course, conceptual design and the design development process will be explored in relation to all aspects of the built environment. Urban design, architecture, landscape architecture, interior design and industrial design will be covered.

Course Goals and Objectives:

- Conduct research on site analysis (local and regional)
- Conduct and utilize research and analysis on architectural precedents in design propositions
- Organize collected information into informative diagrams establishing relationships between diverse information sets
- Develop innovative structural design strategies that integrate spatial and surface design
- Describe through sections and three-dimensional drawings the structural design and its impact on the proposed aesthetic system
- Based on contemporary design methodology develop complex building solutions that establish an organized program and integrate clear circulation and deliver a workable building solution
- Illustrate a design process based on rigor and commitment to concepts and the development of ideas
- Illustrate the inspirations for design from diverse fields such as science, art and philosophy
- Communicate design through the use of generative techniques which include traditional drafting, hand sketching, computer modeling and diverse material modeling techniques and applications

Student Performance Criteria:

A.5 Investigative Skills, A.10 Cultural Diversity, A.11 Applied Research
B.9 Structural Systems, B.10 Building Envelope Systems
C.1 Collaboration

Topical Outline:

20% - Site Analysis and Mapping
20% - Programmatic Scenarios and Circulation
20% - Structural Surface Systems and Tectonics
40% - Form and Spatial Studies

Pre-reqs: ARH 608

Textbooks/ Learning Resources:

Pamphlet Architecture 27, Tooling, Aranda, Benjamin and Chris Lasch
Digital Fabrications: Architectural and Material Techniques, Iwamoto, Lisa
Atlas of Novel Tectonics, Reiser, Jesse and Nanako Umemoto
Research and Design: The Architecture of Variation, Spuybroek, Lars

Offered: Year 3, Semester 1

Faculty: Monica Tiulescu, Alexandra Neyman, Kory Bieg, Alexa Getting, Robert Kramer

ARH 614: Architectural Professional Practices (3 Credits)

Course Description:

This course exposes students to the business of conducting an architectural practice. Emphasis is placed on understanding the licensing of architects, how professional architectural firms are organized and administered, methods of project management, agreements and contracts, fees and compensation, ethics, insurance, the land use process, and relationships with consultants and contractors.

Course Goals and Objectives:

- Prepare projects and discussion participation that reflects an understanding of legal and ethical issues including the Architecture Practice Act, AIA code of ethics, and dispute resolution methodologies.
- Evaluate disciplinary actions against architects and judge appropriateness.
- Apply the concept of professional liability, errors and omissions, and develop an expert's opinion.
- Research an architectural firm and develop and tailor professional application materials
- Apply an understanding of practice management and leadership to preparation of a partnership agreement, strategic business plan, including human resources and finance, and marketing materials.
- Develop a response to a Request for Proposal that demonstrates a comprehensive understanding of contracts, project delivery methods, compensation alternatives, project management and community/social responsibility.

Student Performance Criteria:

C.1. Collaboration, C.2. Human Behavior, C.3. Client Role in Architecture, C.4. Project Management, C.5. Practice Management, C.6. Leadership, C.7. Legal Responsibilities, C.8. Ethics and Professional Judgment, C.9. Community and Social Responsibility

Topical Outline:

30% - Legal Issues

30% - Starting a Firm

40% - Conditions of Practice, management and marketing

Pre-reqs: ESL_604

Textbooks/ Learning Resources:

American Institute of Architects, the Architect's Handbook of Professional Practice

American Institute of Architects, the Architecture Student's Handbook of Professional Practice

Offered: Year 4, Semester 1

Faculty: Elizabeth Tippin

ARH 619: MS: Intermediate Design Studio 2 (6 Credits)

Course Description:

In this course, students will be asked to apply acquired skills to a different type of project from Intermediate Design Studio 1. Students will continue to build upon their skills in conceptual design, and the design development process will be further explored in relation to all aspects of the built environment.

• **Course Goals and Objectives:**

- Apply conceptual architectural thinking to a building proposal addressing site, program, circulation, life safety, sustainability, structure and building systems
- Complete a comprehensive design applying constraints from existing site conditions
- Conduct relevant project research pertaining to building type and program.
- Verify planning and building codes for a given project type

Student Performance Criteria:

B.1 Pre Design, B.2 Accessibility, B.3 Sustainability, B.4 Site Design, B.5 Life Safety, B.6 Comprehensive Design, B.8 Environmental Systems, B.9 Structural Systems, B.10 Building Envelope Systems, B.11 Building Service Systems

C1 Collaboration

Topical Outline:

10% - Precedent Analysis

20% - Site Analysis and Conceptual Design

20% - Programming and Conceptual Design

10% - Life Safety and Building code

20% - Integration of Light and Spatial Development, Schematic Design

20% - Wall Sections and Material Systems, Schematic Design

Pre-reqs: ARH 609

Textbooks/ Learning Resources:

Digital Drawing for Designers: A Visual Guide to AutoCAD 2012, Seidler, Douglas R.

Building Construction Illustrated, Ching, Francis D. K.

Offered: Year 3, Semester 2

Faculty: Richard Smith, David Kesler, Eric Lum, David Gill, Robert Kramer

ARH 620: Digitally Generated Morphology (3 Credits)

Course Description:

In this class, students will learn the essential skills and software necessary to visualize, generate, and design an architectural proposal using 3D modeling software. Through in-class tutorials, group/ individual critiques, and selected readings, students will learn how to use the computer as a generative design tool and not purely for representation.

Course Goals and Objectives:

- Incorporate advanced 3D modeling techniques as tools for design and representation.
- Perform a range of 3D modeling operations utilizing splines, primitives, polygons, modifiers, lofts, meshes and nurbs.
- Competently animate and render in 3D modeling software.
- Undertake basic scripting in 3D modeling software.

Student Performance Criteria:

A.3 Visual Communication Skills, A.5. Investigative Skills, A.11. Applied Research

Topical Outline:

30% - Software, 3D Modeling
40% - Scripting and Animation
30% - Presentation and critique

Pre-reqs: ARH_654 or IAD 611

Textbooks/ Learning Resources:

Atlas of Novel Tectonics, Jessie Reiser and Nanako Umemoto

Offered: Year 2, Semester 2

Faculty: Pierluigi Serraino, Kory Bieg, Alexa Getting, Surasuk Pattanapanitchakul

ARH 621: Architectural History 2: Antiquity to da Vinci (3 Credits)

Course Description:

This course will focus on the nascent periods of western and non-western architectural development, spanning from approximately 3000 B.C. to 1500 A.D. A comparative and critical approach will be brought to bear on the nuanced cultural and social circumstances that influenced the early evolution of the built world.

Course Goals and Objectives:

- Demonstrate understanding of the environmental, cultural, political, and stylistic characteristics of historic architecture.
- Demonstrate understanding the diverse values, behavioral and norms of different cultures
- Apply analytical frameworks to understanding architectural ideas.
- Draw a connection between contextual conditions and the form of architecture
- Gather, assess and apply relevant research
- Effectively paraphrase, quote and footnote from multiple academic sources.
- Argue ideas using vocabulary and themes consistent with the course.
- Use expository writing techniques to communicate architectural history ideas.
- Analyze stylistic and structural characteristics of architecture from images.
- Effectively use images and diagrams to communicate architectural ideas.

Student Performance Criteria:

Preparatory for: A.1 Communication Skills, A.5 Investigative Skills, A.9 Historical Traditions and Global Culture, A.10. Cultural Diversity

Topical Outline:

100% Architecture history, chronological

Pre-reqs: ESL_604

Textbooks/ Learning Resources:

Buildings across Time: An Introduction to World Architecture, Michael Fazio, Marian Moffett and Lawrence Wodehouse

The Penguin Dictionary of Architecture and Landscape Architecture, John Fleming, Hugh Honour and Nikolaus Pevsner

Offered: Year 1, Semester 1

Faculty: Susanne Cowan, Pierluigi Serraino, Anne-Catrin Schultz, Jieheerah Yun, Huey Ying Hsu

ARH 631: Architectural History 2: The Ascendancy of the Renaissance (3 Credits)

Course Description:

This course will focus on the circumstances surrounding the emergence of the European Renaissance and its different regional expressions. Formal and technological developments will be explored alongside contemporaneous artistic and literary innovations.

Course Goals and Objectives:

- Discuss the basic cultural, social, religious, political and economic context found in analyzing the period of the Renaissance.
- Examine critical buildings and movements within the period of the Renaissance
- Recognize the aesthetic rules used in the Renaissance and analyze relationships among the different cultures and architectural styles
- Demonstrate understanding of buildings as a product of their historical context and discuss the ways in which historians and archaeologists have understood the past.

Student Performance Criteria:

A.1 Communication Skills, A.5 Investigative Skills, A.9 Historical Traditions and Global Culture, A.10. Cultural Diversity

Topical Outline:

20% - Onset of Renaissance, social and cultural conditions
40% - The Architecture of the Italian Renaissance
30% - Global Consequences of the Renaissance and its spread

Pre-reqs: ARH_621

Textbooks/ Learning Resources:

Peter Murray, The Architecture of the Italian Renaissance

Offered: Year 1, Semester 2

Faculty: Pierluigi Serraino, Adriana Valencia, Anne-Catrin Schultz, Huey Ying Hsu

ARH 635: Contemporary Urban Theory (3 Credits)

Course Description:

This course will focus on the development of architecture and urbanism since the Industrial Revolution. Students will examine cultural and technological roots and their implications on contemporary design. This course will also trace the global impact of the modern movement.

Course Goals and Objectives:

- Possess and exhibit an awareness of the value, significance and elements of place as exhibited in city design
- Draw lessons for contemporary urban design from the great cities of the world
- Analyze elements in the existing public realm and prescribe future interventions
- Demonstrate a grasp of the contemporary urban design practice, verbal, written and graphic
- Discuss the social, political, economic and institutional/legal forces that affect the built environment
- Possess and exhibit an awareness of the value, significance and elements of place as exhibited in city design
- Draw lessons for contemporary urban design from the great cities of the world

Student Performance Criteria:

A.5 Investigative Skills, A.10. Cultural Diversity, A.11 Applied Research

Topical Outline:

30% - Urbanism – concepts and cultural conditions
40% - The landscape, Mapping and Freeway City
30% - Sprawl and alternatives to the sprawl

Pre-reqs: ESL_604

Textbooks/ Learning Resources:

Reader given out by Instructor/no text books required

Offered: Year 2, Semester 1

Faculty: Monica Tiulescu, David Kesler, Alexandra Neyman

ARH 641: Architectural History 3: Architectural History 3 – Modern Architecture and its Global Impact (3 Credits)

Course Description:

This course will focus on the development of architecture and urbanism since the Industrial Revolution. Students will examine cultural and technological roots and their implications on contemporary design. This course will also trace the global impact of the modern movement.

Course Goals and Objectives:

- Recognize and discuss the impact of the Industrial Revolution and technologies role in the development of architectural ideas.
- Distinguish the roots of contemporary architecture and its constant evolution through modernism.
- Recognize the radical acceleration of architectural innovation occurring at an international scale during the 19th and 20th century.
- Discuss the different architectural philosophies of the 20th century.
- Analyze and discuss new methods and materials of construction made available to architects.
- Discuss modern design strategies and aesthetical rules.
- Identify design strategies and aesthetical rules used in the periods discussed.
- Communicate the impact of modern industrialization in the development of space, surface treatment and building massing.

Student Performance Criteria:

A.1 Communication Skills, A.9 Historical Traditions and Global Culture, A.10. Cultural Diversity

Topical Outline:

30% - Onset of Modernism

40% - Modernism

30% - Consequences and global impact

Pre-reqs: ARH_631

Textbooks/ Learning Resources:

William J.R. Curtis, Modern Architecture since 1900, 3rd edition

Kenneth Frampton, Modern Architecture,

Ulrich Conrads, Programs and Manifestoes on 20th-Century Architecture

Offered: Year 2, Semester 1

Faculty: Pierluigi Serraino, Hans Sagan, Anne-Catrin Schultz, Karen McNeil

ARH 650: MS: Introductory Design Studio 1 (3 Credits)

Course Description:

This course covers the basics of composition and organization found in all architectural elements. This course also provides an introduction to a range of drawings, diagrams and simple model techniques. Students learn the interrelationships of program, geometry, composition and narrative that are used in the architectural design process.

- **Course Goals and Objectives:**
- Observe and collect architectural information for the assigned projects and sketching assignments
- Identify and illustrate basic elements of composition, order and form through drawing presentation
- Clearly identify and illustrate and exhibit comprehension of architectural ordering principles through two-dimensional diagram drawings
- Identify and illustrate architectural elements and the related form, space and order defining them.
- Research, analyze and interpret the work of historically significant architects using academically appropriate primary and secondary sources
- Work in collaborative teams of peers
- Describe a simple design proposal using site plan, plan, section and elevations

Student Performance Criteria:

N/A

Topical Outline:

20% - Spatial Ordering Systems

30% - Case Study

10% - Material Systems and Techniques

20% - Programming

20% - Site and Sustainability

Pre-reqs: None

Textbooks/ Learning Resources:

Form, Space, and Order, Francis Ching

Precedents in Architecture: Analytic Diagrams, Formative Ideas and Partis, Roger H. Clarke and Michael Pause

Architectural Graphics, Francis Ching

Offered: Year 1, Semester 1

Faculty: Alberto Bertoli, Jennifer Asselstine, Karen Seong, Ethen Wood, Amily Huang, William Hansell, Antonio Lao, Eva Chiu

ARH 651: Design Process and 2D Media (3 Credits)

Course Description:

This course will provide foundational knowledge of two dimensional media skills needed to begin architectural design education. The orthographic conventions of plan, section, elevation and axonometrics will be covered. Students will learn the importance of line weights, shade and shadow, dimensioning and architectural graphic symbols in two dimensional media.

Course Goals and Objectives:

- Explore the relationship between the design process and the media selected to communicate ideas
- Record ideas through notes and sketches and apply them to the design process
- Develop freehand and hard line drawing skills
- Expand their rendering techniques
- Be familiar with orthographic conventions of plan, section, elevation, and axonometric

Student Performance Criteria:

A.1 Communications Skills, A.3 Visual Communication Skills, A.5 Investigative Skills, A.7 Use of Precedents

Topical Outline:

20% - Introduction to Design

40% - Design Development

40% - Final Projects

Pre-reqs: ESL 603

Textbooks/ Learning Resources:

Architectural Drafting and Design, 5th edition - Alan Jefferis and David Madsen

Drawing: A Creative Process - Francis D.K. Ching

Architectural Graphics and Communication, 3rd edition - Robert Duncan

Architectural Graphic, 4th edition - Francis D. K. Ching

The Modern Language of Architecture - Bruno Zevi

The Ten Books of Architecture - Vitruvius

Complexity and Contradiction in Architecture - Robert Venturi

The Search for Form in Art and Architecture - Eliel Saarinen

Notes on the Synthesis of Form - Christopher Alexander

Architecture: Form, Space and Order -Francis K. Ching

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

Experiencing Architecture - Steen, Eiler, Rasmussen

Precedents in Architecture - Roger H. Clark, Michael Pause

The Art of Pencil Drawing - Ernest W. Watson

Rendering in Pen and Ink - Arthur L. Guptill

Offered: Year 1, Semester 1

Faculty: Antonio Lao, Sam Mathau, Anne-Catrin Schultz, Carol Buhmann, Eric Lum

ARH 653: MS: Introductory Design Studio 2 (3 Credits)

Course Description:

This course emphasizes the development of spatial design skills. Students will increase their capability of visual/graphic thinking, expand their vocabulary of spatial elements, and will continue to develop meaning in their designs.

Course Goals and Objectives:

- Utilize various methods of collecting data from a site (photography, mapping, diagramming, city archives and zoning)
- Use different methods of critical thinking and interpreting data from a spatial condition and implement through drawing
- Articulate a concept driven by the spatial conditions and translate this data into a building project
- Develop spatial design concepts by making iterative physical models and spatial sections

Student Performance Criteria:

N/A

Topical Outline:

10% - Case Study
10% - Geometry, Tectonics, and Organization
10% - Programming
10% - Concept and Narrative
20% - Site Analysis: mapping, investigations
40% - Spatial Investigation and Design

Pre-reqs: ARH 650

Textbooks/ Learning Resources:

Pamphlet Architecture 27: Tooling, Aranda, Benjamin and Chris Lasch
Envisioning Information, Tufte, Edward R.
Delirious New York: A Retroactive Manifesto for Manhattan, Koolhaas, Rem

Offered: Year 1, Semester 2

Faculty: Keith Plymale, Pierluigi Serraino, Sudthida Cheunkarndee

ARH 654: Design Process & 3D Media (3 Credits)

Course Description:

In this class, students will learn the essential skills and software necessary to visualize, generate, and design an architectural proposal using 3D modeling software. Through in-class tutorials, group/individual critiques, and selected readings, students will learn how to use the computer as a generative design tool and not purely for representation.

Course Goals and Objectives:

- Learn and employ approaches and techniques to produce a range of model types including concept models and constructs, study models, and final models
- Understand the importance of process and making as a form of testing ideas and working towards three-dimensional spatial proposals
- Explore the relationship between the structure of ideas, three-dimensional media, and design process as a means to facilitate the development and communication of architectural proposals

Student Performance Criteria:

A.3 Visual Communication Skills

Topical Outline:

Evaluation is based on the presentation of a series of projects focusing on the following:

30% - Figure Field Integration

30% - Generative Modeling

40% - Descriptive and Procedural Geometry

Pre-reqs: ARH 650, ARH 651

Textbooks/ Learning Resources:

Building Construction Illustrated, 3rd Sub edition - Francis D. K. Ching and Cassandra Adams

Bartlett book of ideas - Peter Cook and Simon Allford

Living Materials: A Sculptor's Handbook - Oliver Andrews

Offered: Year 2, Semester 2

Faculty: Kory Bieg, Pierluigi Serraino, Alexa Getting, Doron Serban

ARH 656: MS: Introductory Design Studio 3 (3 Credits)

Course Description:

This course introduces the essential principles and elements of the design process. Emphasis will be placed on developing spatial design skills with the use of two-dimensional graphics, models, and spatial imaging through perspective drawing. Students will increase their capability of visual/graphic thinking and expand on their use of spatial elements.

• **Course Goals and Objectives:**

- Develop a design process not only for the project development, but also as a communication tool
- Apply a design process in the proposal for a building
- Articulate essential principles and elements of the design process as it applies to the built environment
- Delineate a building proposal that exhibits spatial exploration
- Exhibit an understanding of building components and systems through architectural drawings and modeling

Student Performance Criteria:

N/A

Topical Outline:

20% - Design Narrative and Concept Design
20% - Case Study and Precedents Analysis
20% - Site Analysis and Mapping
20% - Form Space and Massing
10% - Program, Regulations, and Accessibility
10% - Building Systems and Technology

Pre-reqs: ARH 653

Textbooks/ Learning Resources:

None

Offered: Year 2, Semester 1

Faculty: Keith Plymale, Paul Allen, Ron Kappe, Jiane Du, Matthew Baran, Alvaro Bonfiglio Bardier

ARH 657: Design Media-Perspective (3 Credits)

Course Description:

This course will provide a fundamental knowledge of the one and two point perspective drawing skills that will be used in the architectural design process. Students will begin to increase their spatial vocabulary as they apply the rules of perspective to both interior spaces and exterior massing.

Course Goals and Objectives:

- Understand and discuss the history of perspective drawing, one-point and two-point perspective construction
- Apply the use of perspective drawing for three-dimensional visualization in their design process, as well as in the presentation of their spatial and formal ideas
- Apply rendering techniques for exterior and interior spaces

Student Performance Criteria:

A.3. Visual Communication Skills

Topical Outline:

50% - The construction of perspectives

30% - Hand drawn explorations

30% - Painting Studio

Pre-reqs: ARH 609

Textbooks/ Learning Resources:

No books required

Offered: Year 3, Semester 2

Faculty: Nicole Lambrou

ARH 801: MS: Group Directed Study Thesis (6 Credits)

Course Description:

Students will develop a critical understanding of their thesis proposal through the study of precedents, a reading of theory and history, site and program analysis, and design investigations. An essay and final project booklet will be produced that documents the primary thesis ideas, methods used, and supporting research, which will be the foundation for the thesis design.

Course Goals and Objectives:

- Transformation of key topics from Midpoint Review Presentation into action topics for refinement and conclusive definition for the basis of thesis work
- Clarification of the thesis mission
- Site Analysis
- Precedent analysis
- Clarification of architectural concepts
- Time management and milestone development

Student Performance Criteria:

A.1 Communication Skills, A.7 Use of Precedents, A.11 Applied Research
B.1 Pre Design, B.6 Comprehensive Design
C.9 Community and Social Responsibility

Topical Outline:

10% - Clarification of thesis mission
20% - Site analysis
20% - Concept analysis
50% - Thesis refinement

Pre-reqs: ARH 619

Textbooks/ Learning Resources:

None

Offered: Year 4, Semesters 1 and 2

Selected Faculty: Richard Smith, Monica Tiulescu, Sam Mathau, David Gill, David Kesler, Robert Kramer, Vivek Anand, Alberto Bertoli, Keith Plymale, Robert Kramer, Nicole Lambrou

3. Faculty Credentials and Resumes

Appendix 2 - M-ARCH Faculty Credentials Matrix

Term/Semester (Spring 2011)

Faculty	Summary of Expertise	Courses Taught/Teaching
Paul Allen	BS in Architecture, East London University - Instructor at Academy of Art University, School of Architecture since 2003 - has over 20 years experience as a design professional and project Architect for firms such as SOM, Nicholoas Grimshaw Architects and Foster and Partners Architects	ARH 656
Vivek Anand	Professional Design Associate since 01/92, Recently published in book of Bay Area architectural projects while an associate of Tsang Architecture	ARH 801
Jennifer Asselstine	Architectural Association, London 1990 - BA in Architecture, University of Minnesota - Graduate and undergraduate instructor, Academy of Art University, Architecture Department since 2003 - has been a project designer for firms such as Howard K. Smith & Associates, DEM Group and Wimberly, Allison, Tong & Goo -	ARH 650
Alvaro Bonfiglio Bardier	Ph.D., Architecture, University of Tokyo, Japan, Institute of Industrial Sciences - Registered Architect, Montevideo, Maldonado & Rocha City Councils, Uruguay - has been an educator/lecturer at institutions including UC Berkeley College of Environmental Design, Department of Architecture and Universidad De La Republica, Uruguay School of Architecture - Project Architect for Maki and Associates - Currently Principal of Alvaro Bonfiglio - Estudio de Arquitectura	ARH 656
Matthew Baran	MA in Arhcitecture, UC Berkeley - BA in Architecture UCLA - Registered Architect, California - has been a lecturer of professional seminars for firms including Philip Banta Associates and Kaplan Mclaughlin Diaz - was lecturer of Environmental Design at UC Berkeley, 2008 - Selected publications include "California Home + Design" Hartle Media Ventures, May 2006, Pamphlet Architecture, "Box Recorder: Modile Cultural Center," 2005 and "GA Houses" Yukio Futagawa, Tokyo, June 1995 for Toganga Canyon House, Los Angeles, CA 1994	ARH 608, ARH 656
Alberto Bertoli	AAU - Director & Instructor - Design Architect/Project Architect, Own Practice & Consultant 1991-present - Project Architect, Arthur Erikson Architects 1982-1991 - Has experience as an Architectural Instructor/Lecturer at SCI-Arc, UCLA & San Luis Obispo - Registered Architect, California	ARH 605, ARH 650, ARH 801

Kory Bieg	MA in Architecture, Columbia University - BA in Architecture, Washington University - has been a lecturer at UC Berkeley, Teaching Assistant at Columbia University and Senior Lecturer at California College of the Arts - Currently an instructor at the Academy of Art University, Graduate School of Architecture - has worked as a Designer/Project Manager at firms including Pfau Architecture, Stanley Saitowitz/Natoma Architects and Antoine Predock Architect - Principal and founder of KBIEG Design, San Francisco, CA - Selected publications include FLUX Exhibition, California College of the Arts and touring, 2009 and Avene: Housing on the Edge, Exhibition New York	ARH 654, ARH 620, ARH 609
Carol Buhrmann	MA in Building Design, Columbia University - has over 15 years of teaching experience as a professor/lecturer - Recently published	ARH 601, ARH 651
Tim Culvahouse	MA in Environmental Design - MA in Architecture, Tulane School of Architecture - Registered Architect, New York (inactive) & California - has been an educator for over 20 year, has taught graduate and undergraduate level architecture and design courses since 1986 at institutions including the Rhode Island School of Design, California College of Arts and UC Berkeley - has been a design professional and project Architect for over 20 years - Currently Principal at Culvahouse Consulting, Berkeley since 2005 - Ongoing publications include " Which Way New Orleans?" drawings and writings on qualities of spatial experience	ARH 601
Francisco Castillo	Registered Civil Engineer, California - M.A. Structural Engineering UC Berkeley - Has over 12 years experience working as a civil engineer professional	ARH 602
Sudthida Cheunkarndee	MS in Advanced Architectural Design, Columbia University - has experience teaching undergraduate architecture and interior architectural design courses at UC Berkeley and the California College of Arts and Crafts - has experience as a professional designer since 1995 - Principal of Alt_Space Design Studio, Berkeley, CA since 2003	ARH 653
Beverly Choe	MA of Architecture in Urban Design, Harvard Graduate School of Design, has experience as Project Manager/Project Architect at Paulett Taggart Architects - Currently Principal at Bach Design	ARH 608
Eva A. Chiu	MA in Architecture Harvard University School of Design - has been a guest review and lecturer of graduate level architectural design courses at Universities such as UC Berkeley, California College of the Arts, San Francisco and the Chinese University of Hong Kong - has been a design professional for SOM and Richard Meir & partners in New York - Currently partner of Clad Studio, Oakland, CA	ARH 650

Susanne Cowan	Ph.D. in History of Architecture and Urbanism, University of California, Berkeley, 2010 MS in History of Architecture, University of California Berkeley, 2007, Teaching Experience, Academy of Art University, Diablo Valley College, Research Assistant, UC Berkeley	ARH 621
Jiane Du	Master of Architecture in Urban Design, Harvard University, Cambridge, MA, 1991 Bachelor in Architecture, California Polytechnic State University, San Luis Obispo, CA, June 1986. Ecole des Beaux-Arts de Fontainebleau, France, Summer 1986 Copenhagen University, Denmark International Study, 1984-1985, 14 years teaching experience, 21 years professional experience, licensed architect.	ARH 656
Alexa Getting	MA of Architecture from California College of Arts, San Francisco - Has over four years of undergraduate teaching experience at institutions including UC Berkeley, California College of Arts and Crafts and Columbia University - Has been a design professional at Interior and Architectural Design firms since 2005 - Interned with IwamotoScott Architects - Currently a designer at OTA+	ARH 609, ARH 620, ARH 654,
David Gill	BA of Architecture, California College of Arts, 1987 – 1992, Teaching experience at California College of the Arts and Academy of Art University, 22 years professional experience.	ARH 604, ARH 619, ARH 801
	MA in Architecture from University of Virginia - Registered Architect, California - has experience as an instructor of undergraduate architectural design courses at UC Berkeley, University of Virginia and Academy of Art University - Has over 15 years experience as an Architect and design professional at Architectural firms including SOM and David Bartlett Associates - Currently Principal at FUSE in San Rafael & Petaluma, CA	ARH 650
Huey Ying Hsu	PhD, Design Theories and Methods/History in Architecture and urbanism - has over 5 years as an instructor of graduate level architectural design courses at UC Berkeley - has presented topics on the field of architecture to UC Berkeley and Oxford, United Kingdom	ARH 621, ARH 631
Amily Huang	MA of Architecture from Columbia University - Registered Architect, Colorado - NCARB certified - Has over 10 years of teaching experience in undergraduate and graduate level architecture and design courses - Currently Online coordinator of Online Architecture Dept, Academy of Art University - Was Interior Project Architect at Gensler for two years - Principle/founder of Step One Studio since 2001	ARH 650
Ron Kappe	MA in Architecture and Urban Design, SCI-ARC - Registered Architect, California - Selected publications include "Small Firms Great Projects" San Francisco, CA, Global Architecture 30, 75 and 81 Tokyo Japan - Currently Principal at Kappe + Du Architects	ARH 656

David Kesler	Masters of Architecture, Colombia University - Principal/founder of David Kesler Architects - Has been a professional design associate for internationally recognized Architects including Richard Meire and Partners, Steven Holl Architects & Peter Eisenman Architects - Design work has been published in the New York Times Home Section, progressive Architecture and Architectural Record.	ARH 604, ARH 608, ARH 619, ARH 635, ARH 801
Robert Kramer	MA of Architecture in Advanced Studies - MA of City Planning - Has been an educator of architecture and design for over 30 years, at institutions such as Pratt, Department of Architecture, UCLA and Cal Poly - has held an individual design practice since 1973 - was a recipient of the Prix de Rome scholarship, 1971-1973	ARH 608, ARH 609, ARH 801
Nicole Lambrou	MA of Architecture, Yale University - Has been a design professional for Architecture firms in New York, Germany & San Francisco & is currently a designer at Galfand Partners Architects- Assistant Professor at Yale University for Geometry, Drawing and Visual Inquiry	ARH 657, ARH 801
Antonio Lao	MA of Architecture from UC Berkeley - Registered Architect in California and New York - Has been a guest critic at Universities such as UC Davis, Rice University and Hong Kong Polytechnic - Has experience as a designer at Architectural firms including SOM and Holt Hinshaw Pfau & Jones Architects - Currently partner at Clad, Chui Lao Architecture Design - Selected awards include 2010 AIA East Bay Unbuilt Design Award of Merit for "CoreYard Housing" and the ACSA Award for Excellence in Architectural Design, 1990	ARH 651, ARH 650
Eric Lum	Ph.D., History Theory and Criticism of Architecture, MIT - MA in Architecture from Havard Graduate School of Design - Has been a design professional for 20 years at Architectural firms including Jim Jennings Architect in San Francisco and Arthur Erikson Architects of Los Angeles - Currently an associate of Anshen + Allen Architects in San Francisco ,CA - Selected awards included recipient of MIT Dept of Architecture Travel Grants, 1990,1992 and the Graham Foundation Grant, 2000	ARH 601, ARH 619, ARH 651
Sam Mathau	MA in City Planning in Urban Design, University inPennsylvania - Registered Architect, California - has over 23 years experience as an educator of graduate and undergraduate level architecture and design courses at institutions including UC Extension, Fashion Institute of Design and Merchandising, San Francisco and Academy of Art University - has experience as a professional designer for over 30 years at firms such as SOM and Whistler-Patri of San Francisco - Principal at Mathau/Roche Design Group since 1987	ARH 651, ARH 801

Karen McNeil	Ph.D., History UC Berkeley - has over 8 years of graduate level teaching experience at universities including UC Berkeley and University of Pacific - worked as a Senior Historian/Architectural Historian at Carey & Co, Inc, San Francisco and acted as Director at Landmark Heritage Foundation, Berkeley City Club - selected publications include a forthcoming publication entitled "Building the California Women's Movement: Julia Morgan and Women's Institutions, 1903-1930," California History, and the published "Chicana Muralists and Social Changes," Berkeley undergraduate History Journal (fall 1998)	ARH 641
Alexandra Neyman	4 years experience as a Lecturer & research assistant, University of Michigan, Ann Arbor, MI - Graduate student instructor, University of California Berkeley 2008 - 2010 Founder/Co-founder, Meta Space LLC - Thesis work published in Dimensions, Vol. 19 focusing on spacial "mapping"	ARH 609, ARH 635
Surasuk Pattanapanitchakul	MA of Architecture, Academy of Art University - Interned at Asymptot Architecture and designer for P Interior and Associates	ARH 620
Christopher M. Pizzi	MA of Architecture, Yale University - Has been and architectural design professional for over 17 years - Currently and associate at WRT planning and Designs - Selected honors in 2001 include the William Edward Parsons Memorial Medal for Distinction in city Planning & the H.I. Feldman Prize, Yale University	ARH 608
Keith Duncan Plymale	MS of Science in Architecture and Building Design, Columbia University -Registered Architect, California and Kentucky - has been an educator of architecture and design for over 15 years and has worked at institutions including University of Kentucky, California College of the Arts and UC Berkeley - was Director of undergraduate studies for the University of Kentucky's College of Architecture (1996-200) - was Architect/Project Manager at Michael Willis Architects, San Francisco (2000-2002) - Current work includes a book in progress entitled " Leonardo Ricci: Model, Structure, Form"	ARH 653, ARH 656, ARH 801
Hans Nicholas Sagan	5 Experience as a graduate student Instructor, University of California Berkeley - 2 years experience as Coordinator, Architecture Research Colloquium Series, University of California Berkeley - Received the "Outstanding Graduate Student Instructor Award, UC Berkeley, 2008	ARH 641
Karen Seong	MA in Arcitecture, Columbia University - Registered Architect, California and New York - served as Graduate Studio Coordinator (1998 - 1999) and teaching assistant (1999), Columbia University - Selected publications include "SOM Journal 4" published by Hatje Cantz, 2006 and "Enclosures," presented at the Architectural League of New York, 2001	ARH 650

Doron Serban	Served as teaching assistant for 2D/3D representation courses at Syracuse University School of Architecture - Selected publications include "Illustrator, Building Your World: Conceptual Design and Visualization with AutoCAD," Autodesk, Inc. 2006'Master of the Design Process," Syracuse University School of Architecture, Grad Sessions Conversations with Greg Lyann, 2006	ARH 654
Pierluigi Serraino	Ph.D. candidate, University of California, Berkeley M.A., Architecture, UCLA, Master of Architecture, SCI-Arc, Institute of Architecture Università' Degli Studi di Roma, "La Sapienza", - School of Architecture, Rome, Italy. Teaching experience at UC Berkeley, University of Rome, Licensed Architect.	ARH 620, ARH 621, ARH 631, ARH 641, ARH 653, ARH 654
Anne-Catrin Schultz	Ph.D in Architectural Studies, University of Stuttgart, Germany - has been an educator of graduate and undergraduate level architecture and design courses for over 12 years, at institutions including MIT, California College of Arts and UC Berkeley - Served as project Architect at SOM and Turnball, Griffin & Haekloop Architects - Principal and founder of design practice in Oakland since 2001	ARH 621, ARH 631, ARH 641, ARH 651
Richard Smith	Ph.D., Architecture, University of California, Berkeley - MA in Urban Planning, University of California Los Angeles - has been an Architecture and Design educator since 1972, and design professional since 1961 - has over 30 years of experience working as a design professional, consultant and Project Architect for firms such as SOM, Anshen + Allen, Fisher Friedman Associates and Frank O. Gehry & Associates - Recent publications include "Innovations in School Architecture: A Progression," arcCA (Architecture California) vol. 4, 2004 and "The Dwell Home", Anshen + Allen competition entry, Dwell Magazine, July/Aug 2003	ARH 604, ARH 619, ARH 801
Leticia SooHoo	Architectural Consultant, Van Tilburg, Banvard & Soderbergh, Project Captain, Jamba Juice, Emeryville, CA 2006-2007 Principal, founder of SoohooCity, Sustainable Consulting, LEED AP BD+C, Accredited Professional	ARH 608
Fumio Suda	MA in Architecture, University of Chicago Illinois - Registered Architect, California - Licensed General Building Contractor, California - Graduate Instructor at the Academy of University, Architecture Dept. - CEO of Origin Contractor, Inc. - Selected Publications include the 100th year anniversary of Frank Lloyd Wright's visit to Japan Competition	ARH 606
Sean Timmons	MBA in Finance and Marketing, University of San Francisco - Advanced Mechanical Engineering Design Diplom, Institute of technology, Cork Ireland - Holds professional memberships including LEED accreditation, American Society of Mechanical Engineers (ASME), US Green Building Council (USGBC) and California Association of Building Energy Consultants (CABEC)	ARH 605

Elizabeth Tippin	J.D. Golden Gate University, School of Law, San Francisco - has over 20 years experience practicing and teaching law - has been an educator at universities including San Francisco State University, University of California, Hastings School of Law and the Academy of Art University - has been a faculty member for the Academy of Art University, School of Architecture since 2003 - Selected professional memberships include State Bar of California (since 1984), Co-Chair, Arbitration Committee and President of the Mediation Society Served as associate Attorney, Panel Novich & Borsuk and Mediator/Arbitrator/Natural Reference - Principia at Law Offices of Elizabeth A. Tippin since 1997	ARH 614
Monica Tiulescu	Masters of Science in Advanced Architectural Design, Colombia University - Has experience teaching at graduate and undergraduate levels at institutions including, Colombia University, University of California, Berkeley and Parsons School of Design - Recent published "Architecture without Buildings: The Value of Design Speculation"	ARH 609, ARH 635, ARH 801
Adriana Valencia	Ph.D. Architecture, UC, Berkeley, MA, Near Eastern Studies, UC, Berkeley, BA, Summa cum laude, Near Eastern Studies, UC, Berkeley, Teaching experience at UC Berkeley, Awarded various fellowships from 1993-2007.	ARH 631
Ethen Wood	Professional Design Associate for over 12 years - Recent Publications include: Residential Architect, Jackson Family Retreat 2009, San Francisco Chronicle	ARH 650
Jieheerah Yun	Ph.D. of Philosophy in Architecture, UC Berkeley MS of Architecture, UC, Berkeley, MA of Architecture, USC, BA, UC Berkeley, Graduate Teaching at UC Berkeley	ARH 621

Faculty Resumes

The following resumes represent the faculty members teaching in since Spring 2010 in the M-Arch program.

Name: Paul Allen

Courses:

ARH 656

Educational Credentials:

BS of Architecture, East London University, 1991
Design Semester, Barcelona University, 1990
BA of Architecture, Hull School of Architecture, 1985

Teaching Experience:

Design Professor, Academy of Art University, Graduate School of Architecture, 2007 – present

Professional Experience:

Project Architect, Anshen and Allen Architects, San Francisco, 2006 - 2009
Project Architect/Coordinator, Skidmore Owings and Merrill, San Francisco, 2005 – 2006
Project Architect/Design Associate, Foster and Partners Architects, London, 2001 – 2005
Project Architect, Nicholas Grimshaw Architects, London, 2000
Project Architect/Design Associate, Llewelyn Davies Architects London, 1999
Project Architect, Alsop Architects, London, 1998
Project Architect, Hamilton Associates, London, 1997
Project Architect, Cardillo Architects, Berlin Germany, 1996
Project Architect, Hans Werhahn Architects, Berlin Germany, 1994
Design Associate, Kolbe Architects, Berlin Germany, 1993
Design Associate, Navos Sole Architects, Barcelona Spain, 1990

Selected Publications and Recent Research:

Awards Credited to projects worked on:
2008 International Highrise Award
Global Green USA Green Building Design Award
Chicago Athenaeum International Architecture Award
RIBA International Award
XVI Concorse Internazionale Sistema d'Autore Metra, Innovative use of Technology

Licenses and Registration:

NCAARB

Name: Vivek Anand

Courses:

ARH 801

Educational Credentials:

Masters of Architecture, Virginia Tech, 1996

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

Teaching Experience:

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

Professional Experience:

Designer/Associate, *Studio Shaman Architecture, San Francisco, CA,*

Nov 2010 - present Senior Designer, *Tsang Architecture, San Francisco, CA,* Oct 1998 - Oct 2010

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

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

Selected Publications and Recent Research:

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

Professional Memberships:

ACSA, AIA, California Historical Preservation Commission

Licenses/Registration:

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

Name: Jennifer Asselstine

Courses:

ARH 650

Educational Credentials:

Architectural Association, London, England 1990

Bachelor of Architecture, University of Minnesota 1983

University of Tienjin, Tienjin, People's Republic of China 1981

Teaching Experience:

BFA Director, Dept. of Architecture, Academy of Art University, Summer 2012 -

Assistant Graduate Director, Dept. of Architecture , Academy of Art University, 2011-2012

Faculty, Graduate/Undergraduate design studios,

Academy of Art University, School of Architecture 2003 - present

Professional Experience:

Project Designer, Project Manager, Inkmoon Architects

Project Designer, Howard K. Smith & Associates

Project Designer, DEM Group Malaysia

Project Designer, Wimberley, Allison, Tong & Goo

Name: Alvaro Bonfiglio Bardier

Courses:

ARH 656

Educational Credentials:

Ph.D, Architecture, University of Tokyo, Japan, Institute of Industrial Science
Architectural Diploma, Universidad De La Republica, Uruguay, School of Architecture

Teaching Experience:

Lecturer, College of Environmental Design, Department of Architecture, University of California Berkeley
Associate Professor, Department of Informatics + Schelotto Studio, Universidad De La Republica,
Uruguay, School of Architecture
Adjunct Professor, Universidad De La Republica, Uruguay, School of Architecture
Assistant Professor, Schelotto Studio, Universidad De La Republica, Uruguay, School of Architecture

Professional Experience:

Principal, Alvaro Bonfiglio – Estudio de Arquitectura 2008 – present
Project Architect, Maki And Associates 2004 -2008
Project manager, Estudio Teresita Bardier, Montevideo, Uruguay

Selected Honors and Awards:

Japanese Government Scholarship, monbukagakusho Fellow, 2002 – 2006
Prize Ford Calumet Environmental Center, Proposal Paperegg, finalist in the International Competition
“Ford – Calumet Environmental Center,” Chicago Illinois

Professional Memberships

Itinerant Member, Uruguayan Society of Architects, 1999 - present

Licenses and Registration

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

Name: Matthew Baran

Courses:

ARH 608, 656

Educational Credentials:

University Of California, Berkeley, Master of Architecture, 2008

University Of Southern California, Los Angeles, Bachelor of Architecture, 1996

Teaching Experience:

Lecturer, Environmental Design 11b, University Of California, Berkeley, 2008

Lecturer, Professional Seminars, Philip Banta Associates, San Francisco, Ca, 2005-2007

Lecturer, professional Seminars, Kaplan Mclaughlin Diaz, San Francisco, Ca, 2003-2005

Professional Experience:

Principal, Personal Practice, San Francisco, Ca, current

Architect, Philip Banta & Associates Architecture, Emeryville, Ca

Architect, Kaplan Mclaughlin Diaz, San Francisco, Ca

Architect, Form 4 Architecture, San Francisco, Ca

Designer, The Jerde Partnership International, Venice, Ca

Selected Publications and Recent Research:

"California Home + Design" Hartle Media Ventures LLC. May 2006

AIA San Francisco Design Awards: Unbuilt Design, Merit Award, Mobile Architecture Sustainable System, May 2006

Pamphlet Architecture, Participation in the annual Princeton Architectural Press competition, "Box Recorder: Mobile Cultural Center," 2005

Young Architects Forum: Material Process, 2002 Participation in the annual Architecture League of New York competition, "Plastic: Technology and New Space" Collected Projects 1994-2001

"GA Houses" Yukio Futagawa. ADA Edit Tokyo Co. Ltd. June 1995, Topanga Canyon House. Los Angeles, CA. 1994, With Angelic / Graham

Professional Memberships

Urban Land Institute (ULI) Member

San Francisco Planning & Urban Research Association (Spur) Member

United States Green Building Council (USGBC) Member

Licenses and Registration

Registered Architect, California License No. C28926, 2001

United States Green Building Council Leadership In Energy & Environmental Design, Version 2.1, 2002

Name: Alberto Bertoli

Courses:

ARH 605, 650, 801

Educational Credentials:

University of Buenos Aires, Argentina, School of Architecture and Urbanism
California Polytechnic State University, San Luis Obispo, California, School of Architecture and Environmental Design

Teaching Experience:

Chair Emeritus and Instructor, *Academy of Art University*
Director and Instructor, *Academy of Art University*
Instructor, *SCI-ARC, Los Angeles, California*, Theory Seminar, Development of Continuing Education Program
Lecturer, *UCLA Graduate School, Los Angeles, California*, Design Studios
Lecturer, *CAL POLY, San Luis Obispo, California*, Design Studios

Professional Experience:

Design Architect/Project Architect, *Own Practice and Consultant, San Francisco* (1997 – present)
Design Architect/Project Architect, *Own Practice and Consultant, Los Angeles* (1991-1997)
Design Partner and Project Architect, *Arthur Erikson Architects, Los Angeles* (1982-1991)
Design Consultant, *Los Angeles* (1979-1981)
Designer, *DMJM and Gruen and Associates, Los Angeles* (1967-1979)

Licenses/Registration: California

Professional Memberships: AIA

Name: Kory Bieg

Courses:

ARH 654, 620, 609

Educational Credentials:

Master of Architecture, Columbia University, New York, NY 2002

Bachelor of Arts, Major in Architecture, Washington University, St. Louis, MO 1999

Teaching Experience:

Instructor, Academy of Art University, Graduate School of Architecture

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

Lecturer, University of California, Berkeley, CA

Teaching Assistant, Columbia University, New York, NY

Professional Experience:

Founder, KBIEG Design, San Francisco, CA

Designer/Project Manager, Pfau Architecture, San Francisco, CA

Designer/Project Manager, Proce2 Design, San Francisco, CA

Designer, Stanley Saitowitz, San Francisco, CA

Antoine Predock Architect, Albuquerque, NM

Selected Publications and Recent Research:

FLUX exhibition, California College of the Arts and touring 2009

Antione Predock: Architect (vol 4), by Antione Predock and Brad Collins

Design of Note: National AIDS Memorial Competition

Institute for Genetic Architecture Book, by Karl Chu (in development)

Michael Bell: Space Replaces Us, Essays and Projects on the City

Process is the Pollywog, Karla Rothstein Studio Works 11

Exhibition, Averno: Housing on the Edge, New York, NY

Licenses and Registration

California License in Progress

Name: Carol Buhrmann

Courses:

ARH 601, 651

Educational Credentials:

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

Teaching Experience:

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

Professional Experience:

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

Selected Publications and Recent Research:

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

Professional Memberships:

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

Name: Tim Culvahouse

Courses:

ARH 601

Educational Credentials:

Master of Environmental Design, Yale School of Architecture, 1986

Masters of Architecture, Tulane School of Architecture, 1979

Diploma, *cum laude*, The McCallie School, Chattanooga

Teaching Experience:

Editor-in-Chief, American Institute of Architects, California Council (AIACC), 2012-present

Editor, arcCA (Architecture California), quarterly journal of the (AIACC)

Friedman Professor, University of California, Berkeley, 2007

M. Arch Visiting Critic, Carleton University School of Architecture, Ottawa, 2006

Favrot Distinguished Chair in Design, Tulane School of Architecture, 2004

Adjunct professor, California College of the Arts (CCA), 1993-2005

Director of External Projects, Design and Architecture, CCA, 1999-2000

Associate Dean, Schools of Design and Architectural Studies, CCA, 1995-1998

Assistant Professor and Head, Dept. of Architecture, Rhode Island School of Design (RISD), 1988-1990

Adjunct Professor, Department of Architecture, RISD, 1986-1988

Professional Experience:

Principal, Culvahouse Consulting, Berkeley, 2005-present

Peterson Architects, San Francisco, 200-2004

Private Practice, Providence and Berkeley, 1991-1995

James Barnes & Associates, Providence, 1986-1988

Future Tents, Ltd., New York (now FTL Design Engineering Studio) 1984

Mullen Palandrani Architects, New York, 1982-1983

Errol Barron/Michael Toups Architects, New Orleans, 1981

Parsons Brinckerhoff Architects, Boston, 1980

Selected Publications and Recent Research:

Which Way, New Orleans?, drawings and writing on qualities of spatial experience, ongoing

"Stoop, Balcony, Pilot House: Making it Right in the Lower Ninth Ward," *Places/Design Observer*, November 2010

Edited and co-author, *The Tennessee Valley Authority: Design and Persuasion* (New York: Princeton Architectural Press, 2007)

"How the West Coast is Being Won," *World Architecture*, November/December 2001

Professional Memberships

Secretary, Board of Directors, ViviendasLeon, 2009-2011

Board member, Public Architecture, 2005-2011

Urban Land Institute, San Francisco Chapter, Policy and Practice Committee, 2008-2009

Senior Advisor, Public Architecture, San Francisco, 2002-2005

Advisory Board, Maybeck Foundation, 1996-2000

Founding Director, Maybeck Foundation, 1995-1996

Fellow, American Institute of Architects

Licenses and Registration

Registered Architect, New York (inactive) and California

Name: Francisco Castillo

Courses:

ARH 602

Educational Credentials:

Bachelor in Science in Civil Engineering, University of California at Berkeley December 1995

Masters of Science in Structural Engineering, University of California at Berkeley, December 1997

Teaching Experience:

Math Tutor, 1992-1994, *Early Academic Outreach Program (EAOP)*

Chemistry Instructor, 1995, *Early Academic Outreach Program (EAOP)*

Instructor of Engineering Seminar, 1996, *Mathematics Engineering & Science Application Program (MESA)* Graduate Teaching Assistant, Fall of 1996 & Spring and Fall of 1997, *UC Berkeley*

Math Instructor, 2000-2003, *Charles Tunstall Multicultural Engineering Program (MEP)*

Part Time Instructor, Fall 2006- Present, *Academy of Art University*

Professional Experience:

Middlebrook & Louie, San Francisco, CA, January 1998- January 1999

Structural Design Engineers, San Francisco, CA, January 1999-January 2004

OLMM Consulting Engineers, Oakland, CA, January 2004-January 2005

FTF Engineering, Inc, San Francisco, CA, June 2005-Present

Licenses/Registration

California, Civil Engineer (C71678)

Name: Sudthida Cheunkarndee

Courses:

ARH 653

Educational Credentials:

Master of Science in Advance Architectural Design, Columbia University, 2003.

International Architecture Biennale, Rotterdam, Columbia University, 2003.

Bachelor of Architecture, California Polytechnic University, San Luis Obispo, 1995.

Teaching Experience:

Instructor, Architecture & Interior Design Studio, Spring 2006, *San Francisco City College*

Instructor, Undergraduate Studio 100A, Summer 2008, *University of California, Berkeley*.

Visiting Critic, Summer & Fall 2004 & Spring & Fall 2005, *University of California Berkeley*

Visiting Critic, Fall 2005, *California College of Arts and Crafts*

Lecturer, Temporal Surface – Time zone Hotel: New York's subconscious as a world city, 2002, *Columbia University GSAPP: WTC Proposal*.

Professional Experience:

Independent Practice, *Alt_Space Design Architecture, Berkeley, CA, 2003- Present*.

Design Consultant, *ELS Architecture and Urban Design, Berkeley, CA, 2005*.

Project co-Designer/Project Coordinator, *ELS Architecture and Urban Design, Berkeley, CA, 1998-2001*.

Junior Designer/Junior Support Staff, *Tsang Architecture, San Francisco, CA, 1995-1998*.

Selected Publications and Recent Research:

Garden of recitation: Tsunami Memorial International Design Competition, Muang Thong Thani Convention Center, Thailand, 2006

T3 (Time Zone) Hotel: Mobility: International Architecture Biennale, Rotterdam, Netherlands Architecture Institute (NAI), Rotterdam, Netherlands, 2003

Urban Icon: Tkts 2k Design Competition: Top 10 Entries, Von Allen Institute & The Urban Center, New York, New York, 2000, 2001

Urban Infill Playhouse: Selected Project, National Building Museum, Washington, DC, 1995.

Name: Beverly Choe

Courses:

ARH 608

Educational Credentials:

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

Professional Experience:

Principal, *Bach Design*

Project Manager/Project Architect, *Paulett Taggart Architects*

Project Manager, *Gary Leonard Strang Architecture & Landscape Architecture*

Team Member, *Esherick Homsey Dodge and Davis*

Designer, Detailer, *Büro Voderwübecke*

Design Assistant, AutoCAD Drafter, *Van Meter Williams Pollack Architecture Urban Design*

Intern, *Peter Budieri and Associates*

Professional Memberships: AIA

Name: Eva A. Chiu

Courses:
ARH 650

Educational Credentials:

Master of Architecture I, Harvard University Graduate School of Design, 1999.
Bachelor of Science in Architectural Design, Massachusetts Institute of Technology, May 1994.
Syracuse Program Abroad, Florence, Italy, Fall 1993.

Teaching Experience:

Guest Reviewer, Spring 2002- Present, *California College of the Arts*
Lecturer, Undergraduate Studio 100A, Spring 2002, *University of California Berkeley*.
Guest Reviewer, Various level design studios, 2002-2008, *University of California Berkeley*.
Guest lecturer, History of Western Architecture, Fall 1999, *Chinese University of Hong Kong*.
Guest Presenter, Designing Hong Kong, Fall 1999, *Chinese University of Hong Kong*,
Guest Reviewer, various level design studios, Fall 1999-Spring 2000, *Chinese University of Hong Kong*,
Reader of International ACSA Conference 2000, *Chinese University of Hong Kong*
Co-Chair, AsiaGSD, 1996-1997, *Harvard Asia Pacific Design Conferences. Cambridge, MA*.
Advisor, AsiaGSD, 1997-1998, *Harvard Asia Pacific Design Conferences, Cambridge, MA*.
Designer, China Housing Research Project, Spring-Summer 1999, *Cambridge, MA*.

Professional Experience:

Partner, *Clad Studio*, Oakland, CA, Spring 2006-Present.
Design Team, *Skidmore Owings & Merrill LLP*, San Francisco, CA, Spring 2002-Spring 2005
Design Team, *Richard Meier & Partners*, New York, NY, Fall 2000-Fall 2001

Selected Publications and Recent Research:

Alpha Ro Chi Award, June 1999.
Student Fulbright Award, 1999-2000, Fulbright Fellow, Hong Kong, PRC.

Professional Memberships:

AsiaGSD, 1995-1996

Name: Susanne Cowan

Courses:

ARH 621

Educational Credentials:

Ph.D. in History of Architecture and Urbanism, University of California, Berkeley, 2010
MS in History of Architecture, University of California Berkeley, 2007

Teaching Experience:

Instructor, Academy of Art University, History of Architecture 1, Spring 2011
Instructor, Diablo Valley College, Architecture Department, History of World Architecture, Spring 2011
Graduate Student Instructor, University of California, Berkeley School of Architecture:
Housing Policy: An International Survey, Spring 2010
Introduction to Environmental Design, Fall 2005, 2006, 2009
A Survey of Architecture and Urbanism, Fall 2004, Spring 2005, Spring 2007-8
Introduction to architecture, Summer 2008 – 2010
Introduction to Drawing and Design, Summer 2004 – 2010
Urban Studies: The Utopian City in Literature, Film, and Planning, Summer 2005 - 2006

Professional Experience:

Outreach Facilitator, Thew Keystone Center, Summer 2009
Research Assistant, University of California, Berkeley, Summer 2004
Program Assistant, Community Forestry Research Fellowship Program
Environmental Educator, Alameda County Office of Education, 2003
Research Assistant, Environmental Policy Center, 2001-2002
Environmental Educator, Accord for Youth Americorps, Project Create, 2001-2002

Selected Publications and Recent Research:

International Association for the Study of Traditional Environments, Working Paper Series:
Vol. 214: "Construction Space of Memory: Tradition, Preservation, and Gentrification," 2008
Built Environment, 2000, Vol. 26, #4, "The Gendered Architecture of the Home in Cinematic Space"
Work in Progress:
"Planning to the People: Creating a Public Forum for Planning in Postwar Britain" (Book Manuscript)
"Design as a Social Act: An Oral History of Participatory Designers and Researchers, 1960-198"
(Documentary Film Project)
"Death Versus Destruction: Competing Values in Preservation Debates During World War II" (Article in Review)

Name: Jiane Du

Courses:

ARH 656

Educational Credentials:

Master of Architecture in Urban Design, Harvard University, Cambridge, MA, 1991
Bachelor in Architecture, California Polytechnic State University, San Luis Obispo, CA, June 1986.
Ecole des Beaux-Arts de Fontainebleau, France, Summer 1986
Copenhagen University, Denmark International Study, 1984-1985

Teaching Experience:

Guest Critic, Arch 101 & 101B Arch. Studios 2006, 2007, 2009, 2011, *University of California Berkeley*
Instructor, Design Fundamentals C, Spring 2001, *California College of Arts*
Instructor, Arch 100B Architecture Studio, Spring 2000, University of California Berkeley
Instructor, Arch 100A Architecture Studio, Spring 1998, University of California Berkeley
Guest Critic, Arch 100B Architecture Studio, Summer 1998
Instructor Assistant, Fall 1990, Harvard University, Graduate School of Design

Professional Experience:

Principal, Kappe Du Architects
South Berkeley Neighborhood Task Force, 2006
AIA Design Committee, S.F. Chapter 1996-1999
AIA Lecture Committee, Portland Chapter 1991-1993

Selected Publications and Recent Research:

Small Firms Great Projects- SF AIA Exhibit & Publication, 2007, 2008, 2009
Marin Arts Counsel, 'The Art & Craft of Fine Architecture,' Marin Civic Center CA, 2003
SF Prize Plaza Design Competition Exhibition, San Francisco, CA, 1996
"Crosscut" Exhibition at Portland Art Museum, Portland, OR, 1993,
Table Lamp + Chair Exhibition, Portland, OR, 1992,
Recent Work solo exhibition at Portland AIA Gallery, Portland, CA, 1992.
Design Exhibition, Graduate School of Design, Harvard University, Cambridge, MA, 1991.

Professional Memberships:

LEED Green Associate,
Professional Member, San Rafael Chamber of Commerce

Licenses/Registration:

California; License No, C-26415

Name: Alexa A. Getting

Courses:

ARH 654, 620, 609

Educational Credentials:

Master of Architecture, California College of the Arts, San Francisco, CA, July 2008-current
B.S. in Environmental Policy and Planning, Virginia Polytechnic Institute. Blacksburg, VA, December 2001

TESL Certificate, LADO Institute, Washington, DC, 2005

Teaching Experience:

Instructor, Architecture & Interior Design Studio, Spring 2006, *San Francisco City College*

Instructor, Undergraduate Studio 100A, Summer 2008, *University of California, Berkeley*.

Visiting Critic, Summer & Fall 2004 & Spring & Fall 2005, *University of California Berkeley*

Visiting Critic, Fall 2005, *California College of Arts and Crafts*

Lecturer, Temporal Surface – Time zone Hotel: New York's subconscious as a world city, 2002, *Columbia University GSAPP: WTC Proposal*.

Professional Experience:

Designer, *OTA+*, *San Francisco, CA*, Summer 2010-present

Architectural Intern, *IWAMOTOSCOTT Architects*, *San Francisco, CA*, Summer 2009

Intern, *Wilson Butler Architects*, *Boston, MA*, Feb, 2007-July 2008

Business Owner, *Cloudberry Kids LLC*, *Manassas, VA*, 2005-2006

Selected Publications and Recent Research:

Jury Prize Nominee, Spring 2009, Fall 2009, Spring 2010

Nominee, Book Award, Spring 2009

Book Award, Spring 2010

Professional Memberships:

American Society of Interior Design (ASID) – Student Member since 2006

Boston Society of Architects (BSA) – Student member since 2006-2008

American Institute of Architects- Student Member since 2006

CCA Student Council President, 2010-2011

CCA Student Council Vice-President 2009-2010

Founder of Mentor Program and MoGa Events at CCA 2010

Name: David Gill

Courses:

ARH 604, 619, 801

Educational Credentials:

BA of Architecture, California College of Arts, 1987 – 1992

Teaching Experience:

Instructor, Intermediate Design Studio, Academy of Art University, Graduate School of Architecture, 2011
Senior Lecturer, Comprehensive Building Design Studio, Undergraduate & Graduate, California College of the Arts
Visiting Critic, University of California, Berkeley, University of San Francisco, California College of the Arts

Professional Experience:

Project Architect, Mark Horton Architecture, 2006 - present
Owner, and: research design production, 2000 - 2006
Project Designer, Baum Thornley Architects, 1989 - 1990
Intern, mark Horton Architecture, 1989 - 1990

Selected Exhibitions:

This Space, Group Exhibition, Gallery Here, Oakland CA, 1993
Overtime 2, Group Exhibition, San Francisco C, 1992
Urban Interventions, Un-sponsored Site Installations, San Francisco, CA, 1989 - 1992

Professional Memberships

Steering Committee Member, Shipyard Community Arts, 2010 - present
SPUR member, 2008 - present
Member of Architects/Designers/Planners for Social Responsibility, 2000 - present

Name: William Hansell

Courses:

ARH 650

Educational Credentials:

Master of Architecture, University of Virginia, 1990.

Bachelor of Science in Architecture, University of Virginia, 1986.

Teaching Experience:

Lecturer, Design Studio, 2004, 2007, *University of California Berkeley*

AutoCad Instructor, 1998, 3 semesters, *Academy of Art College*

Guest Critic, CCAC, *University of Virginia, UC Berkeley, San Francisco Academy of Art, San Francisco City College*

Design Studio Teaching Assistant, 2 Semesters, *University of Virginia,*

Professional Experience:

Principal, FUSE, *San Rafael & Petaluma, CA*, 1996-Present

Consultant Architect/Project Designer, *Huntsman Architecture Group, San Francisco, CA*, Nov 2003-March 2006.

Project Designer/Manager, *David Bartlett Associates, San Francisco, CA*, Dec 1995-June 2006

Design Team Member, *Skidmore Owings & Merrill, San Francisco, CA* 1994-1995

Design Team Member, *Skidmore Owings & Merrill, Los Angeles*, 1993-1994

Architect, *Coe Design, Los Angeles*, 1993-1994.

Keating Mann Jernigan Rottet, Los Angeles, 1991-1993.

Project Designer, *Shalom Baranes Associates, Washington, DC*, 1986-1988.

Licenses and Registration:

State of California, 1993, Architect License Number C-24287

Name: Huey Ying Hsu

Courses:

ARH 621, 631

Educational Credentials:

PhD, Design Theories and Methods/History of Architecture and Urbanism

March, University of California Berkeley

MA, Histories and Theories, Architectural Association School of Architecture, London, UK

BA, Architecture, University of California at Berkeley

Teaching Experience:

Graduate Student Instructor, ED1&4 Introduction to Environmental Design, Spring 2003, 2004, Summer 2009, Fall 2008 and 2009, *University of California Berkeley*

Graduate Student Instructor, Arch 130 Design Methods and Theories, Spring 2008, *University of California Berkeley*

Graduate Student Instructor, Arch 170, Historical Survey of Architecture and Urbanism, Spring and Fall 2007, *University of California Berkeley*

Graduate Student Instructor, CP 300 Graduate Student Instructor Training Course, *University of California Berkeley*

Teacher's Assistant, Arch 100A, Architecture Design Studio, Fall 1999, *University of California Berkeley*.

Archive Assistant III, ED Archive, Summer 2008-present

Research Assistant III, Professor Jean-Pierre Protzen on the Tambo Colorado Project, Summer 2008-Spring 2009.

Undergraduate Academic Advisor, College of Environmental Design, Fall 2003-Fall 2004, *University of California Berkeley*

Student Assistant/Graduate Student/Librarian Assistant, East Asian Library, Spring 1998-Fall 2004, *University of California Berkeley*

Presenter, Building Traditions Session: Early Years of the Modern Chinese Construction Industry, December 12-15, 2008, *Oxford, United Kingdom*

Presenter, Practice Text and Place, Fifth Annual Architecture Research Symposium at CED, April 6, 2007, *University of California at Berkeley, Berkeley, CA*.

Selected Publications and Recent Research:

Conversation: AA's method and Belief in Teaching Architecture Histories and Theories, World Architecture, Tsing Hua University Architectural Publication, China. June 2006.

Paper Section Discussant: Spaces of Erasure and Remembrance, Placing East Asia, Graduate Student Conference, University of California Berkeley.

Professional Memberships

Conference Organizing Committee and Paper Session Chair, Media and Medium: Virtuality and the Representation of History, University of California at Berkeley, April 30-May 1, 2010.

Name: Amily Huang

Courses:

ARH 650

Educational Credentials:

Master of Architecture, Columbia University, New York, May 1998

B.A. Architecture, University of California Berkeley, May 1995

Teaching Experience:

Graduate Program Director, Department of Architecture, 2011 -, Academy of Art University
Online Coordinator, Lead the Online Architecture Department, 2008-2010, Academy of Art University
Instructor, Online Architecture Department, 2002 and 2007-present, Academy of Art University
Instructor, (30A/30B) Interior Architecture and Professional Practice, (50) Construction Drawings, (23) Materials and Methods of Instruction, (20) Orthographic Projection, Descriptive Geometry, (24) Architectural Design Studio, August 2002-Present, City College of San Francisco
Studio Coordinator/Lecturer, Arch 00A, ED 11B Design Fundamentals, June 2002-August 2007, UC Berkeley
Instructor, Envd 2110 Introduction to Design, Jan 2001-Dec 2001, University of Colorado

Professional Experience:

Design/Research/Consulting, *Step One Studio, Oakland, CA*, Dec 2001-Present
Interior Project Architect, *Gensler, New York*, April 2000-Oct 2001
Designer, *Saladino Group, New York*, June 1998-March 2000
Intern, *RTKL, Hong Kong*, Summer 1998
Intern, *C.Y. Lee and Partners, Taipei, Taiwan*, Winter 1995, Summer 1996
Intern, *E.H.D.D., San Francisco*, Spring Semester, part of UC Berkeley internship program, 1995.

Selected Publications and Recent Research:

Women's International Leadership Fellow, September 1997 to April 1998.
Eisner Prize in Architecture, Honorable Mention, March 1995.
Women and Work: a Handbook, Co-Author: "Women in the Professions" and "Women of Color in Academe," Garland Publishing, 1996, pp. 118-121 and 168-172, January 1996.
Guest Speaker, West Coast Green Conference, September 2007

Professional Memberships

LEED AP, Accredited Professional

Licenses and Registration

Registered Architect, Colorado licensure, NCARB certified, April 2005

Name: Ron Kappe

Courses:

ARH 656

Educational Credentials:

Masters in Architecture and Urban Design, SCI-ARC, 1986
Bachelor of Arts in Politics, University of California Santa Cruz
Bachelor of Fine Arts, University of California Santa Cruz

Professional Experience:

Manager/Design Principal, Kappe + Du Architects
AIA Eichler Home Committee, San Rafael 2003
Education Committee, 1999-2000
Technology Committee, 1999-2000
Chair, AIA Housing Committee

Selected Publications and Recent Research:

Speaker at Jeid-Wen Seminar, "Building Envelope," 2006.
Small Firms Great Projects, SF AIA Exhibit & Publication, 2007, 2008
Marin Arts Council, "The Art & Craft of Fine Architecture," Group Show, San Rafael, 2003
'Small Firms Great Projects' San Francisco, AIA, Group Show 1993
Architecture Profiles Gallery, Mill Valley, Group Show, 1992
'Small Firms-Great Projects' San Francisco AIA, Group Show, 1992
100 Camini (Fireplaces), Rome Italy 2010
HGTV, 10 Best Fireplaces, Canada 2009
Global Architecture 81, Tokyo, 2004
Long Beach Architecture, 2004
Global Architecture 75, Tokyo, Japan 1994.
Las Vegas Sun, Las Vegas, Nevada, November 1994,
Metropolitan Home, 1994
Global Architecture 30, Tokyo, Japan, 1991

Professional Memberships:

LEED, Accredited Professional
Professional Member, San Rafael Chamber of Commerce, 1997-Present
Board of Directors, San Rafael Public Library Foundation, 2007-Present
S.F. Chapter 1989-1990
AIA, San Francisco Chapter, Committee on San Francisco
Residential Control Planning Guidelines, 1991
AIA Management Committee

Licenses/Registration:

Registered Architect California, License No. C-18457

Name: David Kesler

Courses:

ARH 605, 608, 619, 635, 801

Educational Credentials:

Masters of Architecture, Columbia University,
Bachelors of Architecture, Pratt Institute,

Teaching Experience:

(2001-2003)*Diablo Valley College,*
(1998-2000)*UC Berkeley Extension,*
Adjunct Professor of Architectural Theory, (1989) *Parsons School of Design,*
Teaching Assistant, History & Theory, (1983-1985) *Columbia University,*

Professional Experience:

Principal, *David Kesler Architect,* 2001-2008
Studio Director, *Philip Banta & Associate,* 2000-2001
Vice President, *Fee Munson Ebert Architecture + Design,* 1998-1999
Design Director, *Mancini Duffy Architects,* 1997-1998
Senior Design Architect, *The Hillier Group,* 1993-1996
Senior Design Architect, *Kohn Pedersen Fox Interior Architects,* 1990-1992
Richard Meier and Partners Architects, 1986
Steven Holl Architects, 1983-1985
Peter Eisenman Architects, 1981-1983

Selected Publications and Recent Research:

Senior Editor, *Precis 6,* The Journal of the Graduate School of Architecture and Planning of Columbia University 1986
Graham Foundation Grant for the Publication of *Precis 6*
Architectural Record, September 1989, Four Book Reviews
Proposals for the DMZ – Project for the Demilitarized Zone between North and South Korea, Spring 1989
Progressive Architecture, November 1988
Private Residence at 1 Lexington, published in HG and other publications 1990
Interior Design Magazine, Polygram Holding, 1991
New York Times Home Section, The Limits of Chaos Article by Joseph Giovannini on the work of David Ari Kesler and others, February 4, 1988

Licenses/Registration: California

Name: Robert Kramer

Courses:

ARH 608, 609, 801

Educational Credentials:

MA of Architecture in Advanced Studies

MA of City Planning, ABD

University of Southern California School of Architecture, 1958-1960

Massachusetts Institute of Technology, Department of Architecture, 1967-1971

Studies in Environmental Symbolism under Wayne V. Anderson, Urban Design Section under Imre Halasz

Department of City Planning, City Design Section under Kevin Lynch

Teaching Experience:

Instructor, Massachusetts Institution of Technology, 1970,1973

Visiting Lecturer, Massachusetts College of Art, 1971

Visiting Lecturer, Museum School, Boston Museum of Fine Arts, 1973

Visiting Lecturer, Pratt, Department of Architecture, NYC, 1976-1980

Assistant Professor, University of Southern California, School of Architecture, 1980-1984, 1991-92

Visiting Professor, University of New Mexico, Albuquerque, 1986

Visiting Professor, UCLA, 1994

Visiting Professor, Cal Poly, School of Architecture, Pomona, 1995-1998

Professional Experience:

Apprenticeship with:

John Lautner, FAIA, Los Angeles 1958-1959, 1962-1966

Bruce Goff, Bartlesville, Oklahoma, 1960-1962

Imre Halasz 1966-67

Individual Architecture Practice 1973-present

Selected Awards:

Recipient of Prix de Rome Scholarship, American Academy in Rome, 1971-1973

Fellow, Center for Advanced Studies, 1973

Name: Nicole Lambrou

Courses:

ARH 657, 801

Educational Credentials:

Master of Architecture, Yale University, 2003-2006

Bachelor of Arts, Binghamton University, 1994-1998 Minor in Fine Arts

Teaching Experience:

Teaching Assistant, 2007-2008, Geometry, Drawing and Visual Inquiry, *Yale University*

Instructor, Summers 2006-2008, Education in Architecture, *Athens, Greece*

Professional Experience:

Designer, *Galfand Partners Architects, San Francisco, CA, 2007-Present*

Designer, *Behnisch Architekten, Stuttgart, Germany, 2006-2007*

Designer, *Ben Ledbetter, New Haven, CT, Summers 2005, 2006*

Designer, *Yale University Building Project, New Haven, CT, Summer 2004*

Co-Founder, *Morpheus Enterprises LLC, New York, NY 2001-2003*

Programmer Analyst, *Smith Barney, Inc, New York, NY 2000-2001*

Business Analyst, *Alliance Capital Management, New York, NY, 1999-2000*

Associate Analyst, *Federal Reserve Bank of NY, New York, NY, 1998-1999*

Selected Publications and Recent Research:

Second Prize, Architecture Proposal for Public Library in Macedonia

Honorable Mention, Architecture Proposal for Housing in Santa, FE, NM

Name: Antonio Lao

Courses:

ARH 650, 651

Educational Credentials:

Master of Architecture, University of California Berkeley, 1987

B.A. Architecture, University of California Berkeley, 1987

Teaching Experience:

Graduate Studios/Introduction to Undergraduate Studies/Online Courses, 2010-2011, *Academy of Art University, San Francisco, CA*

Assistant Professor, Undergraduate Studies, Graduate Thesis Advisor, Graduate Seminar on System Integration, 1996-2000, *The Chinese University of Hong Kong.*

Lecturer, Third Year Architectural Design, 1994, *California College of the Arts, San Francisco, CA*

Lecturer, 100A, B-101 Undergraduate Architectural Design Studios, Introduction to Design, Graduate Thesis Advisor, Graduate Student Instructor, Graduate Admission and Student Exhibits, University of California Berkeley, 1987-1993.

Guest Critic, *Hong Kong Polytechnic*

Guest Critic, *University of Hong Kong*

Guest Critic, *Rice University*

Rice University, *University of California Davis*

Professional Experience:

Partner, *Clad, Chui Lao Architecture Design, Oakland, CA, 2006-Present*

Partner, *Rampel-Lao Architecture + Planning, Berkeley, CA, 1994-2006.*

Architect, *Robinson Mills Williams Architecture, San Francisco, CA, 1994*

Designer, *Holt Hinshaw Pfau & Jones, San Francisco, CA, 1987-1988*

Junior Designer, *Skidmore Owings & Merrill LLP, San Francisco, CA 1982-1983.*

Selected Publications and Recent Research:

AIA East Bay Unbuilt Design Award of merit – “CoreYard Housing” 2010

Presentation and Panel discussion “Double Dom-ino: A Commentary on the idea of the Frame”, 80th Annual Meeting of the Association of Collegiate Schools of Architecture, 1992.

ACSA Award for Excellence in Architectural Design, 1990.

Eisner Prize in Architecture, University of California Berkeley.

Faculty Show, Chinese University of Hong Kong, Department of Architecture, Spring 1999-2000

‘Double Dom-ino: A commentary on the Idea of the Frame.’ 80th Annual ACSA Meeting, Spring 1992.

‘Structure Transformed.’ Security Pacific Gallery, San Francisco, Summer 1991.

‘3+3++9 Architecture from Los Angeles and the Bay Area.’ Contract Design Center, San Francisco, Spring 1991.

‘Bearings II. Faculty Architecture in North America.’ Parsons School of Design, New York, Winter 1991.

‘Thirty Under Thirty,’ with M.Bell. Steelcase Design Partnership Showroom, New York, Fall 1989.

AIA East Bay Unbuilt Design Award of Merit – “CoreYard Housing” 2010.

Licenses/Registration:

Licensed Architect, State of New York, 2010

Licensed Architect, State of California, 1992

Name: Eric Lum

Courses:

ARH 601,619, 651

Educational Credentials:

Ph. D, History Theory and Criticism of Architecture, Massachusetts Institute of Technology, Cambridge, Massachusetts, September 1990-January 1999.

Master of Design Studies, Harvard Graduate School of Design, Cambridge Massachusetts, September 1989-May 1990.

Master of Architecture, University of California Berkeley, August 1984-May 1987

Advanced Design Studio, The Institute for Architecture and Urban Studies, New York, New York.

B.A. Urban Geography, University of British Columbia, Vancouver, British Columbia, September 1977-April 1981.

Teaching Experience:

On Line Director, Department of Architecture, Academy of Art University 2011-

Assistant Professor, Illinois Institute of Technology, September 1999-December 2003, Chicago, Illinois

Professional Experience:

Associate, Anshen+Allen Architects, San Francisco, CA, July 2004-present

Architect, Lafayette, CA, September 1999-December 2003

Visual Modeler, 3D Visions, San Francisco, CA, June 1997-December 1998

Designer, Kallmann, McKinnell and Wood, Boston, MA, May 1993- March 1996

Designer, Dean Tucker Shaw, Boston, MA, June 1992-August 1992

Designer, Cayouette & Saia, Montreal, Quebec, June 1990-September 1990.

Designer, Arthur Erickson Architects, Los Angeles, CA, September 1988-September 1989.

Draftsman, Y.H. Lee/Michael Pyatok Associates, Oakland, CA, June 1987-September 1987.

Designer, Jim Jennings Architect, San Francisco, CA, May 1986-August 1989.

Designer, Expo '86, Vancouver, British Columbia, January 1984-August 1984.

Intern, Venturi, Rauch and Scott Brown, New York, New York, September 1982-May 1983.

Selected Publications and Recent Research:

Graham Foundation Grant, 2000

Social Sciences and Humanities Research Council of Canada Doctoral Fellowships, 1990-1993

MIT Department of Architecture Travel Grants, 1990, 1992

MIT Department of Architecture Graduate Fellowship, 1989-1992

Second Prize, Association of Collegiate Schools of Architecture/American Wood Council Student Design Competition, 1989

Canada Mortgage and Housing Graduate Scholarship, 1988-1989

John K. Branner European Travelling Fellowship, 1987

UC Berkeley graduate tuition scholarships, 1985, 1986

Professional Memberships:

LEED AP Accredited

Editorial Board Member

AIA Line Magazine

Licenses/Registration:

California Architectural License No. 30977

Name: Samuel Mathau

Courses:

ARH 651, 801

Educational Credentials:

Master of City Planning in Urban Design, University of Pennsylvania, 1979

Master of Architecture, University of Pennsylvania, 1979

B.A., Architecture, U.C. Berkeley, 1979

University of Pennsylvania Travel Program, Jerusalem Design Workshop, Summer 1979

Teaching Experience:

Academy of Arts, San Francisco, Studio Faculty, 2000-present

University of California Extension, San Francisco, CA

Fashion Institute of Design and Merchandising, San Francisco, 1988-1995

Design Studio Faculty, University of California, Berkeley, 1992-1993

San Francisco Center for Architecture & Urban Studies, 1981-1983

Professional Experience:

Principal, *Mathau/Roche Design Group*, 1987-present

Project Designer, *Whistler-Patri*, San Francisco, 1983-1987

Project Designer, *Skidmore Owings & Merrill*, San Francisco, 1980-1983

Project Designer, *MBT Architects*, San Francisco, 1979-1980

Intern, *Kling/Linquist*, Philadelphia, Pennsylvania, 1977-1979

Intern, *SWA Landscape Architecture Planners*, 1973-1975

Guest Speaker, Kenya Society of Architects, Nairobi, Kenya, *Design Leadership: Building Successful Communities through Strategic Partnership*, July 2008

Selected Publications and Recent Research:

Garden of recitation: Tsunami Memorial International Design Competition, Muang Thong Thani Convention Center, Thailand, 2006

T3 (Time Zone) Hotel: Mobility: International Architecture Biennale, Rotterdam, Netherlands Architecture Institute (NAI), Rotterdam, Netherlands, 2003

Urban Icon: Tkts 2k Design Competition: Top 10 Entries, Von Allen Institute & The Urban Center, New York, New York, 2000, 2001

Urban Infill Playhouse: Selected Project, National Building Museum, Washington, DC, 1995.

Professional Memberships

Member, American Institute of Architects, 1990

American Planning Association, 1986

Licenses and Registration

State of California Registered Architect, 1986

Name: Karen McNeil

Courses:

ARH 641

Educational Credentials:

Ph.D., History, University of California, Berkeley, Fall 2006.
Major Field, United States History since 1607
Minor Fields, Comparative Gender (United States, Britain, France), Architecture
M.A., United States History, University of California Berkeley, 2001
B.A., History and French (minor), University of California, Berkeley, 1997.

Teaching Experience:

Adjunct Lecturer, Department of History, "Sex and the City: Women and Gender in the U.S. Urban History," Summer, 2011, *University of California, Berkeley*
Instructor, 20th Century U.S. History, Spring 2006
Head Graduate Student Instructor, "U.S. History Survey till 1865," Fall 2004.
Graduate Student Instructor, "The United States from Reconstruction to the Present, 2000, 2001, 2003.
Graduate Student Instructor, "Antebellum America: The Advent of Mass Society," Spring 2002.
Graduate Student Instructor, "The Cultural Landscape of the San Francisco bay Area," Fall 2001.
Adjunct Lecturer, History Department, "California History," Summer 2007-2010, University of the Pacific
Tour Leader/Teaching American History Program, "Historic Nineteenth Century Sacramento," January 17, 2009, California State University, Fresno and Fresno Unified School District
Editor, "Portal to the Pacific in War and Peace," Exhibit, Treasure Island Museum Association, 2008.

Professional Experience:

Senior Historian/Architectural Historian, Carey & Co., Inc, San Francisco, 2007-2011
Consultant, Educational Component for Landmarks California: Julia Morgan 2012.
Editor, "News from the Castle," newsletter of the Landmark heritage Foundation, Berkeley City Club, 2011 -
Consultant, historic preservation of Mary Hallock & Arthut de Windt Foote house, North Star Mine, Grass Valley, CA, 2005-2006
Consultant, Panoramic Hill National Historic District nomination, 2004.
Director, Landmark Heritage Foundation, Berkeley City Club, January 2011-
Internship Coordinator, Landmark Heritage Foundation, Berkeley City Club, 2011-
Advisor for Johanna Kahn, M.A. Thesis, Architectural History, University of Virginia, 2009-2010.

Selected Publications and Recent Research:

Research/Creative Consultant, "A Meeting Place: A New Choreography by Wendy Rogers," 2005-2008
Research Assistant, Marta Gutman, What Kind of City: The Charitable Landscape Women Built for Children in Oakland, forthcoming.
Research Assistant, Mary Ryan, Mysteries of Sex: Tracing Women & Men through American History, Chapel Hill: University of North Carolina Press, 2006
Research Assistant, David Henkin, The Postal Age: The Emergence of Modern Communications in Nineteenth Century America (University of Chicago Press, 2006.)
Julia Morgan: Building the California's Women's Movement, under review- University of California Press.
"Building the California Women's Movement: Julia Morgan and Women's Institutions, 1903-1930," California History, forthcoming.
Book review, Wanda M. Corn, Women Building History: Public Art at the 1898 Columbian Exposition, Berkeley: University of California Press, 2011.
Book Review, Rebecca Solniy, Infinite City: A San Francisco Atlas (Berkeley: University of California Press, 2010), in California History Action, forthcoming.

Book Review, Inge Schaeffer Horton, *Early Women Architects of the San Francisco Bay Area: The Lives and Work of Fifty Professionals, 1890-1951*, (McFarland and Company, 2010), in *Pacific Historical Review*, forthcoming.

"Julia Morgan," in Antoinette Fouque, Beatrice Didier, Mirelle Calle-Gruber, eds., *Dictionnaire des creatives* (Paris: Les Editions des Femmes, 2011 or 2012).

Book Review, Lance V. Bernard, *Architecture and Regional Identity in the San Francisco Bay Area, 1870-1970*, (Lewiston, NY: The Edwin Mellen Press, 2007.), in *pacific Historical Review*, February 2009, 127-129.

"Julia Morgan: Architecture, Gender, and Professional Style," *Pacific Historical Review*, May 2007, 229-267.

"The Undergraduate Research Paper," Teaching Effective Award Essay (university of California, Berkeley: GSO Teaching and Resource Center, 2005),

http://gsi.berkeley.edu/textonly/awards/04_05/mcneill.html.

Book Review of Diana Burgess Fuller and Daniela Salvioni, eds., *Art/Women/California: Parallels and Intersections, 1950-2000*. (Berkeley: University of California Press, 2002) in *California History Action* (Spring 2004): 14.

"Chicana Muralists and Social Change," *Berkeley Undergraduate History Journal* (Fall 1998): 48-62.

Professional Memberships

Board Member, *Landmarks of California: Julia Morgan 2012*, California State Library, California Cultural and Historical Endowment, 2010-.

Site Resource Committee, American Studies Association Annual Conference, Oakland, CA, October 12-15, 2006.

Steering Committee, "The Feminist Politics of Family," *Boundaries in Question 2001 Conference*, University of California Berkeley, March 17, 2001.

Steering Committee, "Women Imprisoned," *Boundaries in Question 2000 Conference*, University of California Berkeley, March 3-4, 2000.

Name: Alexandra Neyman

Courses Taught:

ARH 609,635

Educational Credentials:

Master of Architecture, University of Michigan, Taubman College of Architecture and Urban Planning, 2005

Bachelor of Science of Architecture, University of Michigan College of Architecture and Urban Planning, 1999

School of Art and Design, University of Michigan, 1995-1996

Center for Creative Studies: Summer Classes, 1994

Cranbrook Horizons Upward Bound: Summer Program, Bloomfield Hills, MI, 1993-1995

Schusev's School of Art and Architecture, former USSR, 1987-1991

Teaching Experience:

Lecturer of Architectural Design 322 UG2, Winter 2008, University of Michigan, Ann Arbor, MI

Research Assistant for Pr. Of Structures Elizabeth English, 1997-98, University of Michigan, Ann Arbor, MI

MI Research Assistant for Pr. Of History Anatole Senkevich, Fall 2005, University of Michigan, Ann Arbor, MI

MI Summer Discovery Program, Summer 2005, University of Michigan, Ann Arbor, MI

GSI Architecture 212, Winter 2004,2005, University of Michigan, Ann Arbor, MI

Graduate Student Instructor, 2008-2010, *University of California at Berkeley*

Journal Editor, 2009-2011, *University of California at Berkeley*

Exam and Paper Reader, 2006-2008, *University of California at Berkeley*

SAT Course Instructor/Private Tutor, 2004-2005, *The Princeton Review, San Diego, CA*

Visiting Juror, 2002-2011, *UC Berkeley, Pratt Institute, University of Toronto, Rensselaer Polytechnic Institute, Harvard Graduate School of Design, City College of New York, Diablo Valley Community College*

Professional Experience:

Founder/Co-Founder, Meta:space llc., Emeryville, CA, 1998- Present

TMP Architects, Bloomfield Hills, MI, 2008-2009

Designhaus, Rochester, MI, 2005-2007

Mitchell and Mouat Architects, Ann Arbor, MI, 2001

Selected Publications and Recent Research:

Masters Thesis in Dimensions, Volume 19, "Mapping Heterotopia: Accelerating Capitalist Space," 2005

Masters Thesis. Archived at UofM Architecture Library, "Mapping Heterotopia: Accelerating Capitalist Space,"

Xylem University of Michigan Literary Journal, Volume XIII, "Drawings," 1997

UofM Annual Student Show, Taubman Architecture Gallery, Suburban Terminal, Ann Arbor, MI, 2003

UofM College of Architecture and Urban Planning "Facade Charette" First Place Award in collaboration with Ellen Delonis, 1998

Cranbrook Horizons Upward Bound Summer Program Creative Drawing Award 1994,1995

Cranbrook Horizons Upward Bound Summer Program Annual Exhibit 1994, 1995

Schusev's School of Art & Architecture Annual Exhibit 1988.89,90

Schusev's Young Artist Award

Name: Surasuk Pattanapanitchakul

Courses:

ARH 620

Educational Credentials:

Master of Architecture, Academy of Art University, San Francisco, CA, Jan 2008-Dec 2011.

B.F.A. Interior Design, Salpakorn University, Bangkok, Thailand, July 2002-April 2006.

Professional Experience:

Intern, Asymptote Architecture, June 2011-August 2011.

Intern, IA49 Limited, Oct 2004-May 2005

Designer, P Interior and Associates (PIA), March 2006-Nov 2008

Selected Publications and Recent Research:

Second Place, Student Team Design Competition, 'Living Trendy Maximum', Student Design Contest, Interior In-Trend -4/Thailand.

Attended the International Competition for a new Intercontinental Hotel and Business Center in Yerevan, Armenia, Dec 2009-Jan 2010.

Name: Christopher M. Pizzi

Courses:

ARH 608

Educational Credentials:

Master of Architecture, Yale University, 2001

Bachelor of Architecture, Syracuse University, Magna cum Laude, 1996 with Religion Minor

Institute of Classical Architecture and Art, continuing education courses, 2006-Present

Teaching Experience:

Teaching Fellowship, *Yale School of Architecture: Drawing Architecture*, Spring 2000

Teaching Assistantship, Yale School of Architecture: The Millennium House, Fall 2000

Guest Juror, *UC Berkeley College of Environmental Design, California College of Art, City College of San Francisco, New York Institute of Technology, Parsons School of Design, Pratt Institute, Yale College and Catholic University*

Professional Experience:

WRT Planning and Design, San Francisco, CA, 2010- Present

WRT Solomon ETC, San Francisco, CA, 2005-2010

John Simpson & Partners, Architects & Urban Designers, London, UK, 2003-2005

Robert A.M. Stern Architects, New York, NY, 1998-1999

William A. Hall Partnership, Architecture & Planning, New York, NY, 1996-1998

Daniel, Mann, Johnson & Mendenhall (DMJM), New York, NY, 1996

Intern, *Lerner/Ladds Architects*, Providence, RI, 1995

Selected Publications and Recent Research:

Honorable Mention, for "Harvest Courtyard," LOST Competition, 2009

William Edward Parsons Memorial Medal for Distinction in City Planning, Yale University, 2001.

H.I. Feldman Prize Finalist, Yale University, 2001.

David M. Schwarz / Architectural Services Inc. Internship & Traveling Fellowship, Inaugural Recipient, Yale University, 2000.

Land Use Forum, May, 2008.

"Urban Character: Doorway Types & Configurations," promotional brochure, April 2008.

"Redevelopment of Harleston Village, Charleston, South Carolina," *The Classicist*, No. 7, January 2008.

"Architectural Cartoons," self-published research booklet, June 2007.

"Pacific View", Painting featured on the cover of *New Hampshire Electric Co-op Newsletter*, Feb. 2006.

"Introducing Design Codes," Presentation to Taylor Woodrow, one of the UK's largest volume house builders, Birmingham, UK, May, 2005.

Architecture News Vol. 1, No. 5, "A Repositioning of Solomon's Temple," Syracuse University School of

"Doorways: Types & Configurations" in EP:2010 Celebrating Emerging Professionals Exhibit, AIA National Headquarters, Washington, DC, NW, April 2010.

"Harvest Courtyard" in Lost Competition Exhibition, 3a Gallery, San Francisco, CA, September 2009.

Urban Journal: Paintings & Collages by Christopher Pizzi, Café International, San Francisco, CA, January 2008.

Professional Memberships:

SPUR, Institute of Classical Architecture & Art

Licenses/Registration:

State of California Registered Architect

LEED

Name: Keith Duncan Plymale

Courses:

ARH 653, 656, 801

Educational Credentials:

Master of Science in Architecture and Building Design, Columbia University, New York, NY, 1988
Bachelor of Architecture, University of Kentucky, Lexington, Kentucky, 1986

Teaching Experience:

Continuing Lecturer, College of Environmental Design, 2007-current, University of California Berkeley
Lecturer, Graduate and Undergraduate, College of Environmental Design, 2001-2006, University of California Berkeley
Guest Instructor, College of Engineering, 2005, Stanford University
Guest Faculty, Hyper-Settlement: Housing Studio, Site: Los Angeles River, 2009, The California College of the Arts
Guest Faculty, Masters Degree Studio & Re-Presentation Seminar, Graduate Program in Architecture, 2005-2008, The California College of the Arts
Guest Faculty, Architectural Studio 4/6, Design Fundamentals, History Seminar: The Body, 2002-2003, The California College of the Arts
Guest Professor, San Francisco and Environs Site Studies and Travel Seminar, 2003, The University of Kentucky College of Architecture
Associate Professor of Architecture, Architectural Design Studio/Introduction to Architectural History, Italian Modernism, 1995-2000, University of Kentucky College of Architecture
Director of Undergraduate Studies, 1988-2000, University of Kentucky, College of Architecture
Co-Director, Summer Workshop in Architecture, 1996-2000, University of Kentucky
Moderator and Panelist, Prefabrication: DWE:: & AIASF Panel Discussion, 2003

Professional Experience:

Volume21: Office for Architecture, Louisville Kentucky + San Francisco, CA, 2002-2009.
Architect/Project Manager, MWA (Michael Willis Architects), San Francisco/Oakland/Portland, 2000-2002

Selected Publications and Recent Research:

Leonardo Ricci: Model, Structure, Form, book in progress, Current work.
"Concrete Lexington House Wins Architecture Prize," The Louisville Courier Journal, The Living Arts Section, Sunday, October 15, 2000.
"Trojan Horse," Architectural Magazine Protest, January 2000.
ACSA, 93rd Annual Meeting, "Tectonics: Media, Structure, Construction", 2004
AIA 2000 Honor Awards Exhibition, The National Building Museum, Washington, DC, 2000

Professional Memberships

American Institute of Architects, AIA, San Francisco
The Architectural League of New York, NY
Society for Phenomenology and Existential Philosophy, USA
Bernal Heights Neighborhood Association, San Francisco
Architectural Review Jury Member, 1990-2005

Licenses/Registration

Registered Architect, The State of California, License #28443
Registered Architect, The Commonwealth of Kentucky, License #4026

Name: Hans N Sagan

Courses:

ARH 641

Educational Credentials:

Ph.D. Architecture, University of California Berkeley, Spring 2011

Postgraduate Extension coursework in critical theory and cultural studies, University of Minnesota, Minneapolis, 1999-2000

M.A. Communications Studies, University of North Carolina, Chapel Hill, NC, 1998

B.A. Cultural Studies and Comparative Literature, University of Minnesota, MN, 1995

Teaching Experience:

Graduate Student Instructor, Arch 110 AC, Fall 2005, 2006, 2007, 2008, 2009, University of California Berkeley

Co-Leader: "Dialogue of Civilizations: Australia," June and July 2009, Northeastern University, Boston, MA

Graduate Student Instructor, Arch 130 AC, Spring 2006, University of California Berkeley

Instructor, "America in the Sixties," "Advertising: Media and Markets" 1998, Duke University, Durham, NC

Instructor/Teaching Assistant, COMM 40, COMM 144, COMM 10B, COMM 11, COMM 90A, University of North Carolina, Chapel Hill, NC, 1996-1998

Professional Experience:

Coordinator, Architecture Research Colloquium Series, University of California, Berkeley. 2005- 2007.

Editorial Board Member, journal Critical Sense, University of California, Berkeley, 2004-2007.

Graduate Student Researcher/Assistant to Professor Galen Cranz, Department of Architecture, University of California Berkeley, 2004-2007

Selected Publications and Recent Research:

"Never mind the Style...Feel the Quality": Rem Koolhaas/OMA. Content (review), Critical Sense Vol. XII Number 1, Spring 2005.

"Commodity=Stability: Social Science Education for Design Students", with Georgia Lindsay. Submitted to the Journal of Architectural Education; presented at EDRA 40.

Contributor, The Body, The City and the Buildings in Between: Textbook for social science onsite users for design pedagogy; edited by Cranz & Lefteris; contributor.

Dean's Normative Time Fellowship, University of California, Spring 2008

Academic Progress Award Grant, University of California, Spring 2007

Architecture Graduate Program Block Grant, University of California, Spring 2007

Claremont Graduate Study fellowship, Claremont Graduate University, 2000

Carolina Graduate Assistantship, University of North Carolina, 1996-1998

Carolina Grant for Graduate Study, 1996-1998

Hiawatha Education Foundation Grant, 1990-1995

Outstanding Graduate Student Instructor Award, UC-Berkeley, May 2008

Professional Memberships:

Environmental Design Research Association, 2009-present

Name: Karen Seong

Courses:

ARH 650

Educational Credentials:

Masters of Architecture, Columbia University, 2000
Bachelor of Arts in Architecture with High Honors, 1995

Teaching Experience:

Guest Critic, CCSF
Guest Critic, Academy of Art, Guest Critic, Hanyang University, Seoul National University
Teaching Assistant, Architectural Design I, 1999, Bernard and Columbia Architecture, Bernard College
Teaching Assistant, Intro to Architecture Summer Program, Columbia University Graduate School of Architecture, 1999
Graduate Studio Coordinator, 1998-1999, Columbia University Graduate School of Architecture

Professional Experience:

Principal, Seong Tranel Architects, San Francisco, CA, 2010-present
Board of Directors, Buildings and Grounds Committee Chair, The Little School, San Francisco, CA, 2010-Present
Associate, Skidmore Owings Merrill, LLP, New York and San Francisco, 2000-2009
Freelance Design Assistant, Stan Allen Architect, New York, NY 2001
Exterior Envelope Consulting Intern, R.A. Heintges & Associates, New York, NY, 1999
New Construction Projects, Des Architects + Engineers, Redwood City, CA, 1997
Barrett Quezada Architecture, San Francisco, CA, 1996-1997

Selected Publications and Recent Research:

"SOM Journal 4", published by Hatje Cantz, 2006
"Enclosures," presented at Architectural League of New York, 2001
"Entropia", published by Black Dog, 2000 and Exhibited at Xoopar Hewitt Design Triennial, 2000

Professional Memberships

AIA
LEED AP
NCARB

Licenses/Registration

Licensed Architect in NY and CA

Name: Doron Serban

Courses:

ARH 654

Educational Credentials:

MA of Architecture, Syracuse University School of Architecture, 2008

BA of Music/Art History, 2001

Teaching Experience:

Teaching Assistant, AutoCAD (2D/3D), 3ds Max 8-2009, Syracuse University School of Architecture, January 2007-May 2008.

Reviewer, Designing Virtual Worlds, May 2009, University of California Berkeley

Reviewer, Architecture Collaborative, On-Line Design Studio, December 2008, University of California Berkeley

Reviewer, Media II, February 2008, Syracuse University School of Architecture

Selected Publications and Recent Research:

Portfolio Designer, Linton, Harold. Portfolio Design. Fourth Edition. W.W. Norton & Company (New York, NY) (forthcoming 2011)

Serban, Doron. Super Secret Sunday Club: 10 Weeks in the Life of a CrossFit Affiliate. Lulu.com, Raleigh, NC, 2010.

Master of the Design Process, Syracuse University School of Architecture Grad Sessions Conversations with Greg Lyann, 2006.

Illustrator, Building Your World: Conceptual Design and Visualization with AutoCAD, Autodesk, Inc. San Rafael, CA, 2006.

Associate Editor: Helm, William C. II, Intersight: Journal of the School of Architecture and Planning, Buffalo Book, Buffalo, NY.

Associate Editor, Reitherman, Robert & Cobeen, Kelly. Design Documentation of Wood frame Project Index Building CUREE, Richmond, CA, 2003.

Syracuse University School of Architecture May 2008-August 2008.

Syracuse Architecture Thesis Show, Syracuse, NY.

Name: Pierluigi Serraino

Courses:

ARH 621, 631, 641, 651

Educational Credentials:

Ph.D. candidate, University of California, Berkeley

M.A., Architecture, University of California, Los Angeles

Master of Architecture, Southern California Institute of Architecture

Universita' Degli Studi di Roma, "La Sapienza", - School of Architecture, Rome, Italy

Teaching Experience:

University of California, Berkeley

University of Rome, Italy

Professional Experience:

Anshen + Allen Architects, San Francisco, CA: Project Designer

Skidmore, Owings & Merrill, San Francisco, CA: Project Designer

Selected Publications and Recent Research:

NORCALMOD: Icons of Northern California Modernism, Chronicle Books 2006

Saarinen, Taschen 2005

History of Form Z, Birkhauser, 2002

Modernism Rediscovered, Taschen 2000

"Modernism Again?" in Modernism, Spring 2008

"Pleasure: The Starting Point of Architecture" in ARCADE, Fall 2007

Professional Memberships

American Institute of Architects

Former Chair and Member of the Executive Board of the A+D Forum at the SFMOMA

Former Editorial Member of ArCA, magazine of the AIACC

Licenses and Registration

Registered Architect, California

Name: Anne-Catrin Schultz

Courses:

ARH 621, 631, 641, 651

Educational Credentials:

Ph.D in Architectural Studies, University of Stuttgart, Germany, 1994-1998

M.A. Architecture and Urban Planning, University of Stuttgart, 1990-1994

B.A Architecture and Urban Planning, University of Stuttgart, 1968-1990

Teaching Experience:

Assistant Graduate Director, Dept. of Architecture, Academy of Art University
Faculty, California College of the Arts, 2005-Present, Oakland and San Francisco
Faculty, 2005, City College of San Francisco

Participant, MACE conference, 2008, Venice Architecture Biennale, Venice, Italy

Associate Professor, *Housing the Virtual*, University of Stuttgart, Germany, 2006 Summer

Faculty, Undergraduate design studio, 2003-2004, University of California Berkeley

Instructor, Workshops for Predesign/Programming, SF AIA

Faculty, Undergraduate Design Studio, 2002, University of California Berkeley

Visiting Lecturer, summer program CSSSA, CalArts, Valencia, California

Assistant Professor, Department of urban Planning, 1997-1998, University of Stuttgart

Visiting Scholar, Massachusetts Institute of Technology, Cambridge, Massachusetts, 1997

Professional Experience:

Designer, Swerve, Berkeley, CA, 2008

Practice in Oakland, 2001-present

Project Architect, Skidmore Owings and Merrill, San Francisco, 2000-2001

Project Architect, Turnbull, Griffin & Haekloop Architects, San Francisco, 1998-2000

Professional Memberships:

Board Member, Editorial Board, Online Publication of San Francisco Chapter of American Institute of Architects.

Name: Richard Smith

Courses:

ARH 604, 619, 801

Educational Credentials:

Ph.D., Architecture, University of California, Berkeley
MA of Urban Planning, University of California, Los Angeles
MA of Architecture, Massachusetts Institute of technology
BA of Architecture, University of Southern California

Teaching Experience:

Lecturer, Graduate School of Architecture and urban Planning, UCLA, November 1988
Lecturer, Registration Exam Preparation Course - Site Planning, AIA: East Bay Chapter, July 1984
Lecturer, College of Environmental Design – Intro to Urban Design, UC, Berkeley, Jan. 1976 - June 1979
Lecturer, Graduate School of Architecture and Urban Planning – Seminars- Urban Design and Planning, University of California, Los Angeles, Sept. 1978 - April 1980
Lecturer, Transportation Planning Program - Public Participation, UC Extension, Berkeley, May 1974
Visiting Lecturer, Planning Theory & Methods - Design Studio Critic, University of Manitoba, March 1972

Professional Experience:

Senior Associate, Senior Architect, Anshen + Allen Architects, January 2001 - January 2006
Principal, R.W. Smith Studio, Oakland CA, October 1991 - January 2001
Senior Architect/Planner, The NBBJ Group, San Francisco, March 1990 - October 1991
Director of Planning, Senior Associate, Fisher Friedman Associates, San Francisco, Dec 1983 - Feb 1990
Principal, R.W. Smith & Associates, Oakland, September 1969 - December 1983
Projects Coordinator, ELS Design Group, Berkeley, December 1981 - April 1982
Director of Planning & Design - Geary Transit Corridor Study - Daniel, Mann, Johnson & Mendenhall, San Francisco, October 1972 - July 1974
Senior Urban Planner, Daniel, Mann, Johnson & Mendenhall, Los Angeles, April 1970 - October 1972
Architect/Urban Designer, Frank O. Gehry & Associates, Los Angeles, March 1960 - September 1969
Senior Urban Designer, Skidmore Owings & Merrill, Washington D.C., October 1968 - March 1969
Architect/Urban Designer, Campbell Aldrich & Nulty, Boston, October 1966 - October 1968

Selected Publications and Recent Research:

"Innovations in School Architecture: A Progression," in arcCA (Architecture California) vol. 4, 2004, the Journal of the American Institute of Architects, California Council, pp. 31-35
"The Dwell Home," Anshen+Allen Competition Entry; Dwell magazine, July/Aug. 2003, p. 92
"Chabot Observatory & Science Center," in Fisher Friedman Associates: Community Space, L'Arca Edizioni, Milan, Italy, 2001
"Philosophy of Design: Fisher-Friedman Associates," Toshi-Jutaku-International Journal of Urban Housing (Japan) #228, October 1986, p.20

Professional Memberships

American Institute of Certified Planners
American Institute of Architects
Member, International Planetarium Society

Licenses and Registration

Registered Architect, California

Name: Leticia Soohoo

Courses:

ARH 608

Teaching Experience:

Instructor, Department of Architecture, Academy of Art University 2011-present

Professional Experience:

Architectural Consultant, Van Tilburg, Banvard & Soderbergh, CA 2007-2008

Project Captain, Jamba Juice, Emeryville, CA 2006-2007

Principal, founder of Soohoocity, including service in:

Green Building Project Management

Sustainability Planning

Architectural Design and Management

Carbon Footprinting/GHG Emissions Reporting

Sustainability Reporting

Computer-simulated energy modeling

Energy benchmarking

Professional Memberships

LEED AP BD+C, Accredited Professional

Licenses and Registration

U.S. Green Building Council (USGBC)

Name: Fumio Suda

Courses:

ARH 606

Educational Credentials:

MS Architecture, University of Illinois Chicago, 1985

BA Applied Mathematics, University of Tokyo, 1978

Teaching Experience:

Part-Time Instructor, Academy of Art University, Graduate School of Architecture

Professional Experience:

Board of Director, Kign Tsin

Co-Producer, SCS Musical Lab

Sendai, Japan

CEO, Origin Contractor, Inc.

Selected Publications and Recent Research:

Gallery Sho, Drawings, San Francisco

Quest Books, 1996

Open House International, England, 1991

Frank Lloyd Wright 100th year anniversary of his visit to Japan competition

Judges, Frank Lloyd Wright Foundation Taliesin, Arizona

Licenses/Registration

Technical Translator, UNESCO

California Architectural Registration C-20336

California general building contractor B-770308

Name: Sean Timmons

Courses:

ARH 605

Educational Credentials:

MBA, Finance and Marketing, University of San Francisco, San Francisco, CA

BSEng. Honors, Engineering, Southbank University, London, England

Advanced Mechanical Engineering, Design Diploma, Institute of Technology, Cork, Ireland

Mechanical and Electrical Building, Service Design Diploma, Institute of Technology, Cork, Ireland.

Professional Experience:

President/CEO, Timmons Design Engineers

Professional Memberships:

Member, ASHRE

Member, American Society of Mechanical Engineers (ASME)

Member, US Green Building Council (USGBC)

Board of Directors, Architectural Foundation of San Francisco

Member, Californian Association of Building Energy Consultants (CABEC)

Licenses/Registration:

LEED Accredited Professional

CA M32677

NV 42570

WA 17669

Name: Elizabeth A. Tippin

Courses:

ARH 614

Educational Credentials:

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

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

Teaching Experience:

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

Guest Lecturer, "Mastering Technical Issues in Real Property ADR" The Mediation Society, 2006

Guest Lecturer, "Working with Attorneys," Interior Design Professional Practice, 2005, 2006, San Francisco State University

Judge, Negotiation Competition, Hastings School of Law, 2004, University of California,

Presentation, "Limitation of Liability Provisions and Other Contract Provisions", 2003, UC Extension

Presentation, "Contracts and Conflict Resolution" ASID, East Bay Peer Group, 2003

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

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

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

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

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

Professional Experience:

Principal, Law Offices of Elizabeth A. Tippin, 1997-Present

Mediator/Arbitrator/Natural Reference, 1990-Present

Associate Attorney, Panel Novich & Borsuk, 1990-1997

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

Professional Memberships:

Member, State Bar of California, since 1984

Member, American Institute of Architects, since 1993

Member, Dispute Review Board Foundation, since 2009

President, The Mediation Society, 2004-2005

Member, Board of Directors, 1998-2006

Member, Bar Association of San Francisco, since 1983

Co-Chair, Arbitration Committee, 2001-2004

Member, Queen's Bench, since 1983

Board of Directors, 1997-1999

Board of Directors, French American International School, 2001-2003

Parents Coalition Representative, 2000-2006

Member, Finance Development Committee, 1992-1995

Licenses/Registration:

Attorney, State of California

LEED Accredited Professional

Name: Monica Tiulescu

Courses Taught:

ARH 609, 635, 801

Educational Credentials:

Master of Science in Advanced Architectural Design, Columbia University 2000
Bachelor of Architecture, The Cooper Union for the Advancement of Science and Art 1999
Southern California Institute of Architecture

Teaching Experience:

California College of the Arts, San Francisco: Lecturer
Parsons School of Design: Adjunct Assistant Professor
Florida International University: Assistant Professor and Lower Division Coordinator
Columbia University: Adjunct Assistant Professor
University of California, Berkeley: Lecturer
Pratt Institute, School of Architecture: Visiting Assistant Professor

Professional Experience:

Roy Design, New York, NY: Designer
G Techs with Frank Gehry Architects: Designer

Selected Publications and Recent Research:

“Architecture without Buildings: The Value of Design Speculation”
online magazine: DESIGNBOOK, 2008
Emergent Memory: The National Aids Memorial Grove Competition, book 2004
Virtual Exhibit, The Highline Competition 2003
Pentagon Memorial Competition 2002
P.S.1 Competition Winner, 2001

Name: Adriana Valencia

Courses:

ARH 631

Educational Credentials:

Ph.D. Architecture, University of California, Berkeley, May 2011

MA, Near Eastern Studies, University of California, Berkeley, December 2001

BA, Summa cum laude, Near Eastern Studies, University of California, Berkeley, May 1997

Teaching Experience:

Instructor, Academy of Art University, San Francisco, August 2011 - August 2012

Graduate Student Instructor and Reader, University of California, August 1999 - May 2011

Professional Experience:

Temporary Haas Scholars Program Coordinator, University of California

Selected Fellowships:

Council of American Overseas Research Centers Fellow (2006-7)

Social Science Research Council International Dissertation Research Fellow (2205-6)

Fulbright-Hays Fellow, Morocco, Spain, and France (2005-6)

Jacob K. Javits Fellow (1999-2003)

Andrew W. Mellon Fellow in Humanistic Studies (1998-99)

Fulbright-IIE Scholar, Egypt (1997-8)

John Gordon Stipe Society of Creative Scholars, Emory University (1995-7)

Chris A Yannopoulos Scholar (Full-tuition merit scholarship), Emory Scholars Program (1993-7)

Name: Ethen Wood

Courses Taught:

ARH 650

Educational Credentials:

Master of Architecture II, Harvard University Graduate School of Design, 2002

Bachelors of Architecture, University of Oregon 1998

Teaching Experience:

Adjunct Professor, 2010, University of San Francisco, Studio 2

Professional Experience:

Principal, *Ethen Wood Designs*, 2009 - Present

Designer, *Mark Horton Architecture*, 2007-2009

Designer, *Aidlin Darling Design*, 2003-2005

Designer, *Fougeron Architecture*, 2001, 2002-2003, 2005-2006

Selected Publications and Recent Research:

Residential Architect, Jackson Family Retreat, May 2009

San Francisco Chronicle, 1532 house, February 16, 2009

Architectural Record, Ingleside Branch Library, January

2009 *Dwell*, Jackson Family Retreat, January 2009

Name: Jieheerah Yun

Courses:
ARH 621

Educational Credentials:

Ph.D. of Philosophy in Architecture, University of California, Berkeley, 2011
MS of Architecture, University of California, Berkeley, 2007
MA of Architecture, University of Southern California, 2005
BA, University of California, Berkeley, 2001

Teaching Experience:

Graduate Student Instructor, Department of City and Regional Planning, College of Environmental Design, University of California, Berkeley, January 2011
Head Graduate Student Instructor, Department of Architecture, College of Environmental Design, University of California, Berkeley, January 2010 - May 2010

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**Academy of Art University
Department of Architecture**

Visiting Team Report

Master of Architecture

Track I (pre-professional undergraduate degree + 63 graduate credit hours)

Track II (non pre-professional undergraduate degree + 87 graduate credit hours)

The National Architectural Accrediting Board
31 March 2010

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

The team commends the efforts of the program director, students, faculty, staff and university administration for their pre-visit preparation and accommodation of the team during its visit. During the site visit, all AAU stakeholders identified above stated their commitment to the Masters of Architecture program.

The unique nature of the first professional program in a long established for-profit institution with an emphasis on studio arts programs presents a significant opportunity for new educational paradigms within AAU. Developing an ongoing dialogue involving the program director, faculty, students and administration to facilitate the growth of the program, qualitatively as well as quantitatively, is of paramount importance. Developing a vision for the program that enriches its intellectual life and serves as the foundation for expanded and enriched mechanisms to support program growth is a key element to be addressed through shared input from all program constituencies.

The school has made progress since the last visit. However, with AAU's plans for aggressive enrollment expansion it is a concern how they will appropriately prepare for the rapid growth -- and address the qualitative program requirements -- with the current model of a part time director and faculty. The Department Action Team (DAT) with potential for collaborative advancement of the program does not appear to be achieving its functional mission. There is no curriculum committee. There is no designated advisor for the students within the department. The faculty does not seem to have a recognized venue to contribute to planning for the future of the program. There is no formalized committee structure. There are, however, positive informal relationships between students, faculty, and the director that can be developed into a constructive vehicle for qualitative program growth; these relationships need to be formalized in preparation for growth in enrollment.

The goal of the director is to have the best school possible. He has a clear idea of the methods of design expression he intends to apply throughout the curriculum. There is an emphasis for the students to learn how to work with their hands, i.e. free hand sketches, model making, etc. along with training on the use of CAD and computer 3D rendering. Initial efforts to establish collaboration with other AAU departments (i.e. fine arts and industrial design) are positive and can be expanded.

Developing a rigorous intellectual vision for the M.Arch program is of paramount importance and affords the opportunity to define new approaches to collaboration between the director, the faculty, the students, and upper administration.

2. Progress Since the Previous Site Visit

Condition 9, Information Resources (2006): *Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.*

Previous Team Report (2006): The AAU library includes a total of 4,115 different cataloged titles in the following areas:

• NA—Architecture	1,684
• HT—Urban Planning	43
• TF—Architecture of Transportation	4
• TH—Construction Science	185
• TA—Structural Engineering	69
• SB—Landscape Design	70
• Additional Architecture Titles in Other Classes	420
• NK—Interior Architecture & Design, Graphic Design, and Illustration	<u>1,640</u>
Total	<u>4,115</u>

In addition, there are 786 bound volumes of periodicals related to architecture.

The team is concerned that the library is located on New Montgomery Street in downtown San Francisco, a remote distance from the school of architecture.

2010 Visiting Team Assessment: This condition is no longer deficient.

Criterion 13.9, Non-Western Traditions (2006): Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Previous Team Report (2006): This criterion is not met because there is no required course that guarantees that all students will be exposed to non-Western traditions.

2010 Visiting Team Assessment: This condition is no longer deficient.

Criterion 13.25, Construction Cost Control (2006): Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Previous Team Report (2006): There is no evidence that the students have been exposed to any fundamentals relating to building cost, life-cycle cost, or construction estimating.

2010 Visiting Team Assessment: This condition remains not met. There was evidence of building cost and construction estimating in student work. However, life cycle costing was absent from coursework and student work.

Causes of Concern taken from VTR dated March 8, 2006

- 1.1 Architectural Education and the Academic Context
The team is concerned about the lack of connectivity to the national and local academic communities.

2010 Visiting Team Assessment: The addition of new faculty from diverse academic backgrounds has enhanced connections with other professional programs in the region. An effort has also been made to initiate participation with ACSA.

- 1.2 Architectural Education and Registration
The team is concerned that faculty who are eligible for registration are not registered as architects in California.

2010 Visiting Team Assessment: Approximately two thirds of the faculty are either licensed in California or are actively pursuing registration. Fifteen faculty are licensed, five are working toward licensure and four are registered in jurisdictions other than California.

- 5 Studio Culture
The studio culture policy is not fully formulated.

2010 Visiting Team Assessment: Although there is a written studio culture policy, it has not been formulated with the appropriate diversity of involvement and input nor does it address all of the components necessary for a professional program.

- 8 Physical Resources
The team is concerned about life-safety and accessibility issues.

2010 Visiting Team Assessment: This concern has been satisfied.

- 12 Professional Degrees and Curriculum
The labeling of general studies and professional and elective courses is not clear.

2010 Visiting Team Assessment: This concern has been satisfied.

- 13.1 Speaking and Writing Skills
The team is concerned about numerous written and verbal errors.

2010 Visiting Team Assessment: The team remains concerned about writing and spelling errors in student work. Verbal communication skills are no longer a concern given the spectrum of quality language services offered to non-English speaking students.

- 13.11 Use of Precedents
The contribution to project work through the use and understanding of precedents seems to diminish as the student's progress in their studies

2010 Visiting Team Assessment: This concern has been satisfied.

3. Conditions Well Met

- 13.8 Western Traditions
- 13.16 Program Preparation
- 13.21 Building Envelope Systems
- 13.30 Architectural Practice

4. **Conditions Not Met**

- 2. **Program Self Assessment Procedures**
- 3. **Public Information**
- 5. **Studio Culture**
- 6. **Human Resources**
- 13.7 **Collaborative Skills**
- 13.18 **Structural System**
- 13.20 **Life Safety**
- 13.25 **Construction Cost Control**
- 13.28 **Comprehensive Design**
- 13.31 **Professional Development**

5. **Causes of Concern**

- A. **Enrollment growth management:** The growth targets for the program in the immediate future will necessitate new human resources and facilities and organizational structures for program planning and management.
- B. **Lack of clarity of administrative processes:** The current informal approach to operating what was a small program organization will be tested with increased numbers of faculty and students.
- C. **Lack of a current strategic plan:** A plan needs to address enrollment, resources, and staffing, in the context of projected enrollment increases.
- D. **Engagement of faculty beyond teaching:** Since almost all faculty are adjunct, they have limited involvement in creating a larger vision for the professional program and engaging it broadly both within the institution and without.
- E. **Relatively low design quality:** Setting shared standards for design quality among faculty needs to be a priority.
- F. **Lack of supplemental enhancements to the academic program:** Lecture series, travel programs, etc.
- G. **Student and faculty participation in program governance:** Although some mechanisms for shared governance are in place, they are not widely utilized by the program's constituents.
- H. **Lack of electives:** Building a broader curriculum within the professional program to allow opportunities for student and faculty intellectual growth.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[]

The professional degree program in architecture (M.Arch) is a significant addition to an 80-year old institution that has focused on studio arts for most of its history. A number of AAU non-professional design-focused programs engage issues related to the built environment affording the opportunity for significant collaboration between the M.Arch program and other AAU programs. AAU's urban campus provides a meaningful and diverse venue for design investigations at multiple scales. The AAU facilities infrastructure, transportation connections between facilities and university resources to assist students are significant. Enhancement of an academic culture as an intellectual endeavor is a logical next step, and architecture's broad basis in theory should be a meaningful asset in that process.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[]

The program succeeds in creating an atmosphere that includes students of international and diverse cultural backgrounds. Students have independently created leadership opportunities within the program and the larger community. There was no evidence of a concerted effort by the program's faculty and department head to encourage and expand the leadership opportunities and roles of the students. Such an effort through faculty and department collaboration can further expand the student relationships with the local community, other departments, and professional organizations.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[]

The stated focus of the AAU M.Arch program is to produce students prepared for architectural practice. The students demonstrated an awareness and understanding of the national IDP. As the program continues to mature, a more structured approach to IDP orientation and support, licensure and continuing education should be pursued. Because the school is relatively new, there was no information regarding graduates who have sought and achieved licensure.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[]

The faculty is composed of local practitioners who bring their experience in the realities of architectural practice to studio and classroom instruction. A greater outreach to practitioners from beyond the geographics of San Francisco as instructors will enrich the program. Expanded engagement with the professional associations will greatly benefit the students in their professional interactions and exposure to practice issues.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built

environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[]

The student work presented in the directed studies projects (800 series coursework) provided clear evidence of the student's exploration of social and environmental issues and their efforts to address these concerns. The annual Visionary Charette which engages the students in current community issues is a primary example of the program's outreach to the San Francisco environs. The team encourages the expansion of relationships with social, governmental, civic and professional groups and agencies. A professional program in architecture provides the university an opportunity to develop a deeper relationship with the built environment within the city.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[]	[X]

A recurring theme throughout the visit was the expansion of enrollment to date and the desired growth in enrollment in the immediate future. This aspect of the program's objectives is of considerable importance to a viable strategic plan and self assessment procedures to measure progress of that plan. While a small program can function administratively on an informal level, as the program grows to the targeted level of enrollment, a more structured set of administrative processes including self assessment will be required.

The team is concerned about a lack of a long-term strategic plan that deals with facilities, number of faculty, supporting staff, curriculum development and administrative procedures. There are mechanisms in place like the DAT and town hall meetings to contribute to a more vibrant self assessment process. However, as stated in the APR, these assessment activities have been underutilized due to lack of participation. The team found no evidence of a plan to make these activities an effective component of the M.Arch self assessment process.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Met
[]	[X]

The required NAAB text in its entirety was presented the 2008-2009 Course Schedule and Catalog and on the AAU website. However, the 2010-2011 Course Schedule and Catalog does

not include the text in its entirety but rather refers the reader to the AAU website for the full required NAAB text.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program’s human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Met
[X]	[]

The program clearly demonstrates robust diversity. The open enrollment process as well as the global representation in the student body enhances the learning experience. Students not fluent in English can avail themselves to the support programs in remedial language instruction and a host of other academic support offered by the larger university. Access to program governance involving students, faculty and administration can be significantly enhanced.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Met
[]	[X]

The current studio policy focuses on the operational characteristics of the program but does not address the broader scope of content stated above for a complete policy. The generally accepted approach to developing studio culture policy involves defining shared values among students, faculty and administration. Evidence from the site visit reveals that students and faculty have not been involved in the development of the current studio culture policy.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Met
[]	[X]

Although the program is at present largely carrying out its curricular and administrative responsibilities, a quantum leap in enrollment growth since the program’s inception has stressed

its ability to do so. Of greater concern is a verbal consensus among both program and university administrators to expand student enrollment again, in another quantum leap and in a very short time period. Currently, program planning is taking place on a 6-month budgeting cycle. As of this visit, there is no documented plan to address new teaching needs, new staffing needs, and new facility needs over a multi-year period. Furthermore, since all but one faculty member are adjunct, part-time instructors, issues of faculty development are devolved from the institution to the individual.

It is worth noting that the university does provide a comprehensive array of student support services focused on retention (for example, academic support, language support, on-line access). However that level of support operates at the university level, not the program.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[X]	[]

AAU provides a significant infrastructure to assure students and faculty a positive learning environment. There are programs and amenities to engage members of the AAU community with each other and with the public. AAU maintains collaborative relationships with major cultural institutions in San Francisco that benefit its community.

The devolvement of these assets from the university to the program level is more tenuous however. Public programs in architecture (such as a lecture series) are limited compared with other institutions, and with a faculty composed almost entirely of adjuncts, the resources for and encouragement of faculty development seems to rest solely with individual members. One caveat: the one full-time faculty member has received support to attend an academic meeting in her discipline.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[]

Design studio space and related instructional support spaces appear to be satisfactory with the exception of pin-up space in the immediate vicinity of each student's work space. With the anticipated expansion in enrollment, more space will be needed. There is no private office for faculty use to counsel with students. The studios do not have natural ventilation. There is no parking for students or staff though the university provides an extensive shuttle service between AAU buildings in downtown San Francisco. The building appears to meet accessibility requirements.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[]

The university's library collection exceeds the NAAB standard for number of NA titles. The collection related to architecture is located away from architecture program facility but accessible to M.Arch students via the AAU transportation system. To augment the formal library collection, the architecture program has begun to assemble a collection of architecture and design related periodicals within their facility to provide students with more immediate access to reference materials.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[X]	[]

Regular AAU six-month budget planning cycles involving departmental and university officials are the mechanism to assess and establish annual expenditures and plan for new programmatic needs including projected increases in enrollment. The team notes that a long-term financial planning process for the program is not currently in place. The desired program enrollment increases in the absence of a long term planning process are a significant team concern.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[]

The university was accredited by WASC in 2007. The architecture program is the only professional degree program in the university, therefore there is no other AAU professional entities with which to compare the M.Arch degree relative to autonomy afforded the program.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[]

A professional degree program must allow students to pursue their special interests. The curriculum must be flexible enough to allow students to complete minors or develop areas of concentration, inside or outside the program. The 45 hour elective requirement for the M.Arch program is accommodated through the undergraduate degree received prior to students entering this program.

There are currently two elective options offered in the curriculum, a painting course and an internship. The painting course however is required unless the student petitions for exemption. With the projected enrollment expansion the role of electives in the curriculum should be clarified.

Elective options are minimal both within the curricular structure and in the elective courses available in the program. Courses in other departments of AAU hold potential for expanded M.Arch elective opportunities. The contemplated M.Arch enrollment expansion affords the opportunity to expand elective offerings and support faculty development around their own intellectual interests.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Met
[X]	[]

Students demonstrated the ability to speak effectively. With regard to writing skills, typographic errors were observed throughout the presentation of student work in the team room.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met
[X]	[]

There is broad evidence of comparative analysis in a variety of projects and particularly in the history and theory courses.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[]

The graphic skills observed in the team room and studios exhibited a range of graphic accomplishment in a variety of media.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[X]	[]

The history and theory faculty in particular have initiated class research projects intended to enhance and augment the student research abilities.

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Met
[X]	[]

The team notes the relative absence of meaningful sectional drawings until the final Directed Study project.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Met
[X]	[]

Fundamentals are introduced but applied inconsistently both within a studio and across the studio sequence.

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met	Not Met
[]	[X]

There was minimal evidence that interdisciplinary design projects in credit courses involved student collaboration. The Visionary Charette and the broad array of arts programs throughout the university provide the opportunity for meaningful expanded opportunities for collaboration.

13.8 Western Traditions

Understanding of *the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them*

Met	Not Met
[X]	[]

This criterion is well met. The history and theory course series and introductory studio satisfy this criterion. The history and theory courses were exceptionally well organized and presented and clearly demonstrated student understanding of the course material.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

Met	Not Met
[X]	[]

Evidence of the teaching of non-western traditions as evidenced in ARH 621: Architectural History 1: Antiquity to da Vinci. This course included non-western traditions up to 1500. There was no evidence identified instruction in non-western traditions since 1500 in ARH 631 and ARH 641.

13.10 National and Regional Traditions

Understanding of *national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition*

Met	Not Met
[X]	[]

The outreach of AAU to the San Francisco community is a touchstone for understanding aspects of both American and Bay-area design and buildings.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
[X]	[]

A range of precedents is evident in the course offerings.

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
[X]	[]

A breadth of research and understanding is evident.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met	Not Met
[X]	[]

Met minimally. The final Directed Study (800 series) projects afford the most credible evidence of understanding related to this criterion. However, the range of projects exhibited failed to demonstrate a breadth of exposure to human diversity.

13.14 Accessibility

Ability to *design both site and building to accommodate individuals with varying physical abilities*

Met	Not Met
[X]	[]

The team found this criterion minimally met. The course materials were comprehensive however the evidence of student work including comprehensive design, provided was uneven in their application of basic ADA requirements. When considered as a body of work, evidence of ability to apply the fundamental components of the ADA provisions are represented in student work except for site and parking accessibility.

13.15 Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met	Not Met
[X]	[]

Evidence of understanding of sustainable design was evidenced in studio projects and coursework related to ARH 605, Graduate Design Technology 2, Environmental Controls.

13.16 Program Preparation

Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review*

of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	Not Met
[X]	[]

This criterion is met well. Program preparation was demonstrated in projects across the curriculum especially in directed studies.

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Met
[X]	[]

This criterion was minimally met. Site planning and design as a component of larger studio assignments was rudimentary and in some cases devoid of basic site features.

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met	Not Met
[]	[X]

The team observed a limited understanding of structural systems exhibited in projects shown including some in directed studies. While the wall section course demonstrates a focus on structural detailing, it is presented without a broader structural context.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met	Not Met
[X]	[]

The principles of environmental system design were introduced but not widely applied including in the capstone (directed studies) project.

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met	Not Met
[]	[X]

Projects in the intermediate and capstone studio courses were deficient in incorporating basic principles of life safety.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met Not Met

[X] []

The Materials and Methods of Construction course provides a strong foundation for addressing building envelopes. This criterion is met well.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met Not Met

[X] []

The material is introduced at midpoint in the curriculum but inconsistently applied in subsequent course outcomes.

13.23 Building Systems Integration

Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

Met Not Met

[X] []

This criterion is evident at multiple levels in the academic program.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met Not Met

[X] []

The material is introduced at midpoint in the curriculum but not applied in subsequent course outcomes.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met Not Met

[] [X]

There was no evidence life cycle cost analysis in the coursework. It is apparent from the work in the Team Room that students have an understanding of the other fundamental components of this criterion.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met	Not Met
[X]	[]

The Construction Documentation and Building Codes course is the focus of technical documentation instruction including the basics of specification organization and writing. There were no examples of specifications, specification sections and/or outline specifications in student work. This criterion is minimally met.

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not Met
[X]	[]

Based on discussions with the administration, faculty, and students, the students are gaining an understanding of the aspects of this criterion in their course work as well as exposure to practicing adjunct faculty, real life clients involved in some of their projects and the annual program-wide Visionary Charette.

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met	Not Met
[]	[X]

Although there is a great deal of evidence for a comprehensive approach to design projects, there are significant omissions in comprehensive design work presented. For example the team found minimal evidence for life-safety and accessibility.

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not Met
[X]	[]

Evidence satisfying this criterion was demonstrated in the Architectural Professional Practice course syllabus, instruction and student work.

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

Met	Not Met
[X]	[]

This criterion is met well.

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Met	Not Met
[]	[X]

Internship is a minimal component of the Architectural Professional Practice course. Internship for credit is an option, but only as elective credit. Finally, the school does not have a structured program to assist students with securing internships.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Met
[X]	[]

Evidence satisfying this criterion was demonstrated in the course syllabus, instruction and student work.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

Met	Not Met
[X]	[]

Evidence satisfying this criterion was demonstrated in the course syllabus, instruction and student work.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

The professional practice course ARH 614 provided substantive content of ethics and professional judgment which was reflected in student work.

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2010 Academy of Art University Architecture Program Report.

The Academy of Art University (AAU) was established in San Francisco in 1929 by Richard S. Stephens, a fine art painter who had accepted the position of Creative director of *Sunset Magazine*. Assisted by his wife, Mrs. Clara Stephens, he opened the new school in a rented loft at 215 Kearny Street to teach advertising art. In a few years, a distinguished faculty of practicing art and design professionals was assembled and the school's philosophy was formulated: hire established professionals to teach future professionals. In 1933, the curriculum was expanded to include Fashion Illustration, and in 1936, a Fine Art Department was added.

In 1951, after graduating from Stanford University, Dr. Richard A. Stephens took over the Presidency from his parents. His vision led to the expansion of AAU from an enrollment of fifty students in two rented loft spaces to a 5,200 student body, with continued expansion of department majors available. In 1966, the school was incorporated and granted authority to offer a Bachelor's Degree in Fine Art by the Bureau for Private Postsecondary and Vocational Education of the State of California. The program was inaugurated in 1977 and approved in 1983.

Dr. Elisa Stephens, the granddaughter of the school's founder, succeeded her father as President of the AAU in 1992. Dr. Stephens has been committed to expanding AAU's curriculum to stay current with new technologies and industry trends, as well as making state-of-the-art facilities and resources available to AAU students. In 2004, the name of the school was changed from Academy of Art College to Academy of Art University in recognition of its depth, scope and quality.

Today the AAU has approximately 13, 000 students, making it the largest private school of art and design in the country. Students now have the opportunity to pursue an Associate of Arts, Bachelor of Arts, Master of Arts, Bachelor of Fine Arts, Master of Fine Arts, Master of Architecture or a Certificate Program, within over thirty (30) areas of academic emphasis.

2. Institutional Mission

The following text is taken from the 2010 Academy of Art University Architecture Program Report.

The AAU prepares aspiring professionals in the fields of art, design, and communications by delivering excellent undergraduate and professional degree and certificate programs.

To achieve its mission AAU:

- Maintains an inclusive admissions policy for all persons who meet basic requirements for admission and instruction and who want to obtain a higher education or in-depth learning in a wide spectrum of disciplines in art and design;

- Teaches a disciplined approach to the study of art and design that encourages students to develop their own styles that bend their talents, technical skills and creative aspirations with professional knowledge;
- Enlists a dedicated and capable full-time and part-time faculty of career artists, designers and scholars who are professionals and whose success as educators comes from their ability to teach students through the wisdom and skill they have amassed through years of experience and study;
- Operates in an urban context so that academic programs can draw upon and contribute to the cultural wealth of those communities that are served;
- Provides a creative environment that is at once supportive and challenging and underpinned by excellent personalized teaching and support services that address the needs of students of diverse ages and backgrounds;
- Offers an undergraduate general education program designed to stimulate development of critical thinking and communication skills and to encourage emerging artists to draw upon a variety of disciplines, to look at issues from multiple perspectives and to cultivate the ability to function as educated global citizens;
- Manages in an ethical and efficient manner and administers the finances in a prudent fashion; and
- Fosters optimum quality in all aspects of programs and services.

3. Program History

The following text is taken from the 2010 Art Academy University Architecture Program Report.

With the Interior Architecture and Design program firmly established, the AAU began discussions and preparations for an Architecture program in the year 2000. The Architecture Program began in the fall of 2001 as an emphasis within the Interior Architecture and Design program with four students. In the spring of 2002, with approval from the State of California's Bureau for Private Post Secondary and Vocational Education and the Accrediting Council for Independent Colleges and Schools (ACICS), the AAU's Architecture program began as an independent two-year program open to students who possess a four-year undergraduate degree (BA, BFA or BS) in architecture, interior architecture, or a related degree. In fall of 2004, the program had its first team from NAAB visit to determine Candidate Status. The Department designed the M.Arch (63 unit) degree first and was granted Candidate Status in January 2005 that was subsequently made retroactive to January 2004 in order to include those graduated students whose work supported our candidacy approval. The program received NAAB Initial Accreditation granted in July 2006. Then in the following year, the degree program expanded to include an M.Arch degree track comprised of 87 units.

With the success of the M. Arch degree program, the University and Department began to design a B. Arch program. The proposed B. Arch, as a professional degree, is a 156 unit program of study designed to guide students through the theoretical and practical preparation necessary to enter the architecture profession via the intern development program. The B. Arch program is being designed with the first two years of study developing jointly to include courses that the existing Interior Architecture program and a future Landscape Architecture curriculum could share. The interdisciplinary nature of these first two years will allow students in all three disciplines to extend their knowledge in the other. In addition, the B.Arch program will continue to develop opportunities to include interdisciplinary initiatives that seek to increase the dialogue between students and faculty across the University. In addition to 45 units of general studies in mathematics, science, literature and music, students will also explore professional

studies in architectural design, technology, structures, materials, energy, sustainable design, profession and business, and public initiatives shaping the architecture profession. The B. Arch curriculum is being designed to be comprehensive, integrative, and design centered and is founded on the belief that the architect has to have a broad understanding of the society, culture and times in which one lives and works in order to be an influence on the values, character and aspirations that shape that society and culture. The Bachelor of Architecture (B. Arch) program will prepare and empower the graduate, through the process of designing and making, to create visual and physical changes to the built environment that enhance its quality and the users' experience.

4. Program Mission

The following text is taken from the 2010 Academy of Art University Architecture Program Report.

Department Mission Statement: (Spring 2009)

The Architecture Department at the AAU is dedicated to advancing the Art of Architecture by cultivating exploration of visual, functional and compositional possibilities associated with design and embodied in our physical, natural and social environments. With an emphasis on design and guided by knowledgeable faculty, the Department seeks to endow students with valuable professional skills to creatively address the development of sustainable buildings and communities. Furthermore, the academic programs of the Architecture Department nurture creativity, support artistic vision and integrate critical thinking with technical information preparing students to become active and engaged leaders in the architectural profession.

B.Arch Program Mission Statement: (Spring 2009)

Offered as a first professional degree, the Bachelor of Architecture program at the AAU will provide an intense, design focused education by developing each student's ability to synthesize critical thought, artistic vision and practical knowledge. Understanding the historical architectural evolution and promoting the creation of an architecture that is placed within our times, rooted in the cultural and ecological spirit of a place, represent the intent of the program. Students will be required to resolve design issues and search for beauty while addressing the values and needs of a specific society. Interacting with other art departments at the AAU will expose students to several aesthetical disciplines available while supporting existing and new technological advancements within the profession. The program will prepare graduates for a successful architectural practice.

The following is list of B. Arch goals and objectives that the B. Arch development committee is currently developing. This list represents a work in progress which includes developing implementation and measurement strategies for each of the program's stated objectives and values.

B. Arch Program Objectives

The B. Arch program will be dedicated to a tradition where studio teaching serves as the primary means of integrating all design issues including beauty and art, site and context, environmental and sustainability, social and behavioral, cultural, technological, material, theoretical, economic, political and professional that result in meaningful, influential, socially responsible, and long lasting design solutions.

- The B. Arch program will engender collaboration with AAU's current interior

Architecture Department and future landscape Architecture Department, Fine Arts Department, Industrial Design Department plus other arts departments to foster interdisciplinary cooperation, inspiration, and learning that will support the collaborative nature of the architecture profession.

- The B. Arch program will encourage imagination and the diversity of ideas; promote cross-disciplinary knowledge; and emphasize a strong foundation in the arts gained through learning and association with other departments at AAU.
- The B. Arch program will promote and encourage 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 or the fashion of the moment.
- The B. Arch program will introduce the realities of professional practice to students in the classroom and via field trips in order to prepare them to be leaders in the issues of environmental sustainability, including the design of communities, buildings, landscapes, and interiors.
- The B. Arch program will stress design, written and spoken communication skills at a professional level and produce critical thinking skills necessary for graduates to undertake the Intern Development Program (or similar professional growth) and take on leadership positions in the profession.
- The B. Arch program will identify technological advances available to be incorporated into the program and to be applied to the design process of a project.
- The B. Arch program will emphasize the use of all graphic media available during any design process which will include drawings by hand in both technical and sketch formats.

Values

In support of the Department's mission and objectives, we are adopting the following values:

Beauty - Promoting the principles and qualities of good design that give pleasure to the senses and that exalt the mind and spirit.

Excellence - Supporting an academic environment that promotes intellectual curiosity, encourages risk-taking, fosters rigor, and challenges norms in the creation and presentation of ideas.

Exchange of Ideas – Providing an environment where open and free exchange of a diversity of ideas and criticism is welcome and supported.

Inclusiveness – Working together in a shared effort to celebrate the participation of individuals with different backgrounds, experience, and world views.

Inter-disciplinary - Fostering collaboration in multiple disciplines to expand our ideas and strengthen our teaching, creative process and practice.

Responsibility – Embracing our role in the community and recognizing the impact of our actions on social, cultural, political, and environmental systems.

Inventiveness - Exploring, modifying and discovering design possibilities that will continuously evolve the art of making architecture.

5. Program Self Assessment

The following text is taken from the 2010 Academy of Art University Architecture Program Report.

Current Self Assessment includes Long-Range/Ongoing Focus Areas

With the support of the AAU, the Architecture Department is committed to achieving initial accreditation within six (6) years by addressing the following areas that must be continuously focused on over the next two to six years.

Regional Accreditation: Effective May 25, 2007, the Academy of Art University received an initial grant of accreditation for seven (7) years from the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

Technology: The Architecture Department has thus far managed to keep abreast of changing technology and integrate it into the curriculum. The proposed B. Arch curriculum will offer classes in REVIT and/or other Building Information Modeling (BIM) software as it is apparent the industry is adopting the BIM methodology. This software represents industry changes not only in documentation but in design process and project delivery. The evolution of these industry changes will need to be evaluated and reflected in the curriculum in a timely and dynamic way. Corresponding expansion of the computer lab will be needed to accommodate B. Arch students.

Financial Support: Continued attention needs to be paid to acquisition and allocation of resources. Careful resource management and planning has allowed the Architecture Department to continuously enhance the facilities and maintain state-of-the-art equipment such as our recent acquisition of a laser cutter and mill, a full complement of hand tools, Shop Tech personnel and the tenant improvements of our new model making "lab" for the Architecture Department which opened in 2007. In anticipation of a new B.Arch program, the Department's budget will grow accordingly and via the upcoming budget meetings with the AAU administration which occur each October. Please see Section 3.10.

Current Self Assessment includes Near-Term Focus Areas

With the support of the AAU, the Architecture Department is committed to achieving initial accreditation within six (6) years by addressing the following short term areas that must be focused on over the next two years:

Admissions: The department will continue to meet with the University's Admission Staff to provide information on the department for their communications with prospective students. The department will also meet specifically with the Undergraduate Admissions Staff to share the department's goals for the proposed B.Arch Program with them in order to enhance and maintain the rigor with which applications are evaluated.

Library: Increased support for library acquisitions of architectural and environmental design content is needed continuously over the next 2-3 years. We have made progress in the past 5 years in our library acquisitions. We have a continuing goal to focus on and strengthen the collection in the next 2-3 years, with continued acquisitions a part of the departmental policy.

Facilities: In the summer of 2007, the Architecture Department relocated from our previous facility located on the third floor of 2300 Stockton Street, to the second floor of 601 Brannan Street in San Francisco. This move afforded us the space to begin our model shop in Fall 2007. However, with the continued growth in the department in the

M.Arch programs and the anticipated growth due to a proposed B.Arch program, we know we will require expansion within 601 Brannan Street Building by Spring 2010. The additional space we envision needing in the short term will include more dedicated studio space, additional classrooms, a larger computer lab, an expanded materials library and lab within which to teach our technology courses, increased archive space, and increase pin- up/ review spaces. The University is prepared to provide the B. Arch program with the faculty, space, technology needs and funding required to ensure programmatic excellence with planning for expansion starting this fall.

Faculty: With the proposal of a new B.Arch program comes the welcome challenge of recruiting additional practicing architects, engineers and designers as faculty to join the department in achieving its mission through experienced professionals teaching design excellence. This will take a concerted departmental effort to recruit, prepare, and support these new instructors. Methods of recruitment will be discussed in the Program Development Committee this fall.

Curriculum: We are proposing a B. Arch curriculum to achieve the Architecture Department's mission, goals and values. We will continue to evaluate this curriculum and program as a whole over the next year as we develop the details of each individual course syllabus. Please refer to Section 1.4, Program Mission for the B. Arch Program objectives and values identified to date. Please also refer to Section 3.12 for the proposed program and degree offering.

Recruiting and Retaining Students:

The University has an excellent system for recruiting students from secondary schools across the US and the world. Additionally, the University offers a number of programs and resources aimed to assist students, particularly undergraduates, and to facilitate learning at all levels. Beginning this fall, the Program Development Committee will focus on the department presence on the Website and collateral materials that will be used in recruitment efforts.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

NAAB – M- ARCH Re-Accreditation Visit
March 27th – 31st, 2010
Site Visit Agenda - Academy of Art University

Saturday, March 27th, 2010

Team Arrives San Francisco by Mid Afternoon, Transport to Hotel by AAU
Team only Dinner
Team Meeting

Sunday, March 28, 2010

8.00am	Breakfast- Team Only	Brannan St.
9.00am	Team kick off work session	Brannan St
10:00am	Tour of Team Room and Brannan Facilities	Building Tour
11:00 am	Tour of Academy other Facilities Including Cyber Campus and 1849 Van Ness	Campus Tour
12:30 pm	Lunch with Directors of Industrial Design Palace And Fine Art Painting	
2:30pm	Meet with Academy of Art President Meet with Executive Vice President and Academy Compliance Officer	79 New Montgomery
4:00 pm	Team meets with M.Arch Faculty	79 New
5:30-7:00pm	Reception with Alumni, Friends of the Program, Professionals and Guests	79 New Montgomery 1 st Fl. Gallery
7: 00pm	Team only dinner	
Evening	Team only debriefing	

Monday, March 29th, 2010

8:15am	Team breakfast with Program Head EVP-Fin./Compliance	Brannan St.
9:30 am	Review Exhibits	Brannan St.
11:30 am	Meet with Students	Brannan St.
12.30 pm	Lunch with Student Reps.	Brannan St.
2:00 pm	Review Exhibits	Brannan St.
6:30pm	Team only dinner	

Evening Team only debriefing

Tuesday, March 30th, 2010

8:15am	Team breakfast with Program Head EVP-Fin./Compliance	Brannan St.
9:30 am	Tour of Library, Team Meets Librarian Meet with VP-Finance	Library
11:30am	Meet Admissions/ Advising Staff	79 New Montgomery
12:30pm	Meet with ESL/ARC Director and have Lunch.	Brannan St.
2:15 pm	Review Exhibits and Team works on VTR	Brannan St.
6:30pm	Team only dinner	
Evening	Team only debriefing and work on VTR	

Wednesday, March 31st, 2010

8.00am	Breakfast with Program Head	Brannan St.
9.00am	Exit meeting with Academy President	Brannan St.
10.00am	Exit meeting with Vice President and Compliance Officer (Conference room)	Brannan St.
11.00am	School Wide Exit Meeting	Brannan St.
Noon	Team members depart	

IV. Report Signatures

Respectfully submitted,

Jack Pyburn, FAIA
Team Chair

Representing the AIA

David Mohney
Team member

Representing the ACSA

Lauren Cadieux
Team member

Representing the AIAS

Terry Allers, AIA, NCARB
Team member

Representing the NCARB

William Simonian
Observer

Clark Manus, FAIA
Observer

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