

ARCHITECTURE AND COMMUNITY DESIGN PROGRAM

Academic Program Review
Self-Study

ARCHITECTURE AND COMMUNITY DESIGN PROGRAM

C. Goals

- 1) **What, in general terms, are the short-term goals (1-2 years) and long-term goals (3-5 years) of your department's undergraduate programs? How do these goals apply to the program's interest in promoting quality teaching, curriculum, and community engagement? How do you expect to measure the success of each of these goals?**

I. Short Term Goals (1-2 years)

- Additional full-time faculty (search 2009-2010)
- Architecture lecture series
- Modeling shop - Students with more access to tools and workshop (interior and exterior)
- Program assistant for ARCD
- At least 80% of graduating students to be placed in full-time jobs or graduate school
- Admission to eastern US architecture graduate programs (so far student in: UC Berkeley, UCLA, University of Washington, CCA, Savannah College of Art and Design) and Peace Corps
- Developing undergraduate research
- Work on further increasing diversity of classes offered
- Find/create more classes for minor and non-architecture majors

II. Long Term Goals (3-5 years)

- One-to-one ratio of student to desk
- Critique space/Review space
- Engineering minor
- Construction Innovation Laboratory
- Developing a full-fledged program that deals with international projects, research and educational travel

III. Proposed Plans

- Additional full-time faculty (search 2009-2010)
Initiate faculty search in fall 2009
- Architecture lecture series
Plan trial lecture(s) in fall 2009
- Modeling shop - Students with more access to tools and workshop (interior and exterior)
Check with Amy about utilizing her workspace in McLaren for ARCD workshop
Utilize garden project site as outdoor construction workshop

- 2) **What are the specific program learning outcomes of the department (in other words what should students know, think, or be able to do as a result of completing the program)?**

The ARCD program learning outcomes are organized around four main pillars of learning – architectural design, history and theory of architecture, building technology, and community outreach. The details of each are listed below -

Program Goal	Outcome(s)
<p>1. Students will gain a broad understanding of the historic development of architecture and cities and an overview of theories, analyses and criticisms related to historical buildings, landscapes and cities.</p> <p>(History of Architecture 1, 2, 3, 4)</p>	<p>a) Demonstrate a broad understanding of the development and trajectory of architectural history from prehistoric to contemporary times.</p> <p>b) Demonstrate a broad understanding of the concepts and terminology related to urban and architectural history.</p> <p>c) Demonstrate ability to identify and describe the key developments in the history of architecture, landscape architecture and urban design.</p>
<p>2.</p> <p>a) Students will gain an understanding of basic visual principles, concepts, and modes of architectural representation.</p> <p>b) Students will learn to observe, analyze and represent the built environment.</p> <p>c) Students will learn concepts of space planning, spatial and formal expression.</p> <p>d) Students will obtain an understanding of structure and material in design and construction of buildings.</p> <p>e) Students will understand the role of society and culture in the process of architectural design.</p> <p>(Architecture Design Studio 1, 2, 3, 4, 5, CAD 1, CAD 2)</p>	<p>a) Demonstrate knowledge of the key methods of visual representation.</p> <p>b) Demonstrate competence in using freehand and hard-line drafting, as well as three-dimensional model making as a component of visual communication.</p> <p>c) Demonstrate understanding of design methodologies and competence with architectural design.</p> <p>d) Demonstrate understanding of the fundamental concepts structure and materials in architectural design.</p> <p>e) Demonstrate strategies that promote cultural identity and human wellbeing.</p>
<p>3. Students will gain knowledge and understand the importance of using architectural skills to work with diverse communities both locally and internationally to create positive social change in the built environment.</p> <p>(Architecture Studio 7, International Projects)</p>	<p>a) Identify and describe the key concepts and working methods in the history and theory of community related architectural practice.</p> <p>b) Demonstrate an ability to effectively use different methods of community engagement toward solving urban and architectural design problems.</p> <p>c) Demonstrate an ability to effectively apply culturally sensitive architectural solutions to underserved communities.</p>
<p>4.</p> <p>Students will learn about the various factors that affect the relationship of ecology and environment to cities and buildings.</p> <p>(Sustainable Design, Architecture Studio 4, Introduction to Construction Materials)</p>	<p>a) Demonstrate a clear grasp of the concepts of climatology as it relates to architectural design.</p> <p>b) Demonstrate an understanding of the macro concepts of ecology and environment.</p> <p>c) Demonstrate an understanding of passive and energy efficient heating and cooling.</p>
<p>5.</p> <p>Students will be introduced to the concepts and methods of civil and structural</p>	<p>a) Demonstrate an understanding of the principles of statics and mechanics.</p> <p>b) Demonstrate an understanding of the</p>

<p>engineering.</p> <p>(Concepts in Physics, Intro to Structural Engineering, Intro to Construction Materials, Architecture Studio 4)</p>	<p>interdependence of engineering and architectural design.</p> <p>c) Demonstrate an ability to analyze research data, and clearly communicate engineering concepts verbally and graphically.</p> <p>d) Distinguish between sustainable and non-sustainable choices in building materials and processes, in order to ensure appropriate decision-making.</p>
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3) What are the department’s diversity goals and objectives regarding students, faculty and program offerings?

ARCD diversity goals and objective are to attract students representing a full range of ethnic, cultural and economic backgrounds.

ARCD diversity goals and objectives are to attract and hire faculty representing a full range of ethnic and cultural backgrounds.

ARCD diversity goals and objectives are to offer a curriculum that represents cultural diversity with a focus on underserved communities, within the context of an academically rigorous program preparing undergraduate students for successful application to graduate school and/or the professional workplace.

II. CURRICULUM

A. General

1) What are the distinguishing features of your program?

USF's Major in Architecture and Community Design combines an introduction to the disciplines of architecture with an emphasis on the social sciences and humanities. The program is grounded in the University's mission and commitment to building community for a more just and humane world. The 4-year undergraduate Major draws from the University's diverse resources and faculty to form a unique interdisciplinary program of study. It seeks to engage and foster individual creative talents, informed by a breadth of approaches and strategies for understanding the complexity of the contemporary built world. The aim is to educate students to be able to comprehend and influence our built environment and its relationship to the macrocosm through the discipline of design. Through this process we train students to become readers, interpreters, actors and designers of their cities, institutions, and communities. The curriculum has been carefully crafted to satisfy the entrance requirements for graduate programs in architecture and urban design and employment in the professional workplace in architecture related fields.

USF's interdisciplinary Major in Architecture and Community Design program emphasizes the critical role of design in negotiating between individual and collaborative acts of making and the larger framework of political, social, and cultural issues in the community. Students are educated to be passionate and capable professional innovators for positive change in the built environment. ARCD majors are trained to look at the built world with fresh eyes and to understand how communities function

in relation to the structures that comprise them. They are guided by faculty towards a commitment to improvement of the quality of human life through improvement of place. Awareness of the crucial need for sustainable design in today's world is fostered at every level.

Elements of the 48-unit major program include:

- * Six intensive core studio courses addressing drawing and representation, metropolitan and global urban design issues, design methodology, building practice, housing, and institutional buildings;
- * The use of San Francisco and the greater Bay Area as urban laboratories to investigate design issues directly and locally;
- * Training in both abstract and applied design;
- * Integration of the studio core within the context of liberal arts education in social sciences, math, and physics, as a preparation for graduate programs in architecture and landscape, but also appropriate for any number of professional career tracks including government, law, history, business, journalism or the visual arts;
- * An international design, history, and social science semester located in an important city in a developing or evolving nation (including Budapest and Puebla);
- * A Bay Area and International community design outreach course focusing on real-world projects for underserved communities
- * A studio practicum/internship with a local architecture related design firm;
- * A small full-time faculty augmented with adjunct faculty drawn from diverse areas of expertise within the university, government, and design communities;
- * A small cohort model of instruction (maximum 12 students per design studio).

Students who complete the B.A. in Architecture and Community Design will:

- * Gain a historical foundation of architecture from pre-history to recent developments in the field, through a broad and inclusive approach to the range of social and economic factors affecting the design of world cities and buildings.
- * Develop familiarity with social justice issues in under-served communities and developing regions of the world as well as more traditional perspectives on architectural history.
- * Develop critical skills and methodologies of inquiry, analysis, conceptual development, and resolution and presentation of design ideas.
- * Learn to integrate aspects of site, program, space, structure and material to create designs for buildings, which also actively respond to the historical, cultural, social and political exigencies of time and place.
- * Develop analytical tools that give attention to the various historic and social forces that intersect to create the built environment.
- * Gain a solid foundation in technical and conceptual design skills, enabling them to present their architectural ideas visually, verbally and in writing to clients, associates, and communities at the grass roots and municipal levels.
- * Graduate with the knowledge and skills enabling them to facilitate positive change to built environments in the world.

2) For the period since the last review, indicate and interpret trends in enrollment, retention and graduation for your program.

There has been no previous review as the ARCD program is currently in its 6th year. However, since the program's inception, enrollment has grown from 18 students to our current enrollment of 105 majors. Retention has generally been 80 percent, with any attrition being out paced by transfers at a

rate of 2 to 1. Due to severe space constraints, in spring 2007 we put a cap on freshman enrollment for academic year 2008-09 at 24 students. However, this year 36 freshman students enrolled in the major. This 12-student difference is the result of admissions underestimating the number of accepted students who would end up choosing USF. Although we feel that a 36 student class per graduating year is a workable and good number from an academic and cohort culture perspective, the space constraints make a 144 student major untenable. We currently have three studio classrooms holding 12 workspaces each. The US standard for architecture education is that students have their own desk 24/7 during any given semester. We have 36 desks available in the studio classrooms and 15 more accessible in a distant trailer building in a daytime use only location. At best we currently have a student to desk ratio of more than two students per desk and in reality of practice, the ratio is more than 3 to 1.

Based upon these data, what do you project enrollments to look like in the next 5-10 years?

If we do not get additional space that our enrollment demands, we will continue to lose students due to frustration and comparison to facilities at other schools, and we will have to severely limit enrollment to 24 students per class. This number is too small to develop the vibrant educational atmosphere expected in an undergraduate architecture program.

3) How does the department determine curricular content?

Through bi-weekly meetings of the two full-time faculty members and twice a semester meetings of all ARCD faculty.

4) How does this curriculum compare with other programs nationally and internationally?

The ARCD major is a non-professional undergraduate Bachelor of Arts program, which prepares students for entry to a professional degree program in architecture, landscape architecture, and urban and regional planning. Like other non-professional schools ours offers a broad range of courses which provide at least an introduction to the major areas of architectural study at the undergraduate level, including design, architectural history, materials and methods, and professional practice. We are different in that we offer more design studio courses (beginning in the freshman year), and include real world design/build projects as a key part of the regular curriculum. Additionally, our architectural history sequence runs over a two-year period, thereby doubling student exposure to this subject while they are concurrently taking studio design courses.

It is more challenging to compare an American undergraduate architecture program to international programs for the same age group. Different licensing and professional practice standards make architectural education significantly different from our own.

B. Undergraduate Program

1) What are the department/program learning goals/outcomes? What are the standards by which you measure success in achieving the learning outcomes?

The ARCD program learning outcomes are organized around four main pillars of learning – architectural design, history and theory of architecture, building technology, and community outreach.

The details of each are listed below -

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<p>2. Students will gain a broad understanding of the historic development of architecture and cities and an overview of theories, analyses and criticisms related to historical buildings, landscapes and cities.</p> <p>(History of Architecture 1, 2, 3, 4)</p>	<p>d) Demonstrate a broad understanding of the development and trajectory of architectural history from prehistoric to contemporary times.</p> <p>e) Demonstrate a broad understanding of the concepts and terminology related to urban and architectural history.</p> <p>f) Demonstrate ability to identify and describe the key developments in the history of architecture, landscape architecture and urban design.</p>
<p>2.</p> <p>f) Students will gain an understanding of basic visual principles, concepts, and modes of architectural representation.</p> <p>g) Students will learn to observe, analyze and represent the built environment.</p> <p>h) Students will learn concepts of space planning, spatial and formal expression.</p> <p>i) Students will obtain an understanding of structure and material in design and construction of buildings.</p> <p>j) Students will understand the role of society and culture in the process of architectural design.</p> <p>(Architecture Design Studio 1, 2, 3, 4, 5, CAD 1, CAD 2)</p>	<p>f) Demonstrate knowledge of the key methods of visual representation.</p> <p>g) Demonstrate competence in using freehand and hard-line drafting, as well as three-dimensional model making as a component of visual communication.</p> <p>h) Demonstrate understanding of design methodologies and competence with architectural design.</p> <p>i) Demonstrate understanding of the fundamental concepts structure and materials in architectural design.</p> <p>j) e) Demonstrate strategies that promote cultural identity and human wellbeing.</p>
<p>3. Students will gain knowledge and understand the importance of using architectural skills to work with diverse communities both locally and internationally to create positive social change in the built environment.</p> <p>(Architecture Studio 7, International Projects)</p>	<p>d) Identify and describe the key concepts and working methods in the history and theory of community related architectural practice.</p> <p>e) Demonstrate an ability to effectively use different methods of community engagement toward solving urban and architectural design problems.</p> <p>f) c) Demonstrate an ability to effectively apply culturally sensitive architectural solutions to underserved communities.</p>
<p>4.</p> <p>Students will learn about the various factors that affect the relationship of ecology and environment to cities and buildings.</p> <p>(Sustainable Design, Architecture Studio 4, Introduction to Construction Materials)</p>	<p>d) Demonstrate a clear grasp of the concepts of climatology as it relates to architectural design.</p> <p>e) Demonstrate an understanding of the macro concepts of ecology and environment.</p> <p>f) Demonstrate an understanding of passive and energy efficient heating and cooling.</p>

<p>5. Students will be introduced to the concepts and methods of civil and structural engineering.</p> <p>(Concepts in Physics, Intro to Structural Engineering, Intro to Construction Materials, Architecture Studio 4)</p>	<p>b) Demonstrate an understanding of the principles of statics and mechanics.</p> <p>b) Demonstrate an understanding of the interdependence of engineering and architectural design.</p> <p>c) Demonstrate an ability to analyze research data, and clearly communicate engineering concepts verbally and graphically.</p> <p>d) Distinguish between sustainable and non-sustainable choices in building materials and processes, in order to ensure appropriate decision-making.</p>
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2) Are the major and minor requirements coherent or merely a collection of unrelated courses? Is the program structured in a logical, sequential and consistent manner?

MAJOR REQUIREMENTS

The major requirements are coherent and structured in a logical, sequential and consistent manner as follows:

REQUIRED ARCD COURSES FRESHMAN YEAR

Fall Semester

Architectural History 1

This is the first semester of a two-year sequence, which provides conceptual and analytical tools to understand the morphology of buildings and cities. Social justice, underserved communities and developing regions of the world are equally emphasized alongside the more traditional view of focusing on the “great buildings” in history.

Architecture Studio 1

A drawing skills class focusing on freehand drawing for architecture students. The course begins with contour drawing (line weight, overlap, scale), then tone drawing (shade and shadow), then orthographic projection and basic freehand perspective. It is a learning to observe and represent what you see course and is preparatory for the more advanced design studios. Conventions of mechanical drafting will be introduced toward the end of the semester.

Architectonics 1

n. The arrangement, or pattern of arrangement, or system of structure dealing with the principles of design and construction. The intention of this course is to develop an understanding of architectonics. Lectures and studio projects explore the concepts of dimension, scale, and order. Design investigations are assigned to develop methods for analysis, articulation of space, relationships of scale, and clarity of structure. Students will spend a significant amount of time, both during class and off-hours, working on their individual projects. The course offers the opportunity to develop studio skills in drawing and model form.

REQUIRED FRESHMAN YEAR

Spring Semester

Architectural History 2

This is the second semester of a two-year sequence, which provides the conceptual and analytical tools to interpret the morphology of the built environment from the macro scale of cities to the micro scale of buildings.

The social role and cultural significance of architecture is explored alongside the formal and technological aspects of the discipline.

Architecture Studio 2

Introduction to design, two-dimensional presentation skills, and learning to see the built environment with an eye toward improving it. Includes basic model making and familiarity with building materials. A real world design problem for a municipality or non-profit organization is a component of this course.

Architectonics 2

Investigating how to conceptualize, construct, and represent complex architectural space. The definition of Architectonics in the context of this course is understanding the interdependence of three central themes played out in the core projects: poetic utilitarian construction, personal/sociological histories as they affect tectonics, and the translation of a 3-D Idea into 2-D Space, and back again into one of society's most powerful 3-D spaces, that of Architecture. Architectonics 2 focuses on improving both representational and conceptual skills, viewing their mastery as interdependent. Projects will not necessarily begin with *a priori* concepts, but with a theme, collective and personal, that is to be investigated through construction and representation.

Also required for the ARCD Major:

Calculus

REQUIRED SOPHOMORE YEAR

Fall Semester

Architectural History 3

This is the third semester of a two-year sequence, which examines architectural production, by drawing from significant precedents from antiquity to the present. Social, political, economic and cultural issues of cities and buildings are equally emphasized, as are formal and technological processes.

Architecture Studio 3

This studio introduces students to design issues at different scales of urban complexity. In part one of the studio, students explore the "grain" of the city--the individual dwelling unit--its history, place and relationship to the larger urban fabric. In part 2, they continue to examine aspects of living in the city through design projects that deal with multi-family housing and issues of affordability and social justice.

Also required for the ARCD Major:

Concepts in Physics

Recommended:

CAD 1

REQUIRED SOPHOMORE YEAR

Spring Semester

Architectural History 4

This is the fourth semester of a two-year sequence that studies building typologies and urban patterns using the example of the world's cities and their histories. Cities and building resulting from the

dominance of wealth and power are important, but so too are settlement patterns, streets, buildings, homes and gardens of all peoples through history.

Architecture Studio 4

This design studio introduces building methods and materials to the design sequence. An introduction to vernacular, contemporary, and renewable construction methods and how they relate to building type, location, life cycle, and design issues. Students will develop individual projects, which follow the design process from conception through design development and basic construction documents. Topics will include land use, housing, natural resources, aesthetics and comfort.

Recommended:

Structural Engineering
CAD 2

REQUIRED JUNIOR YEAR

Fall Semester

Architecture Studio 5

This design studio focuses on institutional buildings: schools, community centers, libraries, and other relatively small institutions that are an integral part of the urban communities they serve. The studio will deal with the identity of public buildings and their intersection with the social, cultural and political inclinations and aspirations of their communities. Students will be encouraged to act as part-formulators, facilitators and interpreters—and not merely passive translators—of a collective social vision realized through architecture. Through an analysis of context and program, and a critical appreciation of building precedents, students will provide architectural solutions that explore the design of collective space, institutional form, building structure and materiality. An important emphasis will be on developing and devising design processes that enable an analytical and rigorous approach to architectural design.

Recommended:

CAD 1 –if not taken
Sustainable Design
Intro to Construction Materials

REQUIRED JUNIOR YEAR

Spring Semester

Architecture Studio at Semester Abroad Program (Budapest, Hungary) or if a student stays at USF during spring semester they take International Projects and Construction Innovation Lab

Recommended:

Intro to Structural Engineering – if not taken

REQUIRED SENIOR YEAR

Fall Semester

Studio 7 - Community Design Outreach

Student involvement in real architecture design/build projects for non-profits, schools, municipalities and especially underserved communities in the Bay Area and internationally. In this studio class students take on a larger urban or rural design problem. The projects may be local or international and ideally will lead to student participation and leadership in a community building process for their project.

Portfolio Lab

The discipline of architecture is as centered on its discourse writing and verbalizing-as it is on building production. Through this course students will investigate the various approaches to writing about their work and establish a distinct focus of future professional inquiry. The class will examine how other architects have presented their work through publication and look at how the architectural press covers the work of architects. Students will then delve into their own projects to create a snapshot of their work projected in the form of a portfolio.

Recommended:

CAD 1 – if not taken

Sustainable Design

Intro to Construction Materials

REQUIRED SENIOR YEAR

Spring Semester

Practicum/Internship

Course is divided into three parts; two lecture classes, one focusing on Professional Practice, the other Construction Management, and an outside internship. Student internships with architecture firms, non-profit housing developers, municipal planning or building departments, and other public-good oriented organizations in the Bay Area.

Recommended:

Intro to Structural Engineering – if not taken

MINOR REQUIREMENTS

The minor requirements are intended to provide student minors with a basic and coherent introduction to architecture related fields through history, design and methods and materials. Additionally, the minor in Architecture and Community Design is designed to provide the non-architecture major with an appreciation of design, architectural history, urban planning and design, community outreach as it relates to architectural and landscape design projects in underserved communities.

A total of 20 Units from the following courses are required for the minor:

Required courses:

ARCD-110 Studio 1 (4 units)

ARCD-389 Community Design Outreach (4 units)

Select a minimum of two of the following:

ARCD-101 History of Architecture I (2 units)

ARCD-102 History of Architecture 2 (2 units)

ARCD-203 History of Architecture 3 (2 units)

ARCD-204 History of Architecture 4 (2 units)

Select a minimum of one of the following:

ARCD-120 Studio 2 (4 units)

ARCD-200 Sustainable Design (4 units)

Select a minimum of one of the following electives:

ARCD-150	Architectonics 1 (2 units)
ARCD-151	Architectonics 2 (2 units)
ARCD-250	CAD 1 (4 units)
ARCD-290	Sacred Space (4 units)
ARCD-300	CAD 2 (4 units)
ARCD-320	Intro to Landscape Design (4 units)
ARCD-340	International Projects (2 units)
ARCD-360	Intro to Structural Engineering (4 units)
ARCD-370	Construction Innovation Lab (2 units)

3) Do students learn about the discipline’s historical roots and development as well as current trends and directions?

The history of architecture curriculum examines the historical roots and development of the discipline from early cultures to the most recent times. Contemporary trends and directions in design, theory and criticism are examined in the history classes and reinforced through further discussion in the design studios. A specific class, the History of the Architectural Profession, looks at the historic evolution and contemporary approaches to the practice of architecture.

4) What are the core requirements for the major and for any concentrations or specialty areas?

ARCD Core Requirements:

History of Architecture 1, 2, 3, 4,

Architectonics 1 and 2

Studio 1, 2, 3, 4, 5, 7 + Study Abroad architecture studio or Int’l Projects + Construction Innovation Lab Portfolio Lab

Practicum/Internship (professional practice/construction management)

Calculus

Physics

Requirements for Specialty Areas:

1. Engineering and Materials

Intro to Structural Engineering

Intro to Construction Materials

Construction Innovation Lab

2. Architecture for Underserved Communities

International Projects

Sustainable Design

Construction Innovation Lab

CAD 1

5) How well is this faculty able to support any concentrations and specialty areas cited in the campus catalogue?

The faculty is able to fully support the specialties sited in the campus catalogue.

6) How frequently are core courses and electives offered and in what sequence?

Core courses are offered once per academic year, either in the fall or spring semester. Architecture History 1 and 3 are offered in the fall, while history 2 and 4 are offered in the spring. Studios 1,3, 5, and 7 are offered in the fall, while studios 2, 4, the semester abroad studio and specialty design courses are offered in the spring. Calculus is offered in the spring and is followed by physics in the fall.

7) Do students experience any difficulties in meeting graduation requirements for the program due to the frequency of course offerings?

No, students who begin the ARCD program in their freshman year have no trouble completing the program requirements in four years.

8) What is the prerequisite sequence between lower-division and upper-division courses?

See 6 above.

9) What is the proportion of lower-division to upper-division courses?

15 lower-division courses and 12 upper division courses. This does not include ARCD Major requirement courses that are not ARCD classes such as Calculus, Physics, and a second Social Science.

10) What are the average class sizes in core courses, required major courses and electives? Are these class sizes appropriate for the learning goals/outcomes and learning objectives of the curriculum? How do they compare to those of other departments in the College of Arts and Sciences?

University core courses are limited to 40 students.
Required studio courses in the major are limited to 12 students.
Required lecture courses in the major are limited to 40 students
CAD courses are limited to 18 students
Elective course have a range of 12-24 students.

These class sizes are appropriate for the learning goals/outcomes and learning objectives of the curriculum and are generally comparable to those of other departments in the College of Arts and Sciences. The exception would be studio courses, as these classes are specific to the major as well as limited by the available physical space.

11) What is the mix of majors to non-majors enrolled in your program's courses?

100% majors in the studio classes; 90% majors in the history classes; 90% majors in the elective classes.

12) What courses have been deleted or substantially updated in the past five years? If you know what new courses are to be offered in the five years, please include a separate list of such courses.

The architecture history sequence ARCD 101, 102, 103, and 104 has been substantially updated both in content and sequencing. The course sequence was originally conceived for freshmen, as two semesters of combined architecture history overview and architecture office field trips. With the departure of the original instructor, the course was retooled to offer a thorough history of world architecture over the four semesters of the freshman and sophomore years.

ARCD Studio 1 (Drawing and Representation) was originally conceived as an open-ended freehand drawing and model making skills class. With the departure of the original instructor, it has been reworked into two courses: 1. a rigorous freehand drawing course for architecture majors, including perspective, basic architecture drawing conventions, model making, and beginning design thought. And 2. Architectonics 1, where students learn to explore the concepts of dimension, scale, and order; including methods for analysis, articulation of space, relationships of scale, and clarity of structure.

Studio 4 was originally conceived as having studio projects where students investigate and design projects for sites in San Francisco. As this content already existed in Studio 3 with housing issues, and Studio 5 with institutional and commercial projects; the course was reorganized to address the materials and methods of conventional construction and the strategies for making construction documents.

Studio 7, Community Design Outreach, was originally a local projects course where students developed designs for small projects located in parks, daycare centers or other non-profit locations. The course and project content has developed into a more professional practice oriented design office, where student work in design/build teams on local and international projects ranging from organic food production gardens in underserved neighborhoods, to a children's performance stage in a local park, to a Community Center in rural Nicaragua and an orphanage library in Zambia.

13) How much and what type of writing assignments does the department require?

Writing assignments are required for all History of Architecture classes 1 – 4. The assignments vary from short one-page response papers to short three-page papers on a particular discussion question. Elective classes in the junior and senior classes also require writing assignments – History of the Architecture Profession, Sustainable Design, Internship/Practicum class. The Portfolio Lab class requires students to work on a Statement of Purpose.

Community Design Outreach, International Projects, and Construction Innovation Lab require two project write-ups per project during the course of the semester. One is due at midterm and the other is due as part of the final presentation at the end of the semester. Student are required to work on one local and one international project during the course duration, so there are two midterm papers and two final papers due per studio. The writing consists of design proposal descriptions, reflections on their process and experience during the design process in terms of client and team experience, and summaries of the scope and needs of each project.

14) What does the department offer its most outstanding students, e.g. honors track, capstone course, senior thesis, etc.

Honors in the Humanities, paid Research Assistance positions or lab monitor positions, Thatcher Gallery student exhibition placement and prize.

15) What opportunities exist to actively involve students in learning through internships, work-study, practicum, study abroad, etc.

- There is a professional internship requirement in the spring semester of the senior year.
- There are work-study opportunities for outstanding students to work on research projects with professors.
- There is a Budapest study abroad opportunity for second semester juniors, as well as the option to study abroad at a different location.
- There is a summer semester abroad program where students have the opportunity build projects they have designed during the regular academic year.
- There is a summer semester abroad program in Leon, Mexico where students work with their Mexican peers on urban design problem in that city's outlying neighborhoods.
- Students have also participated in the Syracuse Study Abroad program, which is held in Florence, Italy.
- A few students have enrolled at Sofia University in Japan
- Students are also looking at the possibility of spending a semester abroad in New Zealand through the USF Study Abroad program

16) In what ways have you been able to involve undergraduates in research programs in your department? How do you assess the results?

Both fulltime Architecture and Community Design faculty hire upper division undergraduates to assist in research projects in preparation for subsequent semester classes and in research related to original work in preparation of book projects. Results are assessed on an individual basis, with the student continuing for multiple semesters if successful and receiving specific praise in letters of recommendations for graduate school application. The intention is that any such publication or other work by a professor would contain acknowledgement of contribution for each undergraduate involved in the project.

17) How well prepared are majors for graduate study in the field?

For students interested in pursuing professional tracks in architecture related fields, the ARCD program offers a broad and thorough introduction to the major areas of the field. The ARCD program has to date graduated just two senior classes of students, each numbering approximately 12. As with other non-professional programs, most graduates choose to join the work world before applying to graduate school. However, as evidence of graduate school preparation, 90% of those students who do apply have been successful. We have ARCD alumni at UC Berkeley, UCLA, University of Washington, California College of the Arts, and Savannah School of Art and Design.

18) Are undergraduates interested in graduate programs in the field? What percentage are interested and what percentage actually go on to graduate studies? What other academic and non-academic fields are they entering upon graduation?

Architecture students are definitely interested in graduate programs in architecture. However, not all of them enter graduate school or apply to graduate school after finishing their undergraduate education.

Among graduating students about 30% have so far—from 2 graduating classes—applied for graduate programs in architecture and related disciplines. Most students have entered architecture and related fields.

D. International Programs

1) For all USF programs taught overseas, please describe the curriculum. How was it similar or different to programs taught on the USF campus?

The ARCD program has two academic overseas programs available to students.

1. The Budapest, Hungary spring semester abroad program, offers junior level students the opportunity to enroll in general humanities courses toward their USF Core requirements and one architecture course focused on eastern European architecture vernacular and contemporary trends. The focus differs from the on campus program in that it is euro-centric.

2. The summer international projects program offers students the opportunity to build and/or continue design work on the actual international site of projects they have worked on during the previous academic year. In the fall semester Community Design Outreach and spring semester International Projects and Construction Innovation Lab, students work on real world projects for underserved communities located in multiple countries. This program is different from other programs taught on the USF campus in that it is integrating a real world design calendar into the academic year, connecting classroom learning to the actual sequencing of projects much as graduates might experience in professional offices.

2) How was/is the program set up? How were/are classes scheduled?

The ARCD program is currently organized around the course needs of 105 majors, the teaching loads of the two full time faculty members and the schedule availability of the 10-14 adjunct faculty. Scheduling is set three to six months in advance of each semester and staffing is 80% set at that time. There is flexibility in the three-month period prior to the start of a semester to make minor adjustments to class schedules and the adding of special topics classes. Final Adjunct hiring may occur in this period on an as-needed basis, as occasionally an adjunct requests not to teach a course due to an increase in their private practice workload.

3) Who has taught in the international programs? Overall, what has been the quality of instruction? What support services were provided by USF?

The architecture course taught in Budapest during the junior spring semester abroad program is taught by a Hungarian architectural historian. He has been receiving very positive student evaluations during his 3-year tenure with the program. Laszlo Muntean is currently in San Francisco on a Fulbright Scholarship, so another Hungarian faculty member at that institution will teach the coming spring semester course. The ARCD faculty is unaware of any USF support services for this abroad program.

The summer Community Design Outreach summer abroad program currently has two distinct course structures. The first is collaboration with Ibero Leon University in Leon, Mexico whereby USF ARCD majors attend a 3-week program run and taught by Ibero faculty. This program has run for two consecutive summers during 2007 and 2008. The first summer was co-taught by USF ARCD faculty member Seth Wachtel, who traveled with the students and coordinated the continuation of academic year

projects to the summer program. The projects for that summer were two; an urban design effort at improving the conditions in an underserved neighborhood on the outskirts of the city, and a project to design a housing community for indigenous families being assisted by a local NGO. The quality of the instruction was strong during the first summer program. The second summer was less successful, due to a change to the Ibero faculty staffing and the absence of USF faculty presence. The program is currently being reassessed to correct the failings of second summer's program.

The second summer abroad program has one USF ARCD faculty member traveling with ARCD students to a location of a projects worked on during the academic year, which is ready for construction and/or onsite design work with the partnering community. In the summer of 2006, the project was in Zambia and the community partner was an NGO focused on creating libraries for street-children. The quality of instruction conducted by the USF faculty member in concert with the Zambian project architect was excellent. The project during the summer of 2008 was in Nicaragua and followed the 3-week summer program in Mexico. This project was taught by a USF ARCD faculty member in concert with staff member from the partnering NGO and the quality of instruction was high.

4) What have been the results of learning outcome assessment? (If no assessment has been made, simply state this and explain why not).

There has been no formal learning assessment made. This is due to the ongoing curriculum development for this 5-year old program. Our graduates are being accepted into Masters programs and being hired into the design professions, which indicates we are generally meeting at least the learning outcomes for professional degree programs and entry level positions in architecture related fields. We are at a point now where the curriculum is stable enough to begin formal assessment of learning outcomes.

5) Is the program being continued or discontinued? (In either case, please provide a brief rationale. If the program is being continued, what can be done to improve the quality of the program?)

The program will continue. It is highly popular with students, having grown from 22 to 105 majors in 5 years. Learning assessments can help streamline and improve the quality of the program, but the biggest help would come from acquiring adequate physical space and equipment to serve our students in accordance with the norm for undergraduate architecture programs.

E. Admission and Transfer Policies

1) Are there any procedures for awarding credit to experiences other than traditional instruction (experiential learning, undergraduate research, internships, etc.)?

On a case-by-case basis students are awarded Directed Study credits for research projects. Internships are credited to the existing Practicum/Internship course. Experiential learning is handled either through the internship course or the summer design/build immersion programs.

F. Advising

1) How are students advised and mentored by the department?

The two ARCD fulltime faculty members each advise half of the program's majors. Mentoring is done informally by full time and adjunct faculty, for all levels of students from those excelling to those struggling either with the coursework or choice of major. Advisement on course selection is done in the week prior to university-wide enrollment for the subsequent semester. Mentoring is offered on an open-ended basis during weekly office hours held by full time faculty or by appointment with full time or adjunct faculty.

2) Is advising valued and rewarded by the department?

Advising is valued by the department as an important element in a student's education. It is highly valued by ARCD faculty as a critical part of a student's development as an engaged student and future professional. It is also highly valued as an important part of each faculty member's understanding of, and relationship to, each individual student during their four-year stay in the program. This helps significantly in individually tailoring the learning and advising process for each student as they mature into the major.

3) How is advising organized and how is advising quality maintained?

The Program Assistant for the department of Art + Architecture assigns student majors to one of the two ARCD fulltime faculty, maintaining an equal load for each faculty member. New majors, who come from within USF from other majors, generally become the advisee of the faculty member they first see. Advising quality is maintained through regular meetings of fulltime faculty members where they keep each other current with student trends in interest, problems with courses and enrollment, and individual student issues. Additionally, adjunct faculty regularly and freely report student and enrollment issue to fulltime faculty and there is at least one all-faculty meeting per semester where enrollment, course curricular, student learning and performance are discussed, assessed and addressed.

G. Overall Academic Quality

1) What, in the opinion of the faculty, is the overall quality of the program?

Faculty generally agrees that the overall quality of the program is high. Faculty also agree that it is the responsibility of a program as small and nimble as ours, to constantly assess and improve all aspects of the program at the end of each semester.

2) How, in the opinion of the faculty, does the program compare with others nationally and internationally?

In terms of quality and depth of education the ARCD faculty feels that the program provides an equivalent program to others nationally. In some areas, such as required design studios, architectural history courses and international study opportunities, the faculty feels that the ARCD program excels when compared to others of the same enrollment.

It compares well with other programs nationally and internationally. It is quite at par with a number of other universities offering a Bachelor of Arts Degree with Architecture as the major. It also compares well in the quality of education provided to students, particularly in the areas of architectural design, history of architecture and construction technology. It compares more favorably with other schools in

regards to experience with community engagement and hands-on building construction. Where it does not compare as well is in having a long history, a well-established program over many years, a large and diverse faculty and vast resources.

ARCD faculty feels that in terms of number of fulltime faculty, the ARCD program, with two-fulltime faculty, is too reliant on part-time faculty.

ARCD faculty, both full and part-time, unanimously feel that the facilities, both in terms of classroom space and equipment are woefully sub-par when compared to others nationally.

3) Describe any special departmental strengths and/or unique features of the program. Are there special research emphases that make a unique contribution to the program?

The required four-semester architectural history sequence is a unique feature of the ARCD program. It contrasts with the more typical two-semester sequence offer at other institutions. The ARCD faculty feels that exposure to architectural history over a longer period of time, and concurrent with four design studios, is an effective way for students to better absorb architectural history and to relate its lessons and applications to the design process.

A solid emphasis and progression of architectural design studios from basic architectural drawing skills to complex architectural and urban design solutions. The city of San Francisco is utilized as an urban laboratory for studio and real projects and research.

International immersion summer programs stemming from real world projects students work on during the fall and spring semesters, is a special departmental strength and a unique feature of the ARCD program.

The course Construction Innovation Lab is focused on the development of site specific and culturally appropriate building techniques and technologies for developing world locations of real world projects. This research emphasis makes an important contribution to the program's emphasis on assisting local and international underserved communities. This is also a unique contribution the mission of the university as a whole.

4) In what areas has the program improved or deteriorated within the last five years? Please describe the evidence used to support these conclusions along with plans for eliminating any deficiencies (include expected timetables).

The program has improved in all areas over the last five years, as the program began at the beginning of this period. These areas include architectural history, architecture design studio courses and sequence, technical courses such as engineering, CAD, methods and materials courses, and professional preparation courses such as Practicum Internship and Community Design Outreach.

Enrollment has more than doubled every year, we have added more classes, hired a number of new adjunct faculty, added studio space, and seen a number of graduating students get admission to graduate programs across the country.

The program has never had adequate physical space to accommodate an architecture program. This condition has continued, as enrollment growth has outstripped modest university attempts at providing additional classroom space. The search for additional studio and laboratory space continues, as does the

process of educating the university administration in what it takes to properly outfit a viable and competitive undergraduate architecture program. Each year the ARCD program loses students to other institutions due to the disparity in facilities. It is not possible to offer a timetable for improving the space and facilities, as this is dependant on factors beyond the control of ARCD faculty and staff.

III. ASSESSMENT

1) What are the methods by which the department assesses its success in achieving its program learning goals/outcomes?

The final review/jury at the end of each design studio is a clear indicator of whether a student has met the learning objectives of the studio. Reviewers consisting largely of professionals in the field critique and judge the level of student work. The level of student architectural design work at the final (review) stage, the percentage of students moving to the following studio, and the comments of the reviewers provides a fair measure of the success of the instruction and learning.

The Portfolio Lab class is another indicator of the level of fluency of the student work. Here students compile a portfolio of their architectural work done over three/four years in the program. The level of accomplishment of the portfolio is again a good indicator of the success in achieving learning goals/outcomes.

The ability of students to get admission to graduate school and the percentage entering graduate school is also another method to assess the success in achieving program learning goals. The higher the percentage of accepted applications signals a greater rate of success for the program.

Finally, the ability of students to get jobs in the field and be retained by their employers is a strong indicator. Positive feedback about a USF graduate's abilities from an employer would also be useful information in determining the success of achieving learning outcomes.

2) To what degree have you achieved your learning goals/outcomes?

Considering the program is only five years old it is hard to fully evaluate whether the program has achieved its learning goals. So far, most indicators – the critique/jury process, the Portfolio Lab class, admissions to graduate school, and acceptance into architecture practices, have been positive suggesting that the learning objectives are being met to a fair degree.

3) How does the department determine whether individual courses are meeting their stated learning outcomes?

Evaluating the success of individual courses in terms of learning outcomes can be done by looking at the work that is produced in studio and lecture classes. Another would be to look at the end of year Summa Teaching Evaluations, which can also be one indicator of whether individual courses are meeting their state learning objectives.

4) How does the department determine whether individual courses are contributing to overall program learning goals/outcomes?

Most courses in the ARCD program are required courses for the major. They have thus been designed in a way to significantly contribute to the learning outcomes of the program. The additional elective courses are carefully chosen to strengthen the various areas of the program other than design, namely – history and theory of architecture, community outreach and building technology

5) What factors have facilitated or impeded the department's ability to meet its program learning goals/outcomes?

The lack of quality studio space, workshops, meeting space, and review space has been a major impediment to the department's ability to meet program goals/outcomes.

6) What are the department's reflections on the data on retention and persistence to graduation?

Over the last four years about 80% or more of majors have stayed in the program. Students that leave do so for financial reasons, to enter a larger program in architecture, a program with better facilities, a professional program in architecture, or to change majors. Persistence to graduation of the retained students is closer to 90%. Except for a few exceptions most students that have completed the first two years stay on to finish the program.

7) How are program expectations communicated to students? Are they informed as to their progress in meeting program learning outcomes?

Program expectations are communicated to the incoming freshman class at the beginning of the fall semester during the departmental and program orientation. The expectations of the architectural design studio progression complimented by the history of architecture curriculum, the building technology classes and community outreach or all enumerated and communicated to students during orientation.

This communication is then reinforced every semester during one-on-one advising sessions that students have with their assigned faculty advisers.

In the case of architectural design studios, the review/jury process also works as a platform for communicating to individual students the level of their work and to what extent they have met the learning outcomes of the studio.

IV. FACULTY

B. Teaching

1) With regard to interdisciplinary programs, how are teaching loads negotiated and balanced between the home department and the interdisciplinary program?

The one interdisciplinary program connected to the ARCD program is the Garden Project Living-Learning Community. This yearlong freshmen program is co-taught by one ARCD faculty member and one Communications faculty member. The teaching load is shared equally and the program is in its second year. There is departmental pressure from each faculty members home department to resume

teaching a freshmen level core course in their major department. Currently, the teaching team has submitted a proposal that the year be divided by semester, with one faculty responsible for teaching the fall, and the other the spring semester. This would permit the ARCD faculty member to resume teaching a freshmen studio.

2) To what extent do faculty enjoy teaching the courses they teach?

Fulltime and adjunct faculty greatly enjoy teaching their courses. Because there are just two fulltime faculty members, each is able to select the courses they most favor and feel best suited to teach. Similarly, adjunct faculty are chosen for, and are offer courses that fit their areas of expertise and interest. Professionals who choose to teach in the ARCD program, do so out of a desire to impart knowledge to the next generation of architects and designers and a desire to stay connected to current trends in the field. The fulltime faculty do not select adjunct faculty based on financial need.

3) Do faculty wish they taught different courses or taught existing courses differently?

The way the ARCD program is run allows for flexibility in course assignments and approach to teaching. Changes are made either through informal discussion with the Program Director or at faculty meetings. There has not been a case where an instructor was unable to make a desired change from one semester to the next.

4) Is the curriculum flexible enough to allow innovation in teaching methods and the development of new courses?

The curriculum is highly flexible both in allowing innovation in teaching and in the development of new courses. Both innovation in teaching and the development of new courses are discussed with the Program Director and at faculty meetings.

5) Has new technology affected the way in which courses are taught?

Yes, new technology has affected most ARCD courses in positive ways.

- Architectural history benefits from the use of Blackboard for the posting of assignments and course requirements.
- Studio courses benefit from Internet access for quick in class research, GoogleEarth Pro imaging, and student/community client interaction.
- Email is invaluable for timely communication with students working on time-sensitive real world projects.

C. Research

1) What are the faculty's scholarly/artistic interests and aims? Please describe the research and/or creative work of the department, focusing primarily on achievements since the last review.

- Assistant Professor Seth Wachtel's scholarly interests focus on developing world housing, built infrastructure, urban farming, and the development of innovative construction techniques that

produce sustainable, and aesthetically and culturally appropriate buildings and community spaces for human environments. The Community Design Outreach program and the ARCD courses International Projects, Construction Innovation Lab, and Garden Project serve as the platform for this focus and research.

The aim of this research is the positive impact on underserved local and international communities through the innovative application of hybridized construction methods and approaches to food security, blending vernacular traditions, indigenous techniques with modern technologies and sustainable materials.

Enough research and built projects have accumulated over the past four years at USF, to warrant a book on these development projects and innovations. This writing is underway, including discussion of the alternative teaching approach used to educate undergraduate architecture students.

- Assistant Professor Tanu Sankalia's scholarly interests cover the broad categories of architecture and urbanism in the San Francisco Bay Area and India. In particular he is working on a project that investigates spaces between historic residential buildings in San Francisco, a project that has evolved out of his design studio teaching. Over the last year he has worked on two papers related to this research. The long-term goal is to pursue this research to the point where it can potentially turn into a book.

Tanu Sankalia is also working on research related to urban design and housing in India. He is currently working on a paper that looks at waterfront developments and slum rehabilitation housing in Mumbai, India. In the long-term, he plans to be focused on issues related to urban planning and design in Mumbai, researching and reporting on the significant changes undergoing in urban India.

The larger research goal is to continue to be focused on local aspects of architecture and urban design as they inform design studio pedagogy, and at the same time research and write about the development of the urban landscape in India.

- Part-time faculty have a broad range of scholarly interests connected to their professional careers in architecture, landscape architecture, urban design, structural engineering, and project management.

2) What is the recent history of research support, fellowships, grants, awards, contracts or commissions by members of the department? Please list by title and principal investigator any major research projects and include a brief description. For sponsored projects, list sources, amounts of funding and duration. (List all grant proposals made by the faculty whether funded or not).

Assistant Professor Seth Wachtel has received the following over the past three years:

- College Service Award - 2007
- Jesuit Foundation Grant - \$5,000 for 2006 street-children's library in Zambia
- San Francisco Department for the Environment Grant - \$70,000 for 2008-2009 to create backyard food producing gardens in the underserved neighborhood San Francisco of Bayview-Hunter's Point.
- Marineau Family Foundation Grant - \$46,000 in 2008; \$50,000 in 2009 to fund immersion programs for USF student participation in design/build projects in Nicaragua and Mexico.

- Collaborative Research with Students Award – College of Arts and Sciences 2008
- Architecture Foundation of San Francisco Award, Architecture and Youth Award for Architecture in the Schools project with the San Francisco Symphony - 2005.
- Special Recognition Award for Architecture and Community Design program at the 2008 32nd Annual Service and Merit Awards.
- Leo T. McCarthy Center grants enabling two low-income USF students to travel to central Mexico for an urban design project for the underserved community of Lomas de Guadalupe in 2007, and Zambia to build a community library for AIDS orphaned street-children in 2006.
- USF-College of Arts and Sciences – Faculty Development Fund – Fall 2004-08 – all funded

Assistant Professor Tanu Sankalia has applied for the following grants:

- Graham Foundation for the Advanced Study in the Arts – Fall 2007 – not funded
- Graham Foundation for the Advanced Study in the Arts – Fall 2008 – not funded
- USF-College of Arts and Sciences – Faculty Development Fund – Fall 2007 – funded
- USF-College of Arts and Sciences – Faculty Development Fund – Spring 2008 – funded

3) What has been the impact of faculty research in the field and more broadly over the last five years?

Given that the program is about five years old and that the two full-time faculty members have only completed two years, there has been little impact of faculty research in the field.

4) What are the primary areas of emphases and strength within the department?

The Architecture and Community Design program has four main areas of emphases – Architectural Design and Representation, History of Architecture, Community Outreach and Building Technology. The strength of the program is its unique approach to architecture design pedagogy in terms of community outreach: serving underserved communities locally and internationally through design and building solutions.

The program is also strong in its architectural design studio emphases. Students take a minimum of five or up to seven studios during the four years of undergraduate study. The studio curriculum comprises a rigorous approach to representation, analysis, design, and building technology, which provides students with a strong foundation for graduate school and jobs in the field.

5) What factors have shaped and in future are likely to shape the areas of expertise in the department or program?

No single factor has been completely responsible for shaping the areas of expertise in the Architecture and Community Design program. There are several factors that have influenced areas of expertise, which has positively resulted in a multivalent program.

Some of the factors are as follows:

- The Jesuit and University of San Francisco mission of “serving underserved communities” and working towards “social justice” has helped shape the entire area of community engagement. This has led to an expertise in working with a wide range of communities around the world to design and build projects for them. There are several classes such as the community outreach design studio (Architecture Design Studio 7), International Projects and Construction Innovation Lab that attest to this expertise.

- Location and the idea of engaging with the city and using it as a laboratory for design and community-related projects has led to an expertise in urban design issues related to the San Francisco Bay Area. Architecture Design Studios 2, 5 and 7 deal with community, urban and architectural design projects related to San Francisco.
- The focus on providing a solid undergraduate architectural education that compliments the core liberal arts curriculum of the College of Arts and Sciences has shaped a certain kind of “teaching” expertise.
- Environmental sustainability is a current issue in architecture related fields, which is driving course development and the need for expertise in this area.

6) In what ways have changes in your discipline (paradigms, funding patterns, technologies, etc.) influenced research, scholarship and creative work in your department?

The Architecture and Community Design program has not systematically planned and responded to changes in the field. However, there has been a reflexive response to a number of issues that affect cities all over the world: the condition of the urban poor, the growth of informal settlements and increased urbanization. In addition, currently pressing issues of environmental sustainability have also generated a reflexive response in terms of teaching and research. Computer technology, sustainable design innovation, and a growing interdisciplinary approach to designing sustainable communities, all have influenced the courses and direction of the ARCD program over the past five years.

7) Some departments are more heterogeneous than others. What variations exist among your faculty in terms of methodologies, paradigms, or subfield specializations? Do these differences create obstacles to communication and, if so, what steps have been taken to promote communication between different constituencies? How successful have these strategies been?

The Architecture and Community Design program has had no issues with communication given how small the faculty is. Despite various subfield specializations among full-time and part-time faculty, there is a good deal of communication. The program holds a retreat for its full-time and part-time faculty at the end of the fall and spring semesters. These retreats have been successful in framing the overall direction of the program and generating ideas for curriculum development.

8) What impediments to faculty productivity exist and in what ways can these be reduced?

The main impediment to faculty productivity in the Architecture and Community Design program is the sheer lack of space. The quality of studio teaching is thus hampered, which in turn affects morale and productivity. Moreover, certain classes such as Construction Innovation Lab have no space in which to they can experiment with alternative, new and innovative building techniques.

The lack of reliable and “qualified” research assistants is also an issue when it comes to faculty productivity. Most undergraduate students take a full-load of courses, are doing other jobs on the side, which it seems they prefer doing, and seem less motivated to take on research projects with faculty.

- 9) **What are the expectations for faculty research/artistic creation/performance in terms of quality and quantity? Are they being met, and if not, why not? How do the department's expectations compare with the College as a whole and with similar departments at other colleges and universities?**

The expectations for faculty research/artistic creation/performance are well enumerated in the faculty handbook and in the Faculty Contract. Individual faculty research and performance expectations are also arrived at through discussions with the Associate Dean, and with the Dean through the Academic Career Prospectus process.

D. Service

- 1) **What are the major service contributions made by faculty to the college and university over the last five years? Please be selective and do not include or append faculty resumes or vitae.**

Assistant Professor Seth Wachtel has made the following contributions to the college and university:

- Chair of Faculty Search Committee and Member of a second Search Committee
- Member on ENVA Advisory Board (Environmental Science and Environmental Studies committee).
- Member of the "Green Team" committee focused on increased environmental sustainability on campus.
- Transformed the focus and structure of the Architecture and Community Design program into a thriving major that has grown from 22 to 105 majors in 4 years.
- Created international immersion programs that have placed USF students in Zambia, Nicaragua, and Mexico, and drawn publicity for the university.
- Created community partnerships with local non-profits, parks departments to create student designed projects, thereby enhancing neighborhoods and providing significant positive publicity to USF.
- Co-creator of the Garden Project Living-Learning Community where freshmen students are establishing the first organic community garden at USF 2007-09.
- Establishment of Archive for USF Architectural Drawings - 2004-2005

Assistant Professor Tanu Sankalia has been on two search committees – the first for a full-time, tenure-track position in the ARCD program, and the second for a full-time, tenure-track position in the Fine Arts program (sculpture). He has also been a member of the Faculty Development Fund Committee for the College of Arts and Sciences.

- 2) **What are the major extension and other outreach programs that faculty have been involved in since the last review?**

Assistant Professor Seth Wachtel established and runs the Community Design Outreach program where Architecture and Community Design students have the opportunity to travel to international locations to build projects they have designed during the academic year. Local projects are also designed and built by students in the program during the fall and spring semesters.

- 3) **In what ways are the faculty linked to the community (paid and unpaid consulting, faculty service on community boards/commissions etc.)?**

Assistant Professor Seth Wachtel serves on the following:

- Groundwork Institute – Advisory Board member to this non-profit international development consultant
- Housing Advisory Commissioner for the City of Berkeley
- Advisory role for non-profit Quesada Gardens Initiative
- Founding member of Building Process Alliance
- Advisor to Panamanian non-profit Bien Estat Evita (Wellbeing in Life)

Assistant Professor Tanu Sankalia serves on the Board of Trustees of Ecole Bilingue de Berkeley, an independent elementary school in Berkeley. He is also Co-President of the Alumni Board of the College of Environmental Design, University of California, Berkeley. He also serves as the Co-Chair of the Distinguished Alumni Award Committee of the College of Environmental Design, UC Berkeley

E. Relationship with other Departments and Programs

1) In what ways does the department collaborate with other departments and programs at USF?

The ARCD program is part of the Environmental Studies major, in which several departments of the College of Arts and Sciences participates. In addition to this program-wide collaboration there are several individual faculty members that are working across departments.

- Assistant Professor Seth Wachtel

- Collaboration with Prof. Melinda Stone (Media Studies) on Living/Learning community project that is engaging students from across several majors in the development of an organic fruit and vegetable garden on the USF campus.
- Collaboration with Business Professor Denis Nielson on a plastics sustainability project.
- Collaboration with Business Professors Dayle Smith and Lou Lucaccini on International Development.
- Collaboration with Business Professors Eugene Muscat and Lou Lucaccini on Live/Work housing.
- Collaboration with Politics Professor Business Professor Monika Hudson on Farmers Markets
- Collaboration with Economics Professors Alessandra Cassar and Bruce Wydick on Native American development.

- Assistant Professor Tanu Sankalia has taught and will be teaching a class in Urban Planning in the Masters in Environmental Management Program

- Adjunct Professor Hana Mori teaches courses in Structural Engineering, Construction Materials, and the Architecture Design Studio 4, is also connected to the Physics department where she teaches introductory courses in Physics.

- The Sustainable Design course is cross-listed with Environmental Studies major and attracts a number of students from other majors

2) What is the department's assessment of the successes and disappointments of those collaborations?

As of now most of these collaborations have been successful.

3) Are there any impediments to developing interdisciplinary research or connections to other departments or programs?

No – they are highly encouraged by the university.

4) How could the University aid you in strengthening and developing such ties?

The University administration is supportive of developing such relationships. The University could introduce an annual prize of some sort for best cross-disciplinary collaborative project.

E. Recruitment and Development

1) In what areas and specialties does the department wish to hire in the future? What is the rationale for recruitment in these areas?

Considering the ARCD program is largely focused on undergraduate teaching it seems imperative to hire faculty that can fill several roles – design studio teaching in combination with an expertise in another area. The two areas that the program has discussed hiring in are history and theory of architecture and engineering/building technology. Another area that has recently emerged is the specialty of sustainable design. Other than specializing in these areas, it is extremely important that new hires can pursue research and scholarship in their areas of expertise.

The rationale for recruitment in these areas is based on the existing expertise within the program and the areas that could be strengthened.

2) What are the anticipated retirements that need to be taken into account in long-range planning over the next five to ten years?

There are no anticipated retirements that need to be considered in the ARCD program.

3) In what ways does the department help foster professional development and growth of the faculty?

Professional development is encouraged more at the College level than at the departmental level. The College of Arts and Sciences holds regular Writing Retreats in the spring and fall semesters. The Faculty Development Fund is another means by which the College supports professional development. Support for teaching effectiveness, scholarly travel and research is provided through the Faculty Development Fund.

4) How are junior faculty mentored with respect to their teaching, scholarship/art, and service?

Each junior faculty is appointed a mentor in the Department of Art + Architecture.

The Dean's office holds teaching workshops for first and second year junior faculty. This program is conducted by Associate Dean Michael Bloch and is very useful for incoming junior faculty.

5) Are information and expectations communicated effectively, especially to junior faculty?

Monthly faculty meetings, meetings with one's mentor serve as effective sources of information. In addition, the Academic Career Prospectus process and other workshops on teaching, service, research, and the tenure process in general serve as useful and effective sources of information for junior faculty.

6) Are members of the department faculty involved in creating a "living-learning" community at the University of San Francisco?

Yes. Assistant Professor Seth Wachtel is working with Media Studies Assistant Professor Melinda Stone on a Community Garden Project, which is a "living-learning" community.

V. DEPARTMENTAL GOVERNANCE

1) How well is the department or program governed?

The ARCD program is governed very well. Given that there are only two full-time faculty members makes the communication channels open and effective. The full-time faculty members are also able to work effectively with adjunct faculty members to shape the direction and curriculum of the program. This is done once a semester at an all-faculty retreat.

2) Do all faculty members feel included in departmental decision-making? How is participation in shared governance encouraged and valued?

Yes, all faculty members do feel included in the departmental decision-making process. The monthly faculty-meetings serve as a good point to bring up various issues, vote on issues and share the decisions of the department. Governance in the department is also shared through the various Program-Coordinators or area heads. The coordinators are in charge of their respective programs giving them an opportunity to lead and take decisions. The Program Coordinators are given a single course release for the academic year.

VI. STUDENTS

1) What is the program looking for in its students?

The selection process for students to the ARCD program is not portfolio based and the program has no say in, or control over the kind of students that enter the program. The students that enter the program do so through the USF admissions office. The program thus does not have any pre-requirements or conditions for admission to the program. Many students, particularly those that enter at the freshman level, do not have any prior drawing or design experience, and the program is perfectly satisfied with that.

The program would ideally look for students that have a deep interest in architecture as a profession, field of study etc; that are willing to approach the discipline through a combination of drawing and design skills, and historical and theoretical analysis. It would also look for students that are willing to pursue the discipline into graduate school in various forms: architecture, urban planning, urban design, structural engineering, environmental design, landscape architecture, and interior design. It also seeks students that have a level of dedication and commitment that is commensurate with the nature of the discipline.

2) What kind of students is the program well suited to serve?

At this moment the program is more suited to serve students that are committed to pursuing architecture or its related disciplines as a career. It is well suited to serve students that would like to receive a focused undergraduate architectural foundation—complimented by a diverse liberal arts education—that they can carry forward to a graduate program in architecture or a related field.

The program is also suited to students wishing to take architecture as a minor. In the long-term the program would also like to have several courses where it is suited to non-majors who are interested particularly in non-studio related classes.

The Community Outreach and International Projects classes also welcome students from other majors – students who are keen on working in underserved communities.

3) How does the program define “quality” in terms of admission to the program where relevant?

See #1.

4) What efforts are made to create an intellectual and social climate that fosters student development and supports achievement of the program’s objectives (e.g. clubs, student chapters of professional organizations, etc)?

The ARCD students have recently formed a USF chapter of the American Institute of Architecture Students (AIAS).

1) Do students affect department policy and operations (e.g. student membership on program committees, representation at faculty meetings, etc)?

No

2) How are program expectations communicated to students?

Initially, program expectations are communicated through Department and Program orientation for freshmen that is held at the beginning the academic year. Regular student advisement by fulltime ARCD faculty is conducted each semester during course registration periods and during office hours.

VIII. DIVERSITY AND INTERNATIONALIZATION

The University is committed to providing a supportive environment for all members of the community and ensuring that everyone is included in the life of the University in ways that enhance professional development and academic success. In addition, the University is committed to providing faculty and students opportunities to add an international and global dimension to the liberal arts experience. For the purposes of this section, underrepresented groups refers to gender, race and ethnicity within the United States (including citizens and permanent residents). Faculty from overseas should be listed separately.

A. Diversity

- 1) What factors facilitate or impede your efforts to recruit members of underrepresented groups?**

ARCD faculty have no control over applications to our program. However, through the program's active community outreach program there are opportunities for faculty and students to interest and encourage high school students, parents and educators to consider the ARCD program as a future educational destination.

- 2) What factors facilitate or impede the department's ability to retain students and faculty from underrepresented groups once they have been recruited?**

The inadequate facilities of the program are a continuing retention issue, which drives away individuals from all student groups, underrepresented and not.

- 3) Is there anything the University can do to help the department with recruitment and retention?**

So far the ARCD program has not had any issues with recruitment. If any, there are a few issues with student retention. This boils down to a single factor – the lack of space, high-quality facilities and resources to keep the students interested

- 4) Has the increased diversity of the student body and/or faculty in your department generated any changes in your curriculum?**

No

- 5) Has the increased diversity of the faculty generated any changes in the academic culture or climate of the department? If so, what are the impacts of these changes?**

No

B. Internationalization

- 1) How have international issues been integrated into course content and the curriculum?**

The History of Architecture classes 1 through 4, that are taught over 4 semesters (freshman and sophomore) have adopted the text A Global History of Architecture as a primary reference. This text, unlike previous histories of architecture, takes on a much larger, “global” perspective to the study of the history of architecture. The history of architecture in Latin America, Asia, and Africa are given equal importance alongside Europe and North America.

The International Projects and Construction Innovation Lab classes and the Community Outreach design studio deal with projects in Africa, Asia and Central America. Students along with Assistant Professor Seth Wachtel get the opportunity to work on ‘real’ projects for underserved communities in countries such as Zambia, Mexico, Nicaragua, China and Cuba.

In the second semester of the junior year, students have the opportunity to study in Budapest, Hungary where the ARCD program has an established program, or to spend a semester abroad at another international location, such as the Syracuse Study Abroad Program in Florence.

2) Have students in the department taken advantage of study-abroad programs organized by USF or other institutions?

Yes. Students from the ARCD program actively participate in the Budapest Study Abroad program organized by USF. Students have also participated in and continue to participate in the Syracuse Study Abroad program in Florence, Italy, organized by Syracuse University. Some students are looking into participating in USF Study Abroad program in New Zealand. Students have also participated in a study abroad program with Ibero University, Leon, Mexico.

3) Have faculty participated in international programs sponsored by USF or other institutions?

Yes. With Ibero University in Leon, Mexico.

4) Does the department recruit and retain international students, faculty and staff?

Yes. The ARCD program has one full-time faculty member from India. There are international students from China, Mexico, Philippines, Taiwan and Kenya.

5) Does the department have any international partnerships and collaborations with educational institutions and public or private sector organizations?

Ibero University, Leon, Mexico
Budapest Semester Abroad Program
NGOs:
Lubuto Library Project, Zambia
Viviendas Leon, Nicaragua
Casas Loyola, Mexico
Bien Estat Evita, Panama

6) What are the goals, priorities and challenges of the department in this area?

The Study Abroad program is a top priority for the ARCD program. The program would like to see every student spend a semester, or at least part of their undergraduate education tenure, in a foreign country. The goal is to develop as many study abroad programs as possible, particularly in developing world locations.

One challenge is enabling students to fulfill their Arts and Sciences Core Curriculum requirements, i.e. finding courses abroad that are equivalent to core courses offered at USF. Another challenge is finding funding to enable students to pay for a semester of study abroad.

X. FACILITIES

1) Please describe the current instructional and research/creative work facilities of the department.

- There are three 12-desk design studios and one 12-desk temporary trailer serving the studio needs of 6 studio courses for 105 majors. The trailer is due to be removed during the 2008 winter break.
- Each of the three studio classrooms has dedicated MacMini computers with extensive software. Two of the studios have a black and white printer; the third has a color printer and a scanner.
- Architecture and Community Design students have “as available” access to the Arts Studios.
- Evening only CAD courses for ARCD students are taught in the two department computer labs. ARCD students have limited access to these labs during non-class hours.
- Lecture courses are taught in regular university classrooms as scheduled by the College of Arts and Sciences.

2) To what extent do these facilities meet the needs of the department?

- Lecture courses have adequate facilities.
- CAD classes have adequate facilities for Mac-based programs, but there are no PC opportunities.
- Studio classrooms are inadequate in size. 12 desks barely fit in the classroom, projection is difficult, there is no room for pin up critiques, and little room for model making or layout space. These classrooms have no natural light and ventilation is poor.
- Students outnumber desks by more than two to one.
- With 105 majors and growing the program’s facilities will no longer be capable of handling the numbers of major by fall 2009.
- There is not an adequate shop and testing facility in which students can make construction mock-ups and larger studio projects.
- There is no storage space for student projects and supplies.
- Storage space for department equipment, materials, and supplies is woefully inadequate.

3) If any of these resources are inadequate, what plans have been made to correct these deficiencies? Are there issues related to facilities that you feel have been neglected by the University?

The university has recently added two of the three current studio classrooms, but these were outstripped by enrollment needs even before they were completed. Much discussion has gone on for the past four years regarding the provision of adequate space commensurate with comparable programs at other institutions. Suggestions or possibilities are offered by the administration, but so far only expectations of years of waiting have been the reality.

Every need item listed in “2” above has been put off or not adequately addressed by the University.

4) What additional facilities, if any, are needed in order to improve the quality of the programs being offered?

- CAD lab with PC capabilities
- A total of 4 studio classrooms with natural light and enough space to have layout tables, adequate projection capabilities and pin up space for critiques.
- Indoor and outdoor building laboratory spaces
- Storage space for program materials, equipment and supplies
- Storage space for students supplies and projects
- A room for a materials library.
- A lecture hall that combines lecture and lab style teaching.

XI. CONCLUSIONS

1) How would you describe the morale and atmosphere within the department? Does the department enjoy the kind of collegial relationships between its members that are conducive to sustaining and enhancing its excellence?

The department morale is high, with an atmosphere of collegiality that is conducive to enhancing excellence within the department.

The only issue is that of the lack of space – and that does often contribute to bringing the morale down, especially in the ARCD program. Each year students regularly ask about the possibility of getting new and larger studios. Several students have also initiated a letter signing campaign to petition the administration for better facilities.

XII. COMPREHENSIVE PLAN FOR THE FUTURE

1) How will the department position itself given the changes likely to take place within the discipline over the next five to ten years?

The core focus of the ARCD program will continue to be the development of a basic architectural foundation through undergraduate education. In this regard, the program will continue to find new and innovative ways to teach the curriculum, but it should still remain focused on providing the fundamentals of architecture.

The major issues that are likely to impact the discipline over the next five to ten years will be an increased focus on the environment (sustainable design, green building), the continued growth of cities, particularly in the developing world, the need to find innovative methods of housing, the development of new technologies of representation.

The following are some of the key points that comprise the comprehensive plan for the future:

- Space – It is critical for the ARCD program to have significantly more, good quality studio space
- High-quality, rigorous undergraduate education
- Develop undergraduate research and scholarship
- Building program – construction innovation for varying conditions across the world
- Focus on San Francisco – create a knowledge and information base with regards to urban planning/design and architectural issues related to the city
- Create a greater awareness, knowledge-based, and intensive course content related to climatology, sustainable design, green design, and environment
- Focus on issues related to housing in developing countries – informal settlements, slums etc.
- Develop more course content that deals with urban planning and urban design issues nationally and internationally

APPENDIX 3

Curriculum Vitae

Assistant Professor Seth Wachtel

Seth Wachtel is the Director of the Architecture and Community Design Program and Assistant Professor in the Department of Art and Architecture, and is Co-Director of the Garden Project Living-Learning Community at the University of San Francisco. He completed his professional degree at UC Berkeley in 1987 and has worked in architecture and construction in India, Colombia, Israel, Mexico, Nicaragua, and Zambia as well as the San Francisco Bay Area. His focus is low-income housing and the development of innovative construction techniques that produce sustainable and aesthetically and culturally appropriate buildings for human environments.

Professor Wachtel runs the Community Design Outreach, International Projects, and Summer Immersion courses, which provide students the opportunity to work on real world design/build projects for underserved communities both locally and internationally. The Garden Project Community, which he co-directs, is a Living-Learning community, where students are establishing the first organic community garden on the University of San Francisco campus. He is a founding member of the Building Process Alliance, a board member of Groundwork Institute, and is a partner with 9th Street Workshop, an architecture and building firm.

Assistant Professor Tanu Sankalia

Tanu Sankalia is Assistant Professor in the Department of Art + Architecture at the University of San Francisco. He has worked as an architect and urban designer for several years in San Francisco and Mumbai, India. His range of work includes urban design plans, mixed-use developments, housing projects, residential architecture, interior design and campus planning and architecture. He received a Masters in Urban Design from UC Berkeley and a Diploma in Architecture from the School of Architecture (CEPT) in Ahmedabad, India.

Tanu Sankalia co-ordinates and teaches the 4 semester history or architecture and urbanism sequence, and is actively involved in teaching and shaping the architectural design studio curriculum. He also teaches classes in urban planning and design in the Master of Environmental Management Program. His research interests span the local context of the San Francisco Bay Area, and the global perspective of India covering areas of architecture and urbanism. At present he is working on a book project that deals with interstitial spaces in San Francisco's residential architecture. He is also researching public housing and public space in Mumbai.