

University of South Florida
School of Architecture & Community Design

Architecture Program Report
Submitted: September 2016
2017 NAAB Visit for Continuing Accreditation

Date of Previous Visit: February 2011

Master of Architecture
Credit Hour Summary

168 credit hour track (2 + 4)

(60 undergraduate + 108 M. Arch)

108 credit hour track (non-architecture bachelor's degree)

(120 undergraduate + 108 M. Arch)

54 credit hour track (pre-professional bachelor's in architecture)

(120 undergraduate + 54 M. Arch)

University of South Florida
School of Architecture & Community Design

Architecture Program Report
September 2016
2017 NAAB Visit for Continuing Accreditation

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Section 1. Program Description

I.1.1 History and Mission

University of South Florida

The University of South Florida is a large, public 4-year university offering undergraduate, graduate, specialist and doctoral level degrees. The USF System is comprised of three schools: USF; USF St. Petersburg; and USF Sarasota-Manatee. Serving more than 48,000 students, the USF System has an annual budget of \$1.6 billion and is ranked 43rd in the nation for research expenditures among all universities, public or private. USF is comprised of 14 colleges offering more than 180 undergraduate majors and concentrations. USF prides itself on being a high-impact global research university dedicated to student success.

Established in 1956, the University of South Florida (USF) has rapidly ascended into the ranks of the nation's top tier research universities. USF is classified by the Carnegie Foundation for the Advancement of Teaching in its highest tier — a *Research University with Very High Research Activity* (RU/VH). Today, annual research contracts and grants exceed \$497 million, while USF's Research Park provides support for university researchers and industry to collaborate in commercializing discovery.

As a member institution of the State University System of Florida, the University is governed by the Florida Board of Governors and the USF Board of Trustees (BOT). The President and Trustees represent the University with one voice. USF is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools – Commission On Colleges (SACSCOC).

As the only institution of higher education in Florida designated by the Carnegie Foundation as *Community Engaged*, and one of only ten public research universities nationwide that hold both RU/VH and Engaged designations, USF is inextricably engaged with the community at all levels, from local to global. Community partnerships in health care, education, science and engineering, the arts, and business are an integral part of life at the University.

USF is a member of the American Athletic Conference. In recent years, the University has strengthened its position as a top-ranked public research university; has improved its placement in the annual report of the Top American Research Universities; and has stepped up a tier in *US News and World Report's* ranking of national universities.

USF's greatest strategic opportunities reflect the University's location: coastline, port, estuaries and beaches; fresh water supplies, clean energy, urban infrastructure and other environmental subjects. Through research in bioengineering, life sciences, materials science, microelectronics, nanotechnology, information and communication technology, advanced manufacturing, and other areas, USF is an anchor for the vast Florida High-Tech Corridor, Florida's most effective knowledge-based economic development effort.

USF Mission

The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment.

USF Vision

The University of South Florida is a global research university dedicated to student success and positioned for membership in the Association of American Universities (AAU).

As Florida's leading metropolitan research university, USF is dedicated to:

- Student access, learning, and success through a vibrant, interdisciplinary, and learner-centered research environment incorporating a global curriculum.
- Research and scientific discovery to strengthen the economy, promote civic culture and the arts, and design and build sustainable communities through the generation, dissemination, and translation of new knowledge across all academic and health-related disciplines.

- Partnerships to build significant locally- and globally-integrated university-community collaborations through sound scholarly and artistic activities and technological innovation.
- A sustainable economic base to support USF's continued academic advancement.

USF AT A GLANCE

- **Founded:** 1956
- **Undergraduates:** 36,108
- **Graduate Students:** 9,889
- **Total number of students who received financial aid in 2014-15:** 25,531
- **Average financial aid awarded:** \$10,134
- **Accreditation:** Regionally Accredited, Southern Association of Colleges and Schools
- **Student-faculty ratio:** 24:1
- **Average class size:** 33 students
- **Faculty & Staff:** 17,766
- **Diversity:** 44% of students are African American, Black, Asian American, Hispanic, Native American or multiracial.
- **Countries Represented:** 138+ and 8% of the total student population

Full list of system facts:

<http://system.usf.edu/pdfs/USF-Fact-Book-2014-15.pdf>

University of South Florida Overview:

<http://www.usf.edu/about-usf/index.aspx>

SACD Program History

<http://arch.usf.edu>

The School of Architecture and Community Design at the University of South Florida was founded in 1986. It was operated between 1986 and 1994 by two units of the State University System of Florida, the Florida Agricultural and Mechanical University (FAMU) and USF. After a national search, Alexander Ratensky was hired as founding Director—he reported to the dean of architecture at FAMU, and sat on the Council of Deans at USF.

The School of Architecture and Community Design at USF is the first public architecture program in Florida to be located in a metropolitan area. Indeed, the school was specifically linked to an urban mission in its implementing authorization from the state legislature, and was founded at about the time that the state recognized, through legislation, that its prodigious growth in population, and the impact of that growth on the environment, needed management.

The core professional program was a 4-year track (then 110 credit hours) designed for students with bachelor's degrees in non-architectural subjects. A limited number of students with prior study in architecture were admitted with advanced standing. The Master of Architecture program earned its initial accreditation by the NAAB in 1992 for a term of three years.

By action of the Board of Regents on November 15th, 1994, the School of Architecture and Community Design was made exclusively a unit of the University of South Florida. Alexander Ratensky was named founding Dean, and reported to the Provost. The Master of Architecture program earned its first full five-year term of accreditation by the NAAB in 1995. In 1999, Alexander Ratensky retired from administration, after leading the program for 13 years. Because of its small size at that time (51 FTE students), the Provost made the School of Architecture a unit within the Office of Graduate Studies. Associate Professor James Moore was named Interim Director and reported to the Dean of Graduate Studies.

After a national search, Stephen Schreiber was hired as Director in 2000. He reported to the Dean of Graduate Studies, and sat on the Council of Deans. The Master of Architecture program earned a five-year term of accreditation by the NAAB in Fall 2000.

In 2001, the School implemented a “2 plus 4” track to the Master of Architecture (in addition to existing tracks). This track, and the liberal studies track, opened the school's programs to select undergraduates with strong architectural and/or visual arts education. The school began offering general education classes for undergraduates in 2002. Due to the interest in the new programs and increasing visibility of the school, enrollment increased dramatically. By the 2002-3 academic year, the School enrolled 157 FTE students. In early 2003, the Provost changed the School back to the equivalent of a college. Stephen Schreiber was named Dean and reported to the Provost.

Stephen Schreiber announced his desire to return to the faculty by Fall 2004, due to his increasing research/creative work activities, and obligations to national and statewide organizations. Associate Professor Daniel Powers served as Interim Dean while a national search was conducted. This national search failed to land a suitable candidate for Dean and Professor Charles Height was appointed Interim Dean and stayed on in that position from 2005-08.

In the summer of 2008, the School of Architecture & Community Design was reorganized as an academic unit in the College of Visual and Performing Arts (now the College of the Arts, COTA). The position of Dean was redefined as a Director reporting to the COTA Dean Ron Jones.

Upon Dean Height's resignation in August 2008, College of the Arts Associate Dean Barton Lee served as interim Director and a national search for a new permanent Director began. Effective fall 2009, Robert MacLeod began his duties as Director of the School of Architecture and Community Design. Upon the resignation of COTA Dean Jones in 2011 (to assume the Presidency of the Memphis College of Art), an international search led to the hiring of Dr. James Moy as Dean of the College of the Arts, effective summer 2012.

For the 2015-16 academic year, the School enrolled 234 FTE student count based on fundable student credit hours.

SACD VISION:

The vision of the School of Architecture and Community Design is to be nationally and internationally recognized as a distinguished center for study, research, design, and community engagement in architecture and urbanism. We envision a program that critically engages the built environment through academically diverse, socially and environmentally responsible inquiries that stress innovation and rigor in a learner-centered environment.

SACD MISSION:

Our mission is to provide graduate level education that:

- Provides a holistic design curriculum and instruction through a variety of pedagogical approaches.
- Encourages individual and collaborative discoveries.
- Emphasizes continuity between design and construction.
- Builds technical and professional proficiency.
- Offers wide ranging global learning experiences.
- Provides opportunities for engagement with diverse communities.

And for students and faculty to conduct scholarly research and creative activity that:

- Is innovative, disciplinary, and interdisciplinary.
- Advances the understanding of the built environment as it relates to society and culture.
- Contributes to theory and practice in the disciplines of architecture and urbanism.
- Relevant to local communities.
- Advances the contemporary state of critical practice.
- Provokes (stimulates/instigates) critical discourse on architecture and urbanism.
- Explores (embraces) emerging technologies.

Community Engagement

The SACD has an established public presence through many years of community engagement. The School has a long history of involvement with the community through topical design charrettes, pro-bono

projects, grant and contract work, scholarly research and multiple design/build projects. Recent efforts include:

- Mini-Homes for Vets: The design and pending construction of several small scale homes in the City of St. Petersburg, Florida for military veterans: <http://wusfnews.wusf.usf.edu/post/tiny-homes-vets-teach-usf-students-huge-lessons#stream/0>
- Faith House: The master plan design for the Faith house, a residential program for individuals recovering from substance abuse issues. <http://wusfnews.wusf.usf.edu/post/usf-architecture-students-design-bright-future-faith-house#stream/0>
- Oldsmar: The master plan and visioning studio for the City of Oldsmar, Florida <https://www.youtube.com/watch?v=zqr1JuYtWK0&feature=youtu.be>

College of the Arts

The College of the Arts (COTA) consists of the SACD and the School of Art and Art History, the School of Theatre and Dance, the School of Music, the Contemporary Art Museum (CAM) and GraphicStudio, a world renowned print and sculpture atelier. The extraordinary number of cultural events hosted by CoTA are offered free of charge or at low cost to students enrolled in the college. CAM offers a diverse series of exhibits and discussions, all free and open to the public. Links to all COTA units and events can be found at the COTA homepage: <http://www.arts.usf.edu>

USF

The USF Center for Student Involvement, housed within the Department of Student Affairs, sponsors a university lecture series open to all students. Guests from the diverse worlds of the arts, science, politics, and entertainment participate in the student run series. Recent speakers include: Jane Goodall, Ron Paul, Soledad O'Brien, Abby Wambach, Kevin Bacon, Bill Nye, Michael Render (AKA, Killer Mike), RJ Mitte, and many others.

Other institutional events include the fall Week of Welcome (WOW), Spring USF Week, Bullstock, Homecoming, Round UP, Winter Wonderland, Battle of the Bands, Movies on the Lawn, the Centre Gallery and Bulls Nite Out. The Marshall Student Center, in the heart of the USF campus, serves as the focus of student life at the university. <http://www.usf.edu/student-affairs/involvement/index.aspx>

SACD and the study of the liberal arts / architecture

Design Studios engage communities and cultures, often in "real world" situations. The School's undergraduate general education classes, writing intensive "Gordon Rule" courses and other electives expose large numbers of USF students to our discipline. Introduction to Architecture (gen ed), Intro to Architectural Design, Architecture History I and II, The City (Gordon Rule), The Sustainable City and the newest online course, Design NOW! (Gordon rule, 2017) offer opportunities for cross-engagement.

The majority of SACD students (65% +/-) attend the entire 6 year (2+4) program. During the course of their tenure at USF students experience a range of academic and cultural activities. The two year, 60-credit hour undergraduate curriculum includes 36 credit hours of general education requirements. Students select, with the guidance of the SACD undergraduate academic counselor, approved courses addressing the general education categories:
<http://www.usf.edu/undergrad/fkl/fkl-requirements.aspx>

English Composition: 6 cr hrs / Fine Arts: 3 cr hrs / Humanities: 6 cr hrs

Human/Cultural Div-Global Context: 3 cr hrs / Mathematics: 6 cr hrs

Physical Sciences: 3 cr hrs / Life Sciences: 3 cr hrs / Social-Behvrl Sci: 6 cr hrs

Additional coursework in the graduate sequence addresses architectural history and theory, forming a deeper understanding of linkages between and across the humanities, culture and the history of ideas.

SACD coursework often interweaves and overlaps: Introduction to Technology offers an overview of myriad technical subjects with the Core Design 1 Studio and History class serving as a background for these studies. Material and Methods of Construction is taught concurrently with the Graduate Core 2 Design Studio. The Theory course builds upon the History and the Core Design sequence and is taught

while students are studying both the Florida landscape and the urban density of New York in the Core 3 Studio.

The Design Development course affords the opportunity to study integrated building systems design across the entire semester. Using a design project from a previous semester, students address the complex building components and systems while developing an extensive design development “package” for their proposal. On the opposite end of the curriculum, students have a three semester, 9 credit hour Master’s Project (MP) structure wherein they focus on specific topics with the guidance of their MP chair and committee. Three courses form the foundation of research, planning/development and execution of the Master’s Project: Research Methods (2 cr hrs); Master’s Project Planning (2 cr hrs) and the Masters Project Studio (5 cr hrs).

I.1.2 Learning Culture

The learning culture in the SACD is formed across the various student cohorts and primarily centers around the design studio. Undergraduate students in the first two years of the 2+4 program encounter a dense teaching / learning environment. The studio faculty is assisted by several graduate teaching assistants. The learning environment sponsored by this arrangement immerses new students in the complexity of the discipline and comradery of the school. Similarly, students in the Graduate Core Design 1 & 2 have advanced graduate students assigned to the studio -- available to assist in off-hours. The resulting culture is one that sponsors interaction, discussion and the free exchange of ideas.

Each semester the SACD Lecture Series introduces five or more guest lecturers from across the US and abroad to the entire student cohort and is open to the general public. Students are exposed to ideas from a diverse range of architects, urbanists, designers, academics and artists.

Studio Culture Policy

The Studio Culture Policy is on the SACD website:

<http://architecture.arts.usf.edu/content/templates/?z=352&a=5179>

The current Studio Policy largely outlines a list of what not to do. It is presented to students in studio handouts and in a formal orientation at the start of the Graduate Core sequence.

The new/proposed policy has been developed across several semesters by students enrolled in the “Teaching Methods” course. The near final draft is organized in three sections and is also on the SACD website: <http://arch.usf.edu/content/articlefiles/5166-studio%20culture%20edit%2010-15.pdf>

The new document strikes a less punitive tone and is more constructive in terms of academic life and challenges faced by students. The purpose of the the Studio Culture Policy may have been initially understood as a simple list of rules. It is clear, however, that the document now has a more ambitious and constructive intent. Moving forward, the faculty will continue to annually evaluate the studio culture document and seek input from students. We see it as a living document necessitating re-visit to address the evolving culture of the institution. The original policy is dated August 2003. This draft is the first update since that time. We anticipate updating the studio culture policy in accordance with our strategic plan (every 5 years unless circumstances dictate otherwise).

Learning Culture outside the classroom occurs through various venues. Most significant are studio based field trips. All Graduate Core and Advanced design studios include a field trip tied to the pedagogy of that particular semester. Trips are typically 4-5 days, are required and are organized by faculty. Current Core Design trips are:

Core 1: Savannah, GA and Charleston, SC

Core 2: San Juan, Puerto Rico

Core 3: New York City

Advanced studio travel to a range of locations and occasionally offer international trip of 1-2 weeks.

Recent travel includes Chicago, San Francisco, Seattle, Phoenix, Kansas City, Washington DC, and Atlanta & the Rural Studio in Alabama (Auburn Univ). International trips have included London, Tokyo, Hong Kong, Cyprus, Thailand, Quito and Havana, Cuba.

Additional learning culture activities include the AIAS “Firm Crawl” event comprised of visiting regional architecture offices, typically on a Saturday. 20-30 students usually participate in this event. Other Tampa AIA events include the annual awards program, exhibits in the AIA Gallery and related activities. These are open to students and have regular, if modest participation. The City of Tampa sponsors many cultural activities including “Fourth Friday” which opens galleries and museum spaces to the public on a Friday evening.

I.1.3 Social Equity

A description of institutional initiatives for diversity and inclusion and how the program is engaged in or benefits from these initiatives

The University of South Florida continues to prioritize matters of diversity and inclusion. From the USF Diversity Statement:

The University of South Florida endeavors to make academic excellence inclusive by sustaining a community of free inquiry in which people of diverse race, ethnicity, veteran status, marital status, socio-economic level, national origin, religious belief, physical ability, sexual orientation, age, class, political ideology, gender identity and expression participate in, contribute to, and benefit equally, from the academic community. A diverse campus environment, in which differences are respected and appreciated, promotes more effective teaching, produces greater learning outcomes, and better prepares students for an increasingly diverse workforce and pluralistic society.

<http://www.usf.edu/diversity/diversity-inclusion/index.aspx>

USF strives to create a diverse and inclusive atmosphere through Diversity Education Seminars, Diversity Lecture Series, a Diversity Summit and other initiatives. The SADC benefits from these initiatives in manifold ways. Events are open to faculty and students and promoted across the university.

The College of the Arts has a standing committee addressing issues of diversity, the Diversity Advisory Workshop (DAW) Committee (<http://www.arts.usf.edu/content/templates/?z=54&a=489>). Membership is comprised of representatives from all units in the College. Overseen by Dean Moy, in recent semesters DAW has focused on distribution of information and materials related to university opportunities, workshops, lectures and so forth.

A description of plans to maintain or increase the diversity of faculty, staff, and students when compared with the diversity of the institution. A description of the process by which these plans are developed and the individuals/process.

The College of the Arts and the School of Architecture & Community Design are committed to increasing the diversity of faculty, staff and students. Leadership at the College (former Dean Ron Jones and current Dean James Moy) frequently emphasizes the necessity of diversity awareness.

The planning emerges from two primary areas: (1) The regular meetings of the College leadership at the Directors’ Council: COTA unit Directors, Dean, Associate Dean and Assistant Dean. In these bi-monthly meetings, issues of diversity, per the university administration and college are disseminated and discussed. (2) The SADC faculty, regularly meeting as a committee of the whole, actively seeks and encourages an awareness of gender representation and overall diversity in:

- academic awards (several faculty meetings dedicated to annual awards nominees)
- graduate teaching assistantships (increased number of GTA positions have resulted in additional female GTAs.
- other leadership positions (student organizations)

SADC Student Diversity Statistics:

<http://arch.usf.edu/content/articlefiles/5166-SADC%20Student%20Diversity.pdf>

SADC Faculty Diversity Statistics:

<http://arch.usf.edu/content/articlefiles/5166-SADC%20Faculty%20Diversity%20info.pdf>

SACD Diversity Document / Initiatives

<http://arch.usf.edu/content/articlefiles/5166-SACD%20Diversity%20Initiatives.pdf>

Faculty and Student Statistical Data (regarding diversity is recorded in the NAAB Annual Statistical Report, Sections D and G):

NAAB 2016 ARS:

http://arch.usf.edu/content/articlefiles/5166-NAAB%202016%20ARS_Part_1_UniversityofSouthFlorida_2016.pdf

NAAB 2015 ARS:

http://arch.usf.edu/content/articlefiles/5166NAAB%202015%20ARS_Part_1_UniversityofSouthFlorida_2015.pdf

NAAB 2014 ARS:

http://arch.usf.edu/content/articlefiles/5166-NAAB%202014%20ARS_Part_1_UniversityofSouthFlorida_2014-2.pdf

NAAB 2013 ARS:

http://arch.usf.edu/content/articlefiles/5166-NAAB%202013%20ARS_Part_1_UniversityofSouthFlorida_2013.pdf

NAAB 2012 ARS:

http://arch.usf.edu/content/articlefiles/5166-NAAB%202012%20ARS_Part_1_UniversityofSouthFlorida_2012.pdf

Mentorship

Providing mentors through the SACD lecture series and invited guests for studio reviews is an area of mentorship the school promotes and believes an effective tool for placing respected role models. We endeavor to invite a diverse group of guests to campus. Recent guests include:

Martina Bauer, Barkow Leibinger Architects, Berlin/NY

Elizabeth Whittaker, Merge Architects, Boston

Kirsten Murray, AIA Principal Olson Kundig Architects, Seattle

Wendy Babcox, Professor of Art, USF SAAH

Noelle Mason, Professor of Art, USF SAAH

Julie Snow, Snow Krelich Architects, Minneapolis, MN

Oana Stanescu, Family, NYC

Noah Bilken, Principal, Deborah Berke Partners, NYC

Sandra Barclay, Barclay & Crousse, Lima, Peru

Alberto Kalach, Mexico City, Mexico

Marcia Kogan & Mariana Simas, MK27, Sao Paulo

Marusa Zorec, Professor, University of Ljubljana, Slovenia; Principal, Arrea Architecture, Ljubljana

Yvonne Farrell, Grafton Architects, Dublin

A description of whether and how these initiatives are linked to the program's self-assessment or long-range planning.

The SACD has recently linked issues of diversity to self-assessment in a more formal manner. As the school reviews both program and curricular assessment, it considers diversity a priority in program assessment. Similarly, diversity of faculty, staff and students will emerge as a significant concern in the forthcoming SACD Strategic Plan, under development Fall 2016, as directed by the College of the Arts and the university. Diversity is a key point in the initial draft of the strategic plan and self-assessment protocols. The SACD Diversity Initiative:

I.1.4 Defining Perspectives

A. Collaboration and Leadership

The School of Architecture and Community Design benefits from the wealth of educational resources available at a Carnegie Doctoral/Research Intensive institution. The campus provides a stimulating environment for the students and faculty. A variety of academic programs at USF are scrutinized regularly through different accreditation processes and through a rigorous internal review process. The architecture program at USF participates fully in the immediate environment of the USF campus as well as the broader academic environment nationally and internationally.

The studio intensive character of the SACD fosters a collective comradery wherein collaboration through the discussion of work is inevitable. The simple fact that students build many physical models keeps the studios occupied and busy. Students are less likely to retreat from the studio and work from home. There are many instances of collaboration from the early stages of the curriculum. Many graduate students serve as teaching assistants for undergraduate studios. A collaborative team project is integral to the Materials and Methods course (cantilever project) as is the competition for testing the cantilever constructions- an event attended by students throughout the school. All students take this course in the first year of the four-year grad program (40-45 students each spring).

Required urban design studios (Advanced Design C) form teams to tackle large, complex projects. Students have many opportunities to present work with municipalities and other user groups, hearing concerns, serving as ciphers in charrettes and eventually presenting design proposals in public events, exhibits and formal presentations. Recent efforts have engaged public and / or private groups in studios based in Thailand, Ecuador, London, and closer to home in the Florida cities of St. Petersburg, Oldsmar and Cape Coral. All SACD students enroll in at least one urban design focused studio.

The School's research arm, the Florida Center for Community Design and Research (FCDDR), supports 10+ Graduate Assistants per semester, working with research faculty on a range of community and urban design studies. Students assume leadership roles and become familiar with the issues and concerns of public groups and municipal officials.

In recent years, the SACD has established a strong working relationship with the City of St. Petersburg (25 miles to the west of the USF campus along the Gulf Coast). This has resulted in the USF/SACD St Petersburg Urban Design Lab, forthcoming in 2017. The city is in the process of renovating a building for the school's use as a satellite studio/seminar space. The city has also committed to supporting Graduate Research Assistants for multiple years. We anticipate 12-16 students will participate in the UDL each term.

The SACD collaborates with colleagues across the campus through the SACD Design Workshop. The workshop was formed support and work with university faculty, leadership and the USF Foundation to develop architectural programs and proposals for speculative projects around campus. Faculty led student teams (3-5 students) develop proposals that enlighten prospective user groups and assist with fund raising. The SACD has developed 14 projects, all funded by Colleges or USF Academic Affairs.

The USF Architecture College Council, the AIAS, SWIA, CSI, and Green Builders are active in the School. The AIAS chapter, working closely with the SACD and the Tampa Bay AIA, has organized school forums, lectures, workshops, tours, and social events. A student representative serves on all search committees as active, voting member. S/he typically hosts a student lunch with the prospective faculty member.

B. Design

In preparing graduates to enter the profession of architecture, the program's primary goals are: to develop each student's problem solving abilities, to prepare him/her to deal responsibly with the complexities and ever changing issues of the built environment, to help each student understand and express his/her individual creativity and, to give each student skills to equip him/her for entry level positions in the profession.

The design curriculum at the SACD begins with an introduction to the language of both making and thinking. The construction of artifacts and their materiality introduces an awareness of tectonics. Historical precedent and analysis are discussed in introductory studios and built upon in the Graduate Core studio sequence. The development of a rigorous and accountable design process is valued as is the ability to move fluidly between modes of exploration and presentation.

Notions of landscape, both existing and constructed inform decisions making and assist in understanding landscape as somewhat plastic and malleable – a part of the designers' milieu. Urbanism is presented in various scales and conditions as students visit Savannah, GA, Charleston, SC, San Juan, PR, and New York City in the three Graduate Core Studios.

Advanced Graduate studios offer a wide variety of field trips tied to studio pedagogy/projects. Trips include: Chicago, San Francisco, Phoenix, Denver, Kansas City, Houston, Dallas, Fort Worth, Miami in addition to international trips to Hong Kong, London, Japan, and Berlin. The international trips have broadened study abroad opportunities for students in a manner more affordable and timely relative to the design studio. Advanced studios have recently been developed as vertical studios with student across two cohorts selecting studio via a lottery. The intention is to create a less homogeneous class, cross pollenate the student knowledge and skill base and present students with a wider variety of studio options.

Gallery reviews, invited desk critiques and public juries are designed to respect students' diversity, distinctiveness, self-worth and dignity. The faculty members of the school are careful to invite guest critics, jurors, and lecturers who represent a diversity of viewpoints, and who will help enhance a nurturing yet critically rigorous environment. The School has taken specific measures to expose students to the national and international context of practice. There is a strong commitment in the School to providing students with the opportunity to visit and, therefore, begin to understand other cultures. Since the last NAAB visit, the School has organized summer study abroad trips to Italy, Spain & Portugal, Japan, the Netherlands, Slovenia/Italy/Switzerland, and Scotland in addition to a multi-city European studio.

C. Professional Opportunity

The SACD has ten (10) full time tenured or tenure accruing faculty and each semester hires another twelve (12) or more adjunct or visiting faculty. There are two full-time research faculty in the Florida Center that have limited teaching duties. Many of our full time faculty hold licensure; several practice or have had substantial professional experience. Some are focused in the urban and community design realm. The result is a strong awareness and presence of professional practice in the design studio and seminar / technical course sequence.

The Tampa Bay AIA has long been regarded an engaged partner with the SACD. The student president of the AIAS holds a position on the TB AIA Board or Directors, as does the Director of the SACD. The TB AIA supports the SACD in many ways: student work exhibits are held in the TB AIA Gallery; the TB AIA offers an annual scholarship to SACD students; and many AIA members are active critics for studio reviews and serve as adjunct faculty at the SACD. The TB AIA has held "mock interviews" at the school, assisting students with interview skills, portfolios and resumes.

The NCARB Architectural Experience Program (AXP - formerly IDP) has been promoted within the SACD for several years. We encourage students to act as professionals now, while they are in school. We have an AXP coordinator and representatives at each level of the curriculum who distribute information about the AXP program. We want students to embrace the pending professional environment that awaits them.

The SACD launched a first ever recruiting expo in the spring of 2014, inviting architecture firms from around the State of Florida to meet and interview students. The Expo is held in the Marshall Student Center on campus.

Ethics and professional standards are stressed throughout the curriculum. Many of the lessons are taught by example with our faculty serving as role models. The studio experience is one of the great educational crucibles, which helps to forge those aspects of strong character, good judgment and personal integrity, necessary for making wise professional decisions. The professional practice courses underscore these responsibilities through case studies. The Master's Project allows students to see the interconnectedness of their own research with a design problem. In addition, public reviews provide an opportunity to introduce the breadth of what we do to the rest of the university and local community.

D. Stewardship of the Environment

The University of South Florida is dedicated to the stewardship of the environment and has been so acknowledged in multiple venues as described herein. From the USF Office of Sustainability website:

The Office of Sustainability coordinates and builds partnerships for university-wide initiatives that advance the University of South Florida's strategic goal of creating a sustainable campus environment... We engage in this ethic of stewardship to guide the development and implementation of programs, policies, and other courses of action in the operation and management of the University of South Florida system as well as its institutional teaching, research, and service commitments. <http://www.usf.edu/pcgs/office-of-sustainability/index.aspx>

SACD students may take elective courses in the Global Sustainability Program. SACD faculty have often served as thesis committee members for Global Sustainability MA degree students.

The SACD engages issues of sustainability and resiliency in urban design studios (Advanced Design C) offering a broad view of cultural, social, physical environmental issues. Introduction to Community and Urban Design addresses sustainability and resiliency. The SACD offers focused coursework in resiliency through seminars, "Scales of Resilience", "Urban Resiliency", "The Sustainable City" and "The Florida Landscape".

The development of a sense of ethical responsibility to society, colleagues and clients is essential to our architecture program. Questions of personal and professional responsibility occur within the curriculum and are fundamental to the mission of the school and university. Several classes examine the role of architecture in a world of increasingly limited resources, while Professional Practice and Design Development examine the legal and ethical implications of the practice of architecture with respect to clients and users.

Urban Design Studios / Advanced Design C: 12-15 students per section; Required course
Introduction to Urban & Community Design: Lecture course; 45-50 students/section; Required course
Fall 2013-40 students enrolled; Fall 2014-53; Fall 2015-60; Fall 2016-48

Scales of Resilience: seminar; elective course
Fall 2015- 7 students enrolled; Fall 2016- 11

Urban Resiliency: seminar; elective course
Spring 2016- 12 students enrolled; Spring 2017- 19

The Sustainable City: lecture; elective course
Fall 2013- 7 students enrolled; Spring 2014- 13; Fall 2014- 12; Spring 2015- 10; Fall 2015- 16

The Florida Landscape: seminar; elective course
Summer 2015: 19 students enrolled; Summer 2015: 20

E. Community and Social Responsibility

The School seeks "to create environments in which students and faculty can experience and appreciate the poetry of architecture; study the myriad forms of community and human habitat; understand how past designs can inform future possibilities; master the technologies necessary to create a sound, ecological world; develop a vision of what such a world might be; assume leadership roles in helping achieve this vision". (SACD Vision Statement)

Embedded in the very name of The School of Architecture and Community Design, issues of community and social responsibility take many forms. Required coursework includes Introduction to Urban and Community Design and Advanced Design C studio. "The City" (a focused writing university "Gordon Rule" course) and "The Sustainable City" further explores urban issues. Certainly, both required History of Architecture courses link socio-cultural issues with the built environment, as does Design Theory.

As mentioned, the Florida Center for Community Design and Research (FCCDR) offers many examples of community engagement, creating opportunities for students to be involved in sponsored design studios, workshops and research grants addressing all manners of community issues. Recent sponsored studios run through the FCCDR have worked closely with citizens and government official in the cities of Cape Coral and Oldsmar, Florida. Studios held charrette sessions and arranged well attended exhibits and made formal presentations in both cities. Additional examples of community engaged studios addressing specific local issues have been run in Havana, Cuba; Thailand; Quito, Ecuador; London, England; and Varosha, Cyprus.

The value of engaged projects such as the “Mini-Homes” and “Faith House” efforts is several fold. We see students move from ostensibly theoretical experiences to very real situations with end users whose lives will be impacted by the design and decision making process. The students emerge with an authentic sense of engagement and awareness that shifts from existential to concrete. The value of their work as measured by the impact of the disciplines of architecture and urbanism is both visceral and lasting.

The educational opportunities at the University of South Florida pay particular attention to the needs of the regional and global society. Opportunities to study specific ecological, political and urban issues are also provided elsewhere in the core and in the architecture curriculum. The professional practice courses dedicate time to explore the architect’s social responsibilities.

The design studios present the best of opportunities for shared learning, gaining from the experiences of others, inspiring and being inspired, and challenging and being challenged. Simultaneously, the studio presents students with the conflicts of shared space, the tension of differences of opinions, and competitive challenges. Balancing these issues provides excellent training to develop integrity and dignity, as well as in respecting the rights and ambitions of others.

I.1.5 Long-Range Planning

Long-range planning for the School of Architecture and Community Design Emerges from the USF Strategic Plan, expectations from the College of the Arts, and internal visioning and planning exercises. At this writing, the College of the Arts, at the behest of the Office of the Provost, is about to embark on a strategic planning process involving all Schools. Long range planning in the SADC is an ongoing discussion about goals, resources, university/college expectations, and professional opportunities couched in the desire to best support and utilize the interests of both full-time and adjunct faculty. Recently, it is safe to say, the strategic goals of the college mirrored those of the university in order to address expectations of student success, student credit hour (SCH) production, faculty productivity, research and scholarship, and global engagement.

From the USF Strategic Plan, 2013-2018:

Mission

The University of South Florida's mission is to deliver competitive undergraduate, graduate, and professional programs, to generate knowledge, foster intellectual development, and ensure student success in a global environment. <http://www.ods.usf.edu/plans/strategic/>

The long range goals of the school remain embedded in the SADC Vision Statement:

The vision of the School of Architecture and Community Design is to be nationally and internationally recognized as a distinguished center for study, research, design, and community engagement in architecture and urbanism. We envision a program that critically engages the built environment through academically diverse, socially and environmentally responsible inquiries that stress innovation and rigor in a learner-centered environment.

The SADC full-time faculty meets frequently and as a whole to make virtually all decisions, including long-term planning issues. Ongoing self-assessment contributes to the long-range planning goals (discussed in I.1.6.A below).

Responsibility Centered Management / RCM. Long-range planning has been most recently (at least partially) tied to the emergence of the RCM (Responsibility Centered Management) financial model. The RCM is easily reduced to the maintenance and growth of student credit hour production – merely a financial model. While this is a very valid concern, RCM expects a balancing of such production with the foci of program quality, measured entrepreneurship and decision making in support of the USF strategic plan. RCM is further discussed in Section I.2.3, Financial Resources.

INTO USF. The SACD has increased annual funding through participation in various university initiatives: INTO is an on-campus international recruitment center that functions as a joint venture between USF and the INTO group. The SACD has developed “pathways” in both architecture and urban design that serve to develop a more diverse international student cohort. INTO provides funding to colleges and schools to support teaching efforts based on pathway enrollment. <http://www.usf.edu/intousf/about/index.aspx>

USF Innovative Education (InEd) / distance learning coursework. The SACD has developed several on-line / distance learning courses to address expectations of SCH growth (creating a greater audience for courses) while simultaneously reaching out to a larger university audience, offering architecture, design and history courses to both architecture and non-architecture majors.

Research. The research arm of the SACD, the Florida Center (FCCDR) has long been critiqued as a missed opportunity for the school, with the center operating in a relatively autonomous manner compared to the pedagogical mission of the school. Through a careful realignment of research and studio pedagogy, coupled with strategic hires, the Florida Center and the SACD are now linked in a manner that places research and community design work squarely in the school, blurring the lines between the two in a manner desired by faculty and appreciated by students.

The Five Perspectives. The five perspectives form a framework for long-term planning, in the areas of personnel, student organizations, research, emerging pedagogy and community relations. The perspectives inform curricular discussions, encourage collaborative teaching and learning, reinforce our strong relationship with regional practitioners, and assist with our strong ties to regional communities through engagement work and service learning opportunities.

Many goals established prior to the previous accreditation have been met; others have faced challenges. The SACD has successfully established and outfitted a Digital Fabrication Lab. It has developed new research, grant and contract work through the Florida Center for Community Design and Research. New hires have strengthened the missions of community engagement, sustainability/resilience, and urban design. The School has been very successful in procuring new equipment and technology through the competitive and generous USF IT grant program. Challenges include a lost faculty line and reduction of ongoing E&G funding that have hampered other initiatives.

SACD Strategic Plan. The SACD Strategic Plan, developed Fall 2016 with the guidance of the College of the Arts established clear goals, strategies and metrics for both long term planning and self-assessment. <http://arch.usf.edu/content/articlefiles/5166-Strategic%20Plan%2011-23-16%20final%20edit.pdf>

I.1.6.A Program Self-Assessment:

We assess to improve. We assess to view and understand our institutional successes and failures, to determine areas of strength, to remain relevant and to explore boundaries. The process of self-assessment is on-going and well developed within the School of Architecture and Community Design. A number of methods are used for self-evaluation, reflection and consideration of future directions. Among these are University and School reports and reviews; school committees; ad-hoc committees and task forces; group and individual meetings between administrators, faculty and students; NCARB licensing examination reports; regular feedback from professionals, alumni, and recent graduates; meetings with administrators and faculty of other accredited programs; previous accreditation reports; and the current generation of the Architecture Program Report.

Faculty Evaluation of Student Work: The School seeks to develop within students a wide range of capabilities that will prepare them for leadership roles. Students are asked to think critically, to gather and examine large amounts of information, to define problems, to analyze, to explore alternatives, to synthesize, and to then communicate those ideas and solutions in a clear and professional manner. Evaluations are based on the above criteria in accordance with our “core principles,” and therefore include both process and outcome.

To begin the academic year, the faculty holds meetings to address the upcoming year in administrative terms and to assess the state of the program and propose both short-term and long-term initiatives. These goals are revisited and set as action items in regular faculty meetings.

Open House: Each fall and spring semester concludes with an “Open House” event. All studios are arranged in a gallery-like exhibit of work from the term. The Open House is a well-advertised event attended by students and faculty, family and friends, prospective students, alumni, local design professionals and others.

Prior to the Open House event, the entire faculty spends several hours collectively and systematically moving from studio to studio as each faculty presents his/her studio work and offers an assessment of the success, challenges and lessons gleaned from that particular class. Faculty offer comments, questions in a constructive exchange. Since not all faculty teach at all studio levels, the entire faculty is privy to the work across the spectrum of the school. In recent terms, we have included a “10x10” event, wherein 10 SACD graduates are invited to return to the school to present 10 slides of their work in a Pecha Kucha type event. The Open House allows graduates to return, reconnect and, most importantly, give context to their education through their professional experiences in addition to offering an assessment of the current curriculum and student work.

SACD Structure: The School endeavors to institute the most appropriate and effective faculty assignments and committee responsibilities. The faculty as a whole must approve new courses and course revisions. When proposing a new course, faculty are required to submit a syllabus, an explanation of how the proposed new course relates to school mission and goals, and an explanation of the impact on teaching loads. Concerns and proposals may come from any individual or group, and find their best route for evaluation, be that a standing committees or special task force. An issue may ultimately come before the full faculty for open discussion and resolution.

Portfolio Review: Aside from the portfolio requirement for admission to the Graduate Program, students in the program must pass two portfolio reviews. The first is after the first three Core Design studios. The second is after the third of the four Advanced Design studios (prior to the final year of graduate studies). All full-time faculty collectively review the portfolios and vote in one of four categories: High pass, Pass, Marginal, Fail. A student must gain a majority of votes in either the high pass or pass category. Portfolios are discussed and faculty often give additional context to the work and the student. If a student does not pass the portfolio review, s/he will be asked to repeat a prescribed design studio and re-submit a portfolio at a prescribed date. The portfolio review is an important moment of curricular assessment. Portfolios include a broad cross section of work including workshops, the Design Development course and other seminars. The faculty can gauge trends, strengths and weaknesses during this review process.

College of the Arts: The self-governance structure for the College of the Arts includes several standing committees with membership from all units.

Student Participation: Course evaluations are conducted for each class every semester through a standardized questionnaire that is processed by the University’s Academy for Teaching and Learning Excellence (ATLE). Students respond to a series of general questions with a 1-5 ranking and can add additional remarks. The evaluation system is completely on-line, using the “eXplorance Blue” proprietary evaluation system (adopted by USF in 2012-3).

From the ATLE website, <http://www.usf.edu/atle/teaching/student-assessment-of-instruction.aspx>:

The student evaluations of faculty performance are used to improve faculty teaching effectiveness, are referenced in annual evaluations, and play a role in part-time/adjunct faculty re-hiring decisions. They are also part of the permanent record for all faculty and a required element in faculty tenure and promotion packages.

The student body is small enough that issues needing discussion and action can often be handled either within the studios of a particular year, or by individual conversations with faculty and administrators. The Architecture College Council and the AIAS are active student organizations that participate in policy-making issues as well as social and organizational events. The Director holds periodic meetings with

officers of the Student Organizations to discuss issues of importance to the school and each organization's goals and programs.

University: The following USF groups are involved in program assessment:

- **Faculty Senate:** the Faculty Senate has the right of review and action with regard to formulation of institutional aims; creation of new colleges, schools, and departments and divisions;
- **Outcomes Assessment:** The Provost has assumed responsibility for ensuring that outcomes assessment occurs at USF. The Director is responsible for implementing student outcomes assessment in the Architecture Program.
- **Dean's Council:** A periodic meeting of Deans across the University that addresses management and administration issues as well as broader perspectives regarding the direction of the University. Information from these meetings is transmitted to the Director in the monthly Director's Council Meetings chaired by the COTA Dean with all Directors and the Associate Dean in attendance.
- **Graduate and Undergraduate Councils:** The Senate Graduate Council, in consultation with college (school) and the Dean of Graduate Studies is responsible for maintaining and enhancing the quality of graduate education in the University and its graduate centers.

External

Other outside organizations which are influential in our assessment include: local and regional chapters of the AIA and who regularly assess our successes and opportunities; the Florida Board of Architecture and Interior Design; and academic associations, including ACSA, in which faculty are actively involved regionally and nationally. Involvement in association conferences always generates much discussion about what and how we teach relative to other programs.

Faculty peer review is a function of annual reviews and the tenure process, as is the more informal collegial interaction of the faculty within the School, College and University.

Alumni often participate in the student assessment process within the School. They attend juried reviews of student work in design classes at all levels of the curriculum, and give invited lectures. They assist students with projects that involve professional consultations. Several alumni and local practitioners teach in the School on an ongoing basis as adjunct professors and offer a long-term perspective of the School in addition to forging a strong link to professional offices throughout the region.

External Reviewers for the SACD: The final review of Master's Project work is reviewed by both regional practitioners and national educators. The School has started the tradition of inviting several external guest critics to review the final semester work and offer feedback for future consideration. External reviewers have included: Robert Miller, Arizona State University; John Quayle, University of Virginia (now Univ of New Mexico); Nichole Wiedemann, University of Texas at Austin; Kathryn Dean, Dean/Wolf Architects, NY & Washington University, St. Louis; Nina Hofer, Univ of Florida; Petra Kempf, Columbia Univ; Paul Lukez, FAIA, Paul Lukez Architecture, Boston, MA; Michael Burke, Mississippi State Univ; Martin Gundersen, Univ of Florida; John McRae, Univ of Tennessee; Randall Teal, Univ of Idaho; Bryan Cantley, Cal State Fullerton; Judith Birdsong, Univ of Texas at Austin; Sarah Gamble, Univ of Texas at Austin; Nate Boyd, Olsen Kundig Architects, Seattle, WA.

To assist in the assessment of the Master's Project work, external reviewers were asked in 2013 and 2016 to compose an assessment document for the projects/ MP program. These assessment documents may be found on the SACD website.

2013: <http://arch.usf.edu/content/articlefiles/5166-MP%20report%202013%20external%20reviewer.pdf>

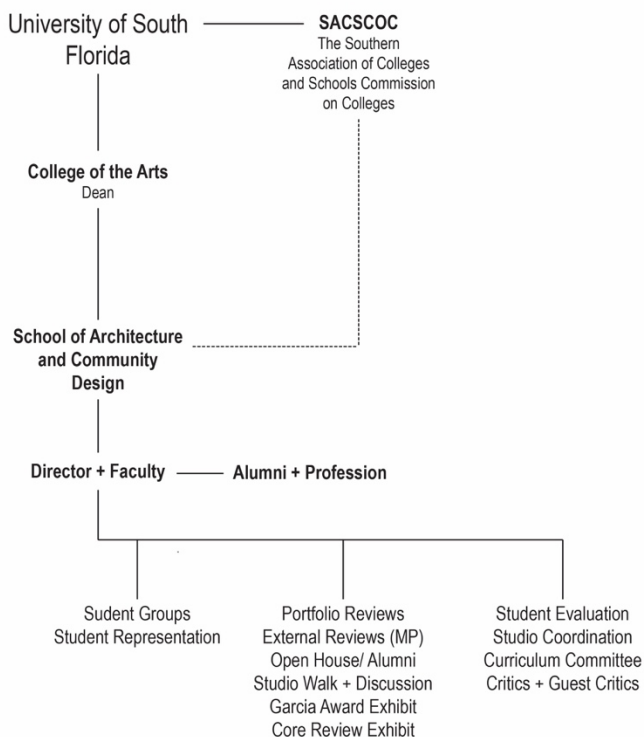
2016: http://arch.usf.edu/content/articlefiles/5166-SACD%20Thesis%20Program_2016.pdf

SACD Assessment Initiatives:

<http://arch.usf.edu/content/articlefiles/5166-SACD%20Assessment%20Initiatives.pdf>

I.1.6.B. Curricular Assessment and Development

Curricular Assessment Chart



Curricular changes emerging from ongoing assessments include:

Intro Digital Design: a new course offered at the undergraduate and graduate level;

Intro to Revit: a graduate level digital course offered every semester;

The SADC Digital Design Center: staffed by two graduate students (GTA appointments). The GTAs hold office hours and offer frequent workshops for students wishing to develop digital skills in a particular area. They also assist with scheduled workshops in design studio as requested by faculty.

Scales of Resiliency, Urban Resiliency & the Sustainable City: new coursework addressing issues of resiliency at the local and global scale.

Master's Project (MP) sequence redesign: the new MP sequence includes Research Methods (2cr hr), MP Planning (2 cr hr) and MP2 (5 cr hr); a new required advanced design studio (Adv design D, 6 cr hr) complements MP Planning and adds depth to the design studio experience.

Distance Learning / Online course opportunities as described above in section I.1.6.A.

Studio Structure: Vertical studios in Advanced Design studio sequence.

Institutional Requirements for Self-Assessment:

SACS: The University is also guided by the SACS (Southern Association of Colleges and Schools) accreditation procedures. <http://www.usf.edu/provost/offices/sacs.aspx>
The SADC participates in the SACS accreditation process.

SAM: The System for Assessment Management (USF)
SAM is an online assessment system used to enter and edit all assessment plans for Academic Programs (undergraduate, graduate, certificate), Administrative Units, and Centers and Institutes to meet SACS and BOG requirements. <http://www.ie.usf.edu/assessment/>

Section 2. Progress since the Previous Visit

Date of Previous Visit: February 2011

Conditions Not Met:

Part Two (II): Section 4 – Public Information

II.4.1 Statement on NAAB – Accredited Degrees

The incorrect (outdated) NAAB statement has been updated on the SACD website.

<http://arch.usf.edu/content/templates/?a=5166&z=352>

II.4.5 ARE Pass-Rates

ARE pass-rates have been added to the SACD website via a link to NCARB.

<http://arch.usf.edu/content/templates/?a=5166&z=352>

Causes of Concern:

- A. Global mission:** Goal I of the University of South Florida's strategic plan is to "promote nationally and internationally distinctive and prominent research and graduate programs." The SACD mission is to provide graduate level education that "offers wide ranging global learning experiences." While both USF and the SACD speak about the concept of global initiatives and student experiences, very little has been done to make these visions a reality. The SACD does have several international study programs; however, budget restrictions have impacted the frequency and participation in the international initiatives. As the SACD moves forward under the direction of Director MacLeod, the global practice of architecture needs to have a higher priority within the program.

The SACD has addressed this concern in various ways:

Faculty.

Two recent faculty hires bring a high degree of international experience and expertise.

Assistant Professor Kristien Ring worked as an educator, practitioner and scholar in Berlin, Germany for 20 years prior to joining the SACD in fall 2015. Not only did she view and experience first-hand the process of reunification in Berlin and West/East Germany, but her practice and scholarship has engaged issues of urbanism and housing in post-unification Berlin. As part of her advanced graduate design studio, Ring will take students to Berlin and Venice, Italy in fall 2016.

Visiting Research Faculty Josue Robles holds a Master's Degree from the University College London (UCL) Bartlett Faculty of the Built Environment (and a M. Arch degree from USF SCD). Robles has developed a strong working relationship with the Bartlett and the DPU Summer Lab Program. SCD students have, for the past three years, participated in the DPU Summer Lab program, spending a week in London with DPU faculty and guests. Studio projects have emerged from these workshops addressing issues of urban equity and housing.

Fall/Spring Study Abroad opportunities.

The traditional summer study abroad programs, while offering an extended immersion in new places and cultures, remain prohibitively expensive for many students. In order to open an international experience for more students the SCD has instituted shorter study abroad opportunities embedded in fall and spring semester design studios. SCD Associate Professor Stan Russell has offered a Japan Studio for the past three years. The class includes a two-week trip to Japan. The itinerary includes trips to several cities and a workshop with Kanagawa University in Yokohama. Professor Russell also offers a popular graduate elective, "Japanese Architecture".

Additional fall/spring overseas excursions tied to graduate studios have included, Thailand, Cyprus, Ecuador, Cuba, and Hong Kong. All first year students enrolled in Graduate Core 2 studios experience a field trip and related design project in San Juan, Puerto Rico.

Study Abroad Research Studio

In summer 2016 the SCD and school's research arm, The Florida Center for Community Design and Research (FCCDR) jointly developed a study abroad Research Studio, working with the Planning Council of the City of Aberdeen, Scotland. The program was jointly run by Research faculty Josue Robles and FCCDR faculty Taryn Sabia. The school hopes to build upon this successful program and evolving relationship in the future.

The SCD summer study abroad programs remain in place with generally robust enrollment.

Summer 2012: Slovenia/Italy-Veneto/Switzerland (Sanders), 16 students
Netherlands (Weston), 14 students

Summer 2013: Italy (Cooke), 16 students

Summer 2014: Japan (Halfants), 14 students

Summer 2015: Europe (Russell), 18 students

Summer 2016: Aberdeen (Robles), 8 students

New global oriented coursework (seminars & workshops):

Global Urbanism Now

Scales of Resiliency

Latin American Architecture

Japanese Architecture

Urban Acupuncture

International Cohort.

A distinct international student cohort has emerged through the SCD involvement with the USF INTO program and the growth of the Master of Architecture & Community Design degree program (MUCD).

The SCD Lecture Series remains a means of introducing a global perspective to all students through practitioners and scholars from abroad in addition to US practices with international portfolios. Lecture series guests include:

Kai-Uwe Bergmann/ BIG architects, NY and Copenhagen

Jan Wampler, SCD Markborough Professor

Oanu Stanescu, Family, NY (Romanina)

Gary Chang, EDGE, Hong Kong

Marusa Zorec; Professor, University of Ljubljana, Slovenia; Principal, Arrea Architecture, Ljubljana

Aaron Tan, Director, RAD, Hong Kong

Camillo Boano, University College London

Jurij Kobe, ATELIERarhitekti, Ljubljana, Slovenia

Gordon Gill, Adrian Smith+Gordon Gill Architecture, Chicago

Alberto Kalach, Mexico City

Marcia Kogan & Mariana Simas, MK27, Sao Paulo

Sandra Barclay, Barclay & Crousse, Lima

Yvonne Farrell, Grafton Architects, Dublin

Willis Kusuma, Jakarta, Indonesia

- B. Program self-assessment:** While the team does feel the SCD administration and faculty have sufficient self-assessment procedures to meet the NAAB criterion, the program can benefit by developing a more structured, engaging self-assessment program that includes faculty and students. This is especially important as the program seeks to determine its place within the College of the Arts, the university, and the State of Florida. Numerous times during the various administration, faculty and student meetings the team heard comments' regarding the competition for high quality students within the state's various architecture programs. Given the current quality of the faculty, student body, and program leadership, a strong self-assessment procedure will be essential to determine the SCD's future direction.

The ongoing process of self-assessment is structured in multiple manners:

Studio Walk
Open House
Peer Review
SACS/University
Portfolio Reviews
Public Juries & Presentations
Garcia Award Exhibition
Master's Project: public power point presentations & mid reviews
Studio Coordinators
External Review Group for Master's Project Presentations
Student Assessment- Xplorance online course review system
Faculty meetings and sub committees
College committees: Tenure & Promotion, Research, Grants, Curriculum

- C. Web site information:** When reviewing the myriad of information about the SACD and Master of Architecture degree on the program's website the team found numerous conflicts. It is essential the website information be reviewed for accuracy as well as to provide the required links to the various documents required of the NAAB Conditions for Accreditation, Part Two (II): Section 4 – Public Information.

The SACD website had been rebuilt since 2011 and is about to undergo a new rebuild. The university has established a "migration process" wherein colleges que to have their websites reformatted to address desired university standards. The College of the Arts is in the early stages of this process. The SACD has been working with COTA Web Curator, Nina Contreras in this process and has appointed recent SACD graduate and adjunct faculty, Christopher Weaver, to oversee this process.

- D. Communication:** Team discussions with students and student leaders revealed several instances of communication disconnects.
- (1) Students voiced ignorance of curriculum changes that affect their course scheduling and slowed their completion of the program. As noted in I.1.5 of this VTR, there is no evidence to demonstrate that the Director's monthly meetings with student representatives result in curriculum assessment as documented in the SACD 2010 APR.
 - (2) While students in the upper levels of the program were aware of the various information resources via their Professional Practice coursework, the majority of the student body at the lower levels voiced ignorance of career development information resources regarding NAAB, NCARB, and IDP procedures.
 - (3) Students voiced ignorance of award and scholarship opportunities.
 - (4) Students were especially frustrated with the lack of information regarding new choices for completion of the thesis process.

The SACD administration and faculty communicates to students through various channels: the SACD list-serve (SACD-TALK)- all students are required to sign up for the-list serve; posters serving as announcements placed on studio doors and throughout the building; student group meetings; announcements are made to specific cohorts through common required coursework.

The SACD initiated an aggressive IDP (now AXP) program in 2014, distributing information about the internship process and appointing a student volunteer to oversee the project. Student representatives for each graduate class were recruited and the importance of "being a professional now and not waiting until graduation" was stressed. Many students are now active participants in the AXP program. A recruiting push is made each fall semester.

The annual "All School Meeting" is held the first Friday of classes each fall and a range of information about the school is announced. Faculty are introduced, student organizations are introduced and leadership discusses the charge of each group, important initiatives are presented, the lecture series is announced and summer activities are presented.

Awards and scholarships are virtually all merit based and eligible students are contacted and/or awards are announced to students through the SACD list-serve. Most awards/scholarships are decided by collective faculty review or outside committees as determined by the award sponsor.

Elective course work and design studio options are posted in the building and distributed to all students via the SACD list-serve prior to the start of the semester. A teaching/class schedule is published well in advance to the start of a given semester and students may obtain copies in the main office, HMS-Architecture 301. Students also meet with either undergraduate academic advisor Ryan Hughes or graduate advisor Professor Dan Powers during the registration period to confirm required courses and to obtain "course permits" for limited enrollment courses. A studio lottery is held at the beginning of each semester (fall and spring) for advanced graduate studios. Faculty present studios to the entire advanced graduate studio body and respond to questions. Students thereafter rank tier choices and the lottery proceeds. The majority of students receive their first or second selections.

- E. Faculty Diversity:** Both students and faculty identified the need for a more diverse faculty that encompassed not only race and gender, but more importantly faculty with varied educational and professional backgrounds. The percentage of full-time and adjunct faculty with degrees from Florida institutions is very high. The team strongly feels that the program can benefit greatly by having a faculty contingent with a more diverse educational background. The team also recognizes that to achieve this goal given the economics of higher education is a challenge; however, as faculty lines become available the SACD administration should place a high priority on acquiring individuals that are not Florida-educated.

New full time, adjunct and visiting faculty hires have addressed these concerns:

Taryn Sabia: Associate Research Professor and Head of the Florida Center for Community Design and Research. Professor Sabia holds degrees from Eckerd College, Harvard, The Rhode Island School of Design and USF. She is co-founder of the non-profit "Urban Charrette" and has practiced architecture in Florida. Prof Sabia has led two grant supported graduate design studios in the Florida cities of Oldsmar and Cape Coral.

Josue Robles: Visiting Research Faculty holding a joint appointment with the SACD and the FCCDR. Prof Robles holds degrees from USF SCD (M. Arch) and University College London / The Bartlett Faculty of the Built Environment. As a Hispanic male, Prof Robles provides an important conduit to our Hispanic students and deepens our ethnic diversity. As a graduate of the Bartlett he leverages relationships to support the ongoing SACD effort in London with the Bartlett DPU and recently established the school's new relationship with the City of Aberdeen. Professor Robles has also worked with municipal leaders, educators and architects in Puerto Rico and multiple advanced graduate studio trips to San Juan and surrounds.

Kristien Ring: Assistant Professor Ring holds degrees from NC State and KHB Kunsthochschule Berlin-Weissensee (University of the Arts, Berlin). She brings to the SACD a sophisticated international experience and outlook, long residency in Berlin, Germany, diverse expertise in the realms of education, practice, scholarship and public outreach through her AA Gallery in Berlin. Ring also deepens the SACD gender diversity profile.

Krystyna Sznurkowski: Adjunct faculty teaching undergraduate and graduate courses in Architectural History and frequently serves as a jury critic. Sznurkowski is a graduate of the University of Florida (M. Arch) and deepens the SACD gender diversity profile.

Janelle Wisehart: Adjunct faculty in drawing and a graduate of the USF School of Art and Art History (MFA). Wisehart brings a critical presence to drawing and rendering by hand and deepens the SACD gender diversity profile.

Giancarlo Gusti: Adjunct faculty teaching the “Detail Making” workshop and a USF graduate (M. Arch). Gusti brings an extraordinary background in construction at the detail/furniture scale and, as a hispanic male, deepens the SACD ethnic diversity profile.

Judith Birdsong: Visiting Professor in the advanced graduate design studio and external reviewer for Masters project presentations. Birdsong is a graduate of The University of Texas in Austin and the University of Florida. She is a faculty member at UT Austin and contributes to the SACD gender diversity profile.

JoAnne Fiebe: Visiting Research Assistant directing projects in the Florida Center for Community Design and Research. She also serves as an adjunct faculty teaching “The City”, a Gordon rule writing intensive course. She is a graduate of the University of Miami and USF and contributes to the SACD gender diversity profile.

- F. **Relevancy of Professional Practice Course Materials**: The visiting team discovered several references in the ARC 6287 - Professional Practice I and ARC 6288 - Professional Practice II coursework of outdated reference and reading materials. While use of current newspaper articles and web information relevant to architectural practice was found, the use of outdated versions of the AIA Owner-Architect agreements and the AIA Practice Handbook was the predominant reference material for the course.

Professional Practice course faculty member, Associate Professor Dan Powers, has updated these material and continues to provide current examples of professional practice issues to this courses.

Changes in the Conditions for Accreditation.

Changes in the NAAB Conditions for Accreditation between 2008 and 2014 continue to dovetail with the pedagogical trajectory of the SACD. The evolution of the Defining Perspectives (I.1.4) are reflected in our ongoing desire to be deeply connected to our regional community through various means of engagement (**Collaboration, Community, Social Responsibility**: The FCCDR grant and contract work; sponsored studios;), our work to remain strongly tied to our profession (**Leadership, Professional Opportunity**: our ties to Tampa Bay AIA; Career Expo;) and our awareness of the impact our discipline has on the environmental as well as the opportunities that reside therein (**Stewardship of the Environment, Social Responsibility**: New resiliency coursework; on-going study of sustainable issues in studio and required lecture courses).

The addition of a new Realm (**Realm C: Integrated Architectural Solutions**) in the Student Performance Criteria aligns with our desire to address issues of integrated/comprehensive design in multiple places and at various scales in the curriculum, moving from the “understanding” of issues to the “ability” to solve problems: ARC 5363 Core Design 3, ARC 5365 Advanced Design B, ARC 5470 Introduction to Technology, ARC 6481 Design Development, ARC 5689 Environmental Technology, and ARC 5587 Structures I and ARC 5588 Structures II collectively address and reinforce issues of integrated design.

Curriculum Review and Evaluation of Pre-professional/Preparatory education require an administrative structure and pedagogical culture that has exists at SACD. The former is integral to the culture of the school and reflects the ongoing feedback loop provided by the various means in which curriculum is studied and refined. The latter is reflected in the meticulous record keeping system overseen by Graduate Advisor, Associate Professor Daniel Powers.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

The APR must include the following

- *A resume, using the required template, for each full-time member of the instructional faculty who teaches in the professional degree program.*

Faculty resumes may be viewed on the “accreditation” page of the SACD website:

<http://arch.usf.edu/content/templates/?a=5166&z=352>

Full-time Faculty

(tenured unless otherwise noted)

School of Architecture & Community Design

Steve Cooke, Associate Professor

Trent Green, Associate Professor, Director Master of Urban & Community Design Program

Michael Halflants, Associate Professor

Dr. Levent Kara, Assistant Professor (tenure accruing)

Robert MacLeod, Professor & Director SACD

Daniel Powers, Associate Professor & Graduate Academic Advisor

Josue Robles, Visiting Research Professor, SACD/FCCDR (non-tenure line), Director St. Pete Urban Lab

Kristien Ring, Assistant Professor (tenure accruing)

Stanley Russell, Associate Professor

Nancy Sanders, Associate Professor

Mark Weston, Associate Professor

Florida Center for Community Design & Research

JoAnne Fiebe, Visiting Assistant Research Professor (non-tenure line)

Taryn Sabia, Associate Research Professor (non-tenure line), Director FCCDR

Adjunct & Visiting Faculty

Darren Azdell

Judith Birdsong, *Sam Gibbons Endowed Chair*

John Curran

Christopher Galbraith

Martin Gundersen, *Sam Gibbons Endowed Chair*

Chadaphan Hanwaisai

Andrew Hayes

Robert Hudson

Tony Huggins

Cynthia Mason

Jeff McDowell

John McKenna

Carlos Molnar

Krystyna Sznurkowski

Jan Wampler, *Markborough Endowed Chair*

Christopher Weaver

Jason Welty

Staff

Mary Hayward, Office Manager

Ryan Hughes, Academic Advisor

Michael LeMieux, Shop Supervisor

Hillaria Fuentes, Fiscal Specialist (FCCDR)

Tyler Goetzman, Computer Lab Manager (reports to USF IT/part-time appointment)

Faculty workloads are registered through the USF “FAIR” system. The typical teaching load is one studio (6 cr hrs) and one required or elective course (3 cr hrs). Faculty also serve as Master’s Project (MP) Chairs or committee members, meeting with students weekly. Faculty will oversee 1-5 MP committees each year. Additional duties include a research assignment, as applicable. Tenure accruing faculty receive 25% (0.25 FTE) time for research each semester. Faculty also fulfill administrative, service and / or teaching related duties as required.

See SACD organizational diagram, p. 51, under I.2.5 Administrative Structure & Governance.

- A matrix for each of the two academic years prior to the preparation of the APR, that identifies each faculty member, including adjuncts, the courses he/she was assigned during that time and the specific credentials, experience, and research that supports these assignments.

Faculty teaching matrix for each term, Spring 2015 – Fall 2016 may be viewed on the “accreditation” page of the SACD website:

<http://arch.usf.edu/content/templates/?a=5166&z=352>

Faculty Matrix Spring 2015

Faculty Matrix Spring 2015		Summary of expertise, recent research, or experience	ARC 5362 - Core Design 2	ARC 5364 - Advanced Design A	ARC 5366 - Advanced Design C	ARC 5931 - Urban Design Studio	ARC 5732 - Architecture History II	ARC 6288 - Professional Practice II	ARC 5467 - Materials and Methods	ARC 5689 - Environmental Technology	ARC 5931 - The Sustainable City	ARC 6936 - Research Methods	ARC 6971 - Master Project 2	ARC 5931 - Core of Making	ARC 5931 - Architecture for Real Estate & Estate	ARC 5931 - The City	ARC 5931 - Reading & Represent The City	ARC 5931 - Intro to Revit	ARC 5931 - Modern Housing	ARC 5931 - Urban Architecture: Small Urban Interventions	ARC 5931 - Intro to Digital Design	ARC 5931 - Japanese Architecture	ARC 5931 - Teaching Methods	ARC 5931 - Detail Making	ARC 2211 - Introduction to Architecture	ARC 2131 IC - Introduction to Architectural Design	ARC 2135C - Introduction to Architectural Design	ARC 2102 - Architectural History II	ARC 2112 - Architectural Freelhand Drawing	ARC 5931 - Research Methods for Architecture
Faculty Members																														
Azzell, Darren	Design, Real Estate Dev		■												■															
Cooke, Steve	Design, Materiality & Making												■	■																
Curran, John	Design, construction.																													
Fritz, Adam	Design, Drawing																													
Galbraith, Christophe	Design, Digital design.																				■									
Green, Trent	Community design / engagement, urban history and theory				■	■							■					■												
Gunderson, Martin	Post-war American house, design pedagogy, urban design.																													
Giusti, Giancarlo	Design, Detail construction.																							■						
Halfants, Michael	Residential design, housing prototypes, sustainability			■									■							■										
Hanwisai, Chaddy	Design pedagogy, Design																									■				
Hardie, Samuel	Revit																	■												
Hayes, Andrew	Design, sustanibility, urbanism.				■																									
Hendershot, Angela	Design, Physics																													■
Hicks, Brandon	Design		■																											
Hudson, Robert	Design, Structures.																									■				
Kara, Levent	Theory, design, digital representation.		■										■																	
MacLeod, Robert	Urbanism, Post-war American City, Design studio pedagogy.												■										■							
McDowell, Jeffery	Digital Design																													
McKenna, John	Environmental technology, construction, building systems.									■																				
Molnar, Carlos	Materials, building construction.								■																					
Powers, Daniel	Professional practive, design construction.			■				■					■																	
Ring, Kristien	Urban Design, Housing.																													
Russell, Stanley	Theory design, materials.			■									■									■								
Robles, Josue	Urban design.												■								■									
Sabia, Taryn	Urban + community Design.				■						■		■			■														
Sanders, Nancy	Design pedagogy, Asian Mega-cities, Florida Landscape				■																						■			
Szurkowski, Krystyn	History, Design.						■																					■		
Weston, Mark	Digital Design.			■								■	■																	
Wampler, Jan	Design pedagogy, urbanism.				■																									
Welty, Jason	Design.																									■				
Weaver, Christopher	Design and digital representation.																													
West, Brian	Design, Materials																													
Wisehart	Hand Drawing.																													■

Faculty Matrix Fall 2015

Faculty Matrix Fall 2015

Summary of expertise, recent research, or experience

Faculty Members

Azdell, Darren	Design, Real Estate Dev																												
Cooke, Steve	Design, Materiality & Making	■									■	■																	
Curran, John	Design, construction.		■																										
Fritz, Adam	Design, Drawing																												
Galbraith, Christopher	Design, Digital design.																												
Green, Trent	Community design; urbanism																												
Gunderson, Martin	Post war American house, design pedagogy, urbanism																												
Giusti, Giancarlo	Design, Detail construction.																												
Hanwisai, Chaddy	Design pedagogy, Design																												
Hardie, Samuel	Revit																												
Hayes, Andrew	Design, sustainability, urbanism.																												
Hendershot, Angela	Design, sustainability, urbanism.																												
Hicks, Brandon	Design	■																											
Hudson, Robert	Design, Design Build, Building tech, Structures.																												
Halfants, Michael	Residential design, housing prototypes, Sustainability																												
Kara, Levent	Theory, design, digital representation, Urbanism, Post-war	■																											
MacLeod, Robert	American City, Design studio pedagogy																												
McDowell, Jeffery	Digital Design																												
McKenna, John	Environmental technology, construction building systems.																												
Molnar, Carlos	Materials, building construction.																												
Powers, Daniel	Professional practice, design construction.																												
Ring, Kristien	Urban Design, Housing.																												
Russell, Stanley	Theory design, materials.																												
Robles, Josue	Urban design.																												
Sabia, Taryn	Urban + community Design.																												
Sanders, Nancy	Design pedagogy, Asian Mega-cities, Florida Landscape																												
Sznurkowski, Krystyna	History, Design.																												
Weston, Mark	Digital Design.																												
Wampler, Jan	Design pedagogy, urbanism.																												
Welty, Jason	Design.																												
Weaver, Christopher	Design and digital representation.																												
Wisehart	Hand Drawing.																												

Faculty Matrix Spring 2016

Faculty Matrix Spring 2016

Summary of expertise, recent research, or experience

Faculty Members

Azdell, Darren	Design, Real Estate Dev																										
Cooke, Steve	Design, Materials and making	■									■	■	■														
Curran, John	Design, construction.																										
Fritz, Adam	Design, Drawing																										
Galbraith, Christopher	Design, Digital design.																		■								
Green, Trent	Community design, urban history and theory.			■	■						■									■							
Gunderson, Martin	Post war American house, design pedagogy.																										
Giusti, Giancarlo	Design, Detail construction.																										
Hafflantis, Michael	Residential design, housing prototypes, Sustainability		■	■							■																
Hanwisai, Chaddy	Design pedagogy																							■			
Hardie, Samuel	Revit																			■							
Hayes, Andrew	Design, sustainability, urbanism.																										
Hendershot, Angela	Design, sustainability, urbanism.																										
Hicks, Brandon	Design																										■
Hudson, Robert	Design, Building tech, Structures.																										
Kara, Levent	Theory, design, digital representation.	■									■																
MacLeod, Robert	Urbanism, Post-war American City, Design studio pedagogy.										■								■								
McDowell, Jeffery	Digital Design																		■								
McKenna, John	Environmental technology, construction building systems.																										
Molnar, Carlos	Materials, building construction.																										
Powers, Daniel	Professional practice, design construction.		■								■																
Ring, Kristien	Urban Design, Housing.		■	■															■								
Russell, Stanley	Theory design, materials.		■								■										■						
Robles, Josue	Urban design.			■							■			■													
Sabia, Taryn	Urban + community Design.			■							■		■														
Sanders, Nancy	Design pedagogy, Asian Mega-cities, Florida Landscape		■	■							■													■			
Sznurkowski, Krystyna	History, Design.					■																			■		
Weston, Mark	Digital Design.	■	■								■	■															
Wampler, Jan	Design pedagogy, urbanism.			■																							
Welty, Jason	Design.																										
Weaver, Christopher	Design and digital representation.																										
West, Brian	Design, Materials																							■			
Wisehart	Hand Drawing.																									■	

Faculty Matrix Fall 2016

Faculty Matrix Fall 2016		Summary of expertise, recent research, or experience																													
		ARC 5361 - Core Design 1	ARC 5363 - Core Design 3	ARC 5365 - Advanced Design B	ARC 5365 - Advanced Design C	ARC 5367 - Advanced Design D	ARC 5331 - Urban Design Studio	ARC 5331 - Architecture History / Theory	ARC 5256 - Design Theory	ARC 6287 - Professional Practice I	ARC 6481 - Design Development	ARC 5470 - Intro to Technology	ARC 5507 - Structures I	ARC 5368 - Intro Comm/Urban Design	ARC 5331 - Master's Project 1	ARC 6287 - Master Project Planning	ARC 5331 - Independent Study	ARC 5331 - The City	ARC 5331 - Design Thinking	ARC 5331 - Modern Housing	ARC 5331 - Intro to Resilience	ARC 5331 - Teaching Methods	ARC 5331 - Design Now: From Ferrari to iPhones	ARC 5331 - Intro to Digital Architecture	ARC 5331 - Scales of Resilience	ARC 2211 - Introduction to Architecture	ARC 2131C - Introduction to Architectural Design & Construction	ARC 2135C - Introduction to Professional Design & Construction	ARC 2180 - Introduction to Digital Architecture	ARC 2701 - Architectural History I	ARC 2112L - Architectural Freshman Drawing Methods
Faculty Members																															
Azdell, Darren	Design, Real Estate Development																														
Cooke, Steve	Design pedagogy, Materiality & Making	■										■			■	■	■														
Curran, John	Design, construction		■																												
Fritz, Adam	Design, Drawing																														■
Galbraith, Christopher	Design, Digital design																														
Green, Trent	Community design, urban history/theory						■							■	■	■	■														
Gunderson, Martin	Post-war American house, design																														
Giusti, Giancarlo	Design, Detail construction																														
Hanwisai, Chaddy	Design pedagogy																														
Hardie, Samuel	Revit, design, sustainability, design																				■										
Hayes, Andrew	design, sustainability, design																														
Hendershot, Angela	sustainability, urbanism																														
Hicks, Brandon	Design and digital representation																														
Hudson, Robert	Design, Structures												■																		
Hallants, Michael	Design, Housing Prototypes, Sustainability		■												■	■				■											
Kara, Ievent	Theory, design, digital representation, Urbanism, Post-war American City, Design studio pedagogy	■						■							■	■	■														
MacLeod, Robert	American City, Design studio pedagogy						■								■	■	■														
McDowell, Jeffery	Digital Design																													■	
McKenna, John	environmental technology, construction history										■																				
Molnar, Carlos	Materials, building construction																														
Powers, Daniel	Professional practice, design construction			■		■				■					■	■															
Ring, Kristien	Urban Design, Housing			■		■									■	■															
Russell, Stanley	Theory design, materials			■		■									■	■	■			■											
Robles, Josue	Urban design			■	■	■									■	■															
Sabia, Taryn	Urban + community Design														■	■			■												
Sanders, Nancy	Design Pedagogy, Asian Mega-cities, Florida Landscape		■												■	■	■											■			
Szurkowski, Krysty	History, Design							■																						■	
Weston, Mark	Digital Design														■									■							
Wampler, Jan	Design pedagogy, urbanism																														
Welty, Jason	Design																														
Weaver, Christopher	Design and digital representation																											■			
West, Brian	Design, Materials	■																												■	
Wisehart, Janelle	Hand Drawing																														

- *A description of the manner in which faculty members remain current in their knowledge of the changing demands of the discipline, practice and licensure.*

The SCD faculty consist of both full time tenured or tenure track faculty and adjunct / visiting faculty. Full time faculty remain engaged in the discipline through several avenues: the well-attended SCD Lecture Series, interaction with practitioners through participation in design studio critiques, participation in municipal boards, participation with the Tampa Bay or Gulf Coast chapters of the American institute of Architects (AIA).

Several faculty members have active architectural practices or consultancies and, therefore, maintain licensure and pursue requisite Continuing Education courses. Most adjunct faculty remain active in professorial practice.

- *A description of the resources (including financial) available to faculty and the extent to which faculty teaching in the program are able to take advantage of these resources.*

The SCD endeavors to support faculty with AIA membership costs, awards fees, conference costs and so forth as much as possible. Priority for travel/conferences is given to tenure accruing faculty. Faculty are supported by the SCD (travel, lodging, associated fees) when presenting papers at academic conferences, exhibiting work in public/academic venues and receiving recognition for design work. Faculty are able to invite visiting lecturers to design studios and spend time in a less formal venue in order to establish a connection for further engagement.

The College of the Arts supports a competitive fall, spring and summer research grant program for eligible faculty across the academic units in the college. Funding varies, ranging from \$24,000 to \$30,000 per term. Applications are reviewed by a college committee of former recipients, chaired by Contemporary Art Museum and Graphicstudio Director Margret Miller. SCD faculty have been quite successful in receiving grant support when they apply. Professors Weston and Russell have received multiple internal grants in recent years.

The USF Office of Research & Innovation supports an “Internal Awards Program” in two application cycles. The program offers conference support grants, creative scholarship grants, faculty international travel grants, new researcher grants and proposal enhancement grants.

Sabbaticals are available for tenured faculty on a seven-year eligibility cycle. USF offers full pay/one semester and half-pay/one year sabbaticals. Michael Halflants and Mark Weston have been recent recipients of sabbatical leave.

Reduced teaching loads for a single semester have been periodically arranged to give time to research and creative activities. Similarly, Graduate Assistants can be supported by the school to assist faculty with research.

- *A list of past and projected faculty research (funded or otherwise), scholarship, creative activities by full-time instructional faculty since the previous visit.*

Faculty research may be viewed on the “accreditation” page of the SCD website:

<http://arch.usf.edu/content/templates/?a=5166&z=352>

<http://arch.usf.edu/content/templates/?a=5340&z=352>

- *A description of student support services, including academic and personal advising, career guidance, and internship placement where applicable.*

The School of Architecture and Community Design offers academic advising for all graduate students. Professor Dan Powers is the Graduate Advisor and maintains records for all students. Professor Powers meets with students during the registration periods each semester and is available throughout the term through office hours or by appointment. Professor Powers' teaches full-time (graduate studio and lecture course) and dedicates 25% of his time to advising and course approval duties.

Ryan Hughes is the SACD undergraduate academic advisor. He counsels the pre-architecture undergraduate students enrolled at USF. Ryan Hughes' position is "Academic Advisor II". Two-thirds of Mr. Hughes' time is dedicated to advising and the numerous administrative tasks related to advising. His other duties include recruiting, course scheduling and graduate inquiries/admissions.

Internship possibilities have grown greatly in recent years after the extraordinary dearth of such opportunities during the economic recession. Many opportunities are passed onto students through the SACD-TALK list-serve, to which all students subscribe. In 2014, the SACD offered the first formal job fair, the SACD Career EXPO, inviting architects from across Florida to interview students for summer and full-time positions. The event was and will continue to be held in the Marshall Student Center, a short walk from the HMS-Architecture building, in the heart of the USF campus.

Career Expo: <http://arch.usf.edu/content/templates/?a=5167&z=352>

The USF Department of Student Affairs is home to the **USF Counseling Center:**

<http://www.usf.edu/student-affairs/counseling-center/>

The Counseling Center offers comprehensive psychological services designed to enhance the personal, social, educational, and career development of University students. It provides personal counseling services to students, consultative services to academic, administrative, and other service units in the University, and serves as a setting for advanced professional training. The Counseling Center also directs the Center for Addiction and Substance Abuse and maintains a liaison with the State Division of Vocational Rehabilitation.

The Annual Report of the Counseling Center:

<http://www.usf.edu/student-affairs/counseling-center/documents/ccannualreport2014-15.v1.pdf>

- *The name of the Architect Licensing Advisor (formerly the IDP Coordinator) and a summary of his/her recent activities, including professional development, in support of his/her responsibilities.*

The Architect Licensing Advisor duties are shared by SACD faculty Associate Professor Mark Weston and Associate Professor Stan Russell. Both faculty maintain professional licensure in Florida and are practicing architects. Weston and Russell meet with the student AXP (former IDP) team to strategize and encourage enrollment in the internship program.

The SACD has established relationships with numerous firms seeking placement of graduates in offices through the Tampa Bay area, Central Florida/Orlando and South Florida. The Spring Career Expo offers students and firms the opportunity for multiple face to face meetings and interviews. The SACD has worked with multiple national offices to secure ongoing internships and permanent positions: WRNS Studio, San Francisco; Olsen-Kundig Architects, Seattle; multiple Gensler, HKS and HOK offices, among others.

I.2.2 Physical Resources

- *A general description, together with labeled 8-1/2" x 11" plans or images of the physical resources assigned to the program, including all spaces used for teaching/learning, scholarship, and public interaction.*

The HMS-Architecture building is a 27,000 square foot facility had a \$2.16 Million renovation prior to the school taking possession of the structure in January 2007.

The building, originally built in 1966, is a concrete frame and slab structure and has four floors. There are men's and women's restrooms on each floor, a single elevator, two fire stairs and a monumental stair leading from the ground to the third floor. The fourth floor is accessed by an internal stair or the elevator. Breezeways and exterior walkways on the ground, second and third floors punctuate the building.

Ground Floor

The ground floor houses the Florida Center for Community Design and Research, the computer lab and the wood shop. The FCCDR spaces include faculty offices, conference room, classroom, gallery, student organization offices, research studio and design studio.

Second Floor

The second floor largely houses programs for the College of Education. The SCD has two un-renovated classrooms and two storage rooms. There is also second floor conference/seminar room.

Third Floor

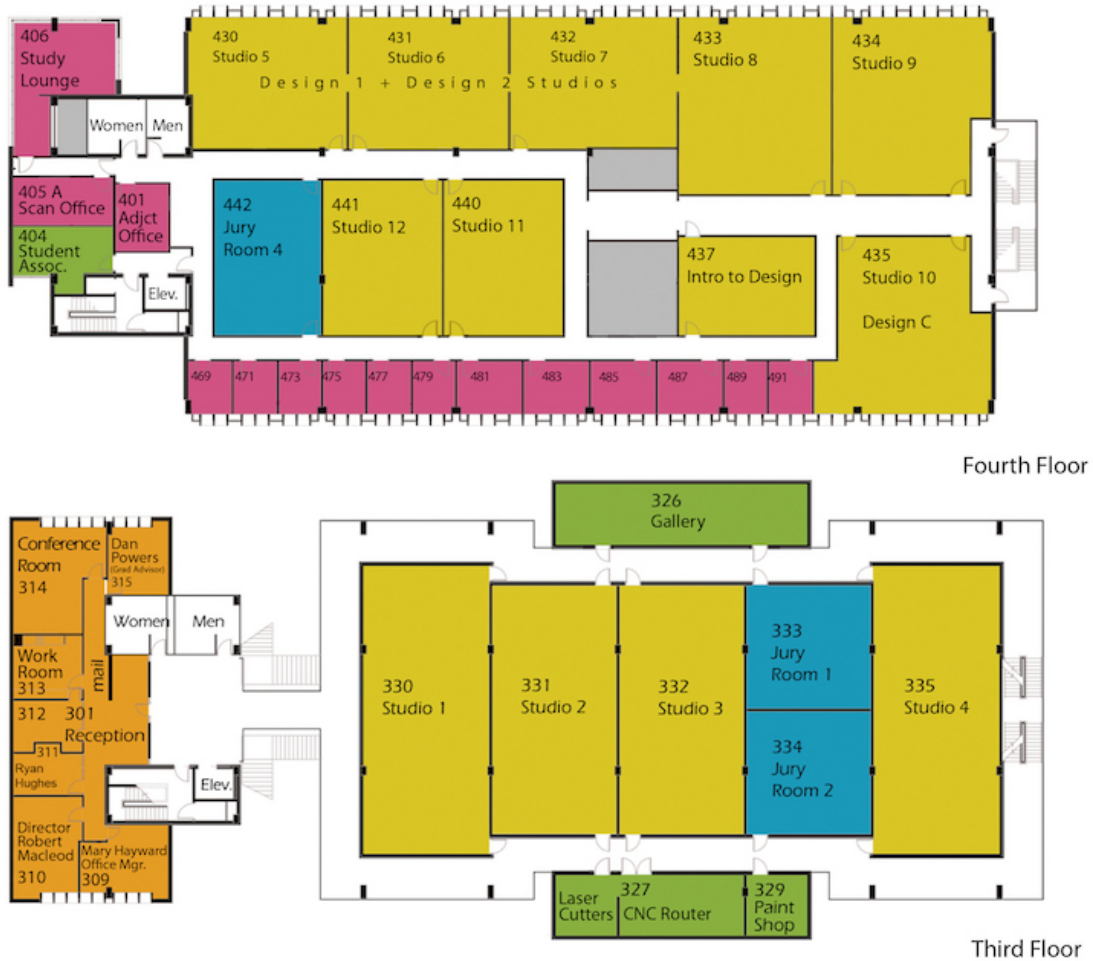
The third floor houses 4 large studios, two jury rooms and the administrative offices, conference room and a reception area/small gallery for the School. There is also the main SCD gallery, digital fabrication lab (with cnc router, laser cutter and vacuum press) and spray paint booth on the third floor.

Fourth Floor

The fourth floor houses 9 studios, one large lecture / jury room, faculty offices (11 total for full time faculty and adjunct faculty), a student organization office, a student lounge/reading room (quiet space) that may be used for seminars, and a faculty research space that also houses four Maker Bot 3d printers.

SACD: HMS-Architecture Building- Floor Plans

Fourth Floor (top)
Third Floor (bottom)



Computing Resources

The Computer Lab is open 24 hours, 7 days per week. Student fees support low cost plotting and printing in the lab. The lab has grown from 12 to 16 work stations and is used as a classroom for digital skills classes (3D Studio Max, Rhino, Revit, V-Ray, Grasshopper, etc).

Advanced Visualization Center

<http://avc.web.usf.edu>

SACD students have access to the USF Advanced Visualization Center (AVC) - part of USF Information Technology and Research Computing.

From the AVC homepage:

The Advanced Visualization Center staff assists students and faculty with the creation of visualizations for education and research. We also provide training on advanced software applications and data visualization techniques.

The center supports the advancement of technology in education with an Ultra High Resolution Visualization Wall, with remote access to USF's High Performance Computing Cluster, and the Advanced Visualization Student Lab.

We continue to explore and develop innovative practices in 3D Modeling, 3D Printing, Visual Graphics, Animation, Virtual Reality, Data Analysis and Interactive Applications.

The Advanced Visualization Center is part of USF Information Technology, Research Computing.

SACD Computer Lab Equipment Inventory

Lab Hardware

19 Lab Computers
3 HP 4-color Plotters (in computer lab)
1 HP 8-color plotter (in computer lab)
2 HP B&W Laser Printer
1 Ricoh Color Laser Printer
1 Epson 11x17 Flatbed Scanner
1 36" large format scanner
5 ceiling mounted projectors
2 portable projectors
8 HP 8-color plotters (distributed in studios, fall 2016)

Lab Software:

The lab has virtually all software programs expected of an accredited program. In addition, students have access to extensive software suites through USF Information Technology.

<http://www.usf.edu/it/>

Autodesk 2016 Architecture Suite
3dsMax
Adobe Creative Cloud Suite+CS6
Google Sketch-Up
Rhino
Sketch-Up Podium
Maxwell
V-Ray plugins
others

Wood Shop Equipment Inventory

Sawstop Table Saw
General 12' planer

General 8' jointer
 General 14' bandsaw
 Craftsman 10' bandsaw
 General drill press
 Makita 12' chop saw
 Rigid panel saw
 Grizzly scroll saw
 Craftsman disk/belt sander
 Craftsman 3'x18' belt sander
 Craftsman 150 psi air compressor
 2 Dewalt palm sanders
 Milwaukee Sawzall reciprocating saw
 Craftsman circular saw
 Ryobi biscuit joiner
 Dewalt jigsaw
 2 Makita 4" angle grinder
 Craftsman die grinder
 Porter Cable 2 1/4 hp router
 Craftsman 1 1/2 hp router
 Rigid trim router
 Assorted clamps, chisels, hammers, hand saws, drill bits, hole saws, pliers, Kreg jig, brad nailer and other various sundries

Digital Fabrication related equipment

3-axis cnc router
 2-axis cnc router (currently in storage; to be repurposed when appropriate space is arranged)
 6-large format laser cutters (five with medical quality Bofa filtering systems, distributed in advanced studios; one with a mechanical exhaust fan in the 3rd floor digi-fab room).
 4-MakerBot 3D printers

- *A description of any changes to the physical resources either under construction or proposed.*

Minor upgrades have been made to the HMS-Architecture building since the last NAAB visit. Restrooms on the 3rd and 4th floor have been renovated and upgraded to meet ADA standards. Former storage rooms on the 3rd floor have been repurposed to form a four-room gallery space. The building has been painted and floors painted and sealed by the USF Physical Plant. Minor patching and painting is performed annually during the summer months.

The SACD will take possession of a 1600 sq ft free standing, newly renovated building in St. Petersburg, Florida sometime in 2017. Provided at no charge by the City of St. Petersburg, the structure will serve as a satellite space for the program, housing studios, seminars and research projects as the SACD continues to work closely with the City and various public/private/ngo groups. The building is the "Cue House", a historic 1928 structure in downtown St. Petersburg and part of the famous St. Petersburg Shuffleboard Club compound. It is located across Tampa Bay 24 miles from the USF Tampa campus (a 40-minute drive).

- *Identification of any significant problem that impacts the operation or services, with a brief explanation of plans by the program or institution to address it.*

The ground floor of the HMS-Architecture building is partially below grade and prone to flooding. The University has attempted to alleviate this chronic condition with storm water system upgrades, but the threat of flooding is ongoing and staff maintain a stock of sandbags in the event of heavy rainfall.

- *A description of how the program provides space for faculty to fulfill all four of their roles: teaching, scholarship, service, and advising.*

All full time faculty have a private office. Offices are located on the fourth floor of the HMS-Architecture building; Director MacLeod and Graduate Advisor Powers are located in the third floor office suite; FCCDR faculty Sabia, Robles and Fiebe are located in the ground floor FCCDR office/studio suite. All offices offer privacy for meetings, study, writing and so forth. Adjunct faculty share office spaces on the 4th floor. Adjunct faculty also have access to the 3rd floor conference room for student meetings. Advisors Powers and Hughes have offices that afford an appropriate degree of discretion for advising students and meeting with parents (common in the case of undergraduate academic advisor, Ryan Hughes).

Studio spaces are generally discreet rooms for class meetings, discussions, and desk critiques. Larger studios on the third floor (Studios 1 - 4) sometimes house two smaller studios of 10-14 students. Jury rooms on the 3rd and 4th floors are reserved by faculty for informal class “pin-ups” and formal reviews. The exterior breezeways on the 2nd and 3rd floors are used as studio presentation spaces by some faculty. Jury rooms often double as seminar rooms as does the 3rd floor conference room in the administrative suite. There is a dedicated seminar room on the second floor. The 4th floor jury room is frequently used as a classroom for larger classes. Classrooms around the university are also booked for larger enrolment courses. Most university classrooms used by the SCD are a five-minute walk from the architecture building.

- *Programs that leverage international programs, or off-campus settings such as urban centers, to teach courses where student performance criteria are being met, must provide a description of these venues in the APR and how they affect a program’s on-campus physical resources.*

St. Petersburg Urban Design Lab (UDL)

As discussed earlier, the SCD will take possession of a newly renovated building in St. Petersburg, Florida in 2017. We anticipate housing a single design studio in the space and conducting seminars. We also anticipate a small number of “Master’s Project” students and Research Assistants working in the space. The building will have full IT support in addition to plotter and laser cutter equipment. The support of the faculty by the City of St. Petersburg will allow the satellite studio to open space for other activities on the main campus. We anticipate no drain of financial resources with this facility, indeed, we expect quite the opposite as the UDL will broaden both our academic and research footprint, increasing opportunities for grant and contract work.

- *Programs that use massive open online courses (MOOCs.) or online learning formats to deliver SCD-related content or to meet other program or institutional requirements in tandem with traditional onsite learning must describe what effect, if any, MOOCs or online learning has on the physical resource requirements for the program.*

ARC 5731 / Architectural History I and ARC 5732 / Architectural History II are offered as on-line courses. Both are required per the SCD. The online format offers a flexible learning experience for SCD students. These courses also appeal to non-architecture majors. The School of Architecture building does not support multiple larger lecture courses. Medium to large lecture rooms are available on-campus and several SCD courses use these spaces. The movement to online History courses, allows students to review and re-view visually dense course content at will, supports the university’s desire to promote new on-line course offerings, permits the SCD to engage non-architecture majors and accommodates the schedule of adjunct teaching faculty.

I.2.3 Financial Resources

The funding model for the University of South Florida changed to a centralized accounting system in 2008-09. Prior to this time Deans (and, in turn, Directors and Chairs, at the discretion of the Dean) were given wide latitude in terms of carry-forward funds (funds saved from one academic year and “carried forward” to the next academic year), replacement of faculty lines, and conversion of open faculty lines for discretionary spending (support of faculty travel, special programs, one-time

expenditures, and so forth).

With the centralized accounting system, all open lines are “swept” by the central administration and re-distributed based upon arguments made by the Deans’ Offices. If a unit loses a full-time faculty member through resignation, retirement or non-tenure, the position is not guaranteed to the return to said unit. Similarly, units have been asked to “spend down” carry forward funds in order to establish base line expenditures for each unit. The intent is to create a more transparent accounting system throughout the university. However well intentioned, there exists the concern that mid and long term planning is difficult given the relative uncertainty of budgets and budget control year to year. The university is in a transition from this centralized accounting to the RCM (Responsibility Centered Management) model (2016-17 sees a “soft-launch” of RCM).

Currently, the mechanism for distribution of funds to the SACD mirrors the precedent used to provide funding to the Colleges from the University. This refers only to the recurring E&G (“Education & General” funds, provided by the State of Florida) portion of the budget. The college begins with the historical allocations of non-salary E&G and then reviews in-system wide additions or reductions to E&G, as directed from the University. Any additions or reductions are distributed to the departments based upon a formula/criteria related to the decision causing the change. New salary/faculty position allocations depend upon “rate” (recurring salary dollars plus benefits) being made available through retirements/attrition. The unit Directors submit requests to the Dean for additional salary and a College wide review is done to see if the request for additional salary (for a position) is a one of the College’s high priorities in fulfilling its obligations to the USF Office of Academic Affairs.

With the change to RCM, the College is able to receive additional funding through increases in net tuition. The distribution of the portion of net tuition the College receives is used fill academic and programmatic needs College wide.

The Operating Budget information for the USF System can be viewed with this document:
<http://www.usf.edu/business-finance/resource-management-analysis/ubr/operating-budget.aspx>

More information on the RCM is under “new funding models” below.

- *A description of the revenue / expense categories over which the program has either control or influence.*

Historical revenue and expense statements are shown herein. The basic financial categories for the SACD are as follows:

E+G:	Education & General funds, provided by the State of Florida. Base budget including faculty salaries and basic SACD expenses
Carry Forward:	Funds not expended in a given FY and “carried forward” to the next year.
M+S:	Material and Supply funds, generated by student fees; dedicated to materials & supplies expended in that academic year (plotting paper, ink, small hand tools, etc)
F+E:	Facilities and Equipment funds, generated by student fees; dedicated to facilities and equipment; may be carried forward year to year.
Markborough:	The Markborough Endowed Chair in Urban Design and Development
Gibbons:	The Sam M. Gibbons Endowed Chair in Architecture and Urban Design
Scholarships:	From various endowed funds (see USF Foundation Endowment Fund Detail Report below)
INTO:	Funds provided through academic pathways structured with the INTO program
Auxiliary Acct:	Funds from entrepreneurial functions; subject to a 6% “bank charge” from the university
SACD (RIA):	Research Initiative Account; “return” finds from grants and contracts.
FCCDR (RIA):	Research Initiative Account; “return” finds from grants and contracts.

University of South Florida - School of Architecture & Community Design - Financial Statement				
REVENUE	FY13	FY14	FY15	FY16
E&G (State Allocation & Net Tuition)	1,542,071	1,470,524	1,461,344	1,460,642
Recurring E&G	1,347,343	1,394,078	1,223,517	1,369,452
Additional E&G	194,728	76,446	237,827	91,190
General Auxiliary	33,320	162	4,367	24,325
Sale of Goods and Services	26,783		322	
Miscellaneous Receipts	276	162	4,045	17,313
Interdepartmental/Transfers	6,262			7,012
Student Fees	88,571	148,740	154,989	150,205
Material and Supply	43,880	72,715	69,445	71,160
Facility and Equipment	44,691	76,025	85,544	79,045
Other Sources	35,862	52,863	91,959	93,685
INTO - Pathways	19,900	5,310	36,856	51,462
InEd		31,753	40,104	27,733
FWSP	15,800	15,800	15,000	10,000
External DSR Grants				4,490
Internal DSR Awards	163			
Foundation Funds	638,934	369,544	394,170	362,032
Operating	600,342	341,839	367,108	334,221
Scholarships	38,592	27,705	27,063	27,811
TOTAL REVENUE	2,338,759	2,041,833	2,106,830	2,090,888

EXPENSES	FY13	FY14	FY15	FY16
E&G (State Allocation & Net Tuition)	1,370,447	1,511,268	1,507,661	1,437,540
Faculty Salaries	772,228	867,583	815,097	761,463
Staff Salaries	123,166	110,133	125,855	128,422
Benefits	232,421	289,305	271,455	278,314
Adjuncts	146,175	140,042	133,822	132,417
Graduate Assistants	49,566	49,755	69,595	74,567
OPS	14,740	7,081	4,460	4,074
Operating Expenses	16,569	22,356	69,105	43,531
Other Expenses	15,582	25,013	18,271	14,751
General Auxiliary	18,090	10,967	5,638	30,698
OPS	14,375	4,759		4,019
Operating Expenses	3,370	3,834	1,410	3,400
Other Expenses	345	2,374	4,227	23,279

EXPENSES	FY13	FY14	FY15	FY16
Student Fees - Material and Supply	41,585	72,244	68,910	67,851
Operating Expenses	35,945	72,244	68,910	67,851
Other Expenses	5,640			
Student Fees - Facility and Equipment	64,272	41,835	77,922	56,068
Operating Expenses	56,147	29,371	62,973	33,208
Other Expenses	8,126	12,464	14,949	22,860
Other Sources - INTO - Pathways	0	17,889	161	24,772
Adjuncts				19,330
Graduate Assistants		16,876	152	2,817
OPS				1,222
Operating Expenses		1,013	9	1,402
Other Expenses				
Other Sources - InEd	0	12,351	34,297	33,523
Benefits			38	
Adjuncts			1,077	
Graduate Assistants		4,004	15,295	29,597
OPS		2,029	13,189	2,029
Operating Expenses		6,319	4,699	1,898
Other Sources - FWSP	16,070	10,668	12,645	12,971
OPS	16,070	10,668	12,645	12,971
Other Sources - External DSR Grants	0	0	0	4,773
External DSR Grants				4,773
Other Sources - Internal DSR Awards	600	4,187	381	3,997
Internal DSR Awards	600	4,187	381	3,997
Foundation Funds	778,547	373,577	364,553	361,681
Operating	745,842	354,024	346,967	335,831
Scholarship	32,704	19,553	17,586	25,850
TOTAL EXPENDITURES	2,289,610	2,054,987	2,072,168	2,033,874
NET BALANCE	49,150	(13,154)	34,662	57,015

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

USF SACD Foundation Endowment Detail Report: June 2016

	Principal Value as of 06/30/2016	Market Value As of 06/30/2016	Current Balance as of 06/30/2016	FY Projected Annual Earnings 06/30/2016
Jan Abell, FAIA Memorial Scholarship Endowment	\$76,028.29	\$78,489.45	\$14,512.60	\$3,088.49
HOK USF Prize	\$25,000.00	\$24,789.19	\$724.75	\$975.43
Floy Eleanor Damon Endowed Scholarship In Architecture	\$3,875.28	\$5,115.23	\$247.43	\$201.28
Eduardo Garcia Endowed Scholarship In Architecture	\$33,001.52	\$47,931.75	\$7,839.35	\$1,886.07
Markborough Endowed Chair in Urban Design and Development	\$1,548,399.73	\$2,098,816.03	\$19,952.92	\$82,586.73
Sam M. Gibbons Endowed Chair in Architecture and Urban Design	\$1,686,134.48	\$2,257,683.33	\$27,678.92	\$88,838.04
Milo Smith Endowed Scholarship Fund	\$149,550.00	\$191,484.18	\$6,214.37	\$7,534.75
H. Dean Rowe, FAIA Scholarship Fund	\$197,867.02	\$223,250.10	\$18,727.12	\$8,784.71
Clear Springs Land Co. Architecture Scholarship Endowment	\$123,500.00	\$132,855.33	35,135.15	\$5,227.75
Total	3,843,356.32	\$5,060,414.58	131,032.61	\$199,123,.25

- *Pending reductions or increases in enrollment and plans for addressing these changes / Pending reductions or increases in funding and plans for addressing these changes / Changes in funding models for faculty compensation, instruction, overhead, or facilities since the last visit and plans for addressing these changes (include tables if appropriate).*
- *Planned or in-progress institutional development campaigns that include designations for the program (e.g., capital projects or endowments).*

Enrollment

We anticipate no dramatic increases or decreases in enrollment at this time. Enrollment remained relatively steady throughout the recession with a typical entering class of 45 students in the Graduate Core 1 program. A lag in undergrad enrollment -- attributed to the lingering negative press for the architecture profession during the recession -- led to a dip in 2015-16 AY enrollment in the Core 1 program. AY 2016-17 enrollment has returned to typical levels, although the number of overall applicants remains lower than pre-recession numbers. We would like to recruit and add qualified students to increase enrollment in the final two years of the four-year M.Arch program (such students would typically hold a Bachelor's Degree in Architecture). The SACD has participated in various marketing efforts in order to recruit students from a larger national pool.

Space limitations in the current facility and financial resources preclude a large increase in enrollment. The SACD has, as mentioned, secured a new studio space in St. Petersburg, Florida which will house one studio per semester in addition to graduate research assistants and Master's Project students. We are in early conversations with a private development group to explore a similar arrangement in downtown Tampa in joint venture with colleagues in the Urban and Regional Planning Program (School of Public Affairs / College of Arts & Sciences). The Master of Urban and Community Design program (MUCD) has seen an increase in enrollment with over 20 students anticipated in the fall of 2016.

New Funding Model: Responsibility Centered Management

Responsibility Centered Management (RCM) is a decentralized approach to budget allocation that assigns greater control over resource decisions to academic colleges and deans. Under this budget approach, revenue-generating areas are referred to as "responsibility centers" with all or most of the institution's revenues and support costs assigned to them. RCM's underlying premise is that the decentralized nature of the model entrusts academic leaders with more control of financial resources, leading to more informed decision-making and better results or outcomes for the University as a whole.

<http://www.usf.edu/business-finance/resource-management-analysis/rcm/index.aspx>

RCM overview pdf:

<http://www.usf.edu/business-finance/resource-management-analysis/documents/rcm-presentation-v-3.pdf>

The most recent communique regarding the RCM status from Nick Trivunovich, Chief Financial Officer and Vice President, Business and Finance:

I think it is safe to say that while we have certainly made significant progress in determining a viable RCM process for USF, we also realize that the model will need to be continuously refined once implemented. All potential allocation methods we generated so far have produced pros, cons, and unintended consequences, and our conversations have not yet yielded the degree of consensus we would like to have before fully adopting any model. Further, immediate implementation of any full-budget model, however tempered by a gradual phase-in, could lead to substantial changes in many areas, including most of your colleges. As a result, we feel that we should proceed incrementally, by locking in base budgets and then applying the RCM model initially only to revenue and expense growth from the current base over the next two years. This approach will allow the changes to be phased in over time as our University grows but still allow us ultimately to implement a full model of RCM in a timely and feasible fashion. It will also allow us to make necessary improvements to the infrastructure to support such a model.

To summarize, we recommend a July 1, 2016 implementation of RCM incorporating the following core elements:

1. *The current base budgets will remain in effect for the next two years.*
2. *We will utilize a formula for distribution of new revenue to the Colleges, Support Centers, and for Strategic Reinvestment (to be further discussed in the individual meetings).*
3. *The Revenue, Subvention, and Research F&A Transition Workgroups will continue.*
4. *The Research F&A Transition Workgroup will continue discussions toward aligning the recommendations provided in the Huron report around research administration and distribution of revenues with the eventual model.*
5. *As one part of the necessary infrastructure, we will convene a prototypical (or alpha) version of what will become a standing Governance Committee, advisory to the President and her leadership team, responsible for monitoring implementation of the model. The alpha version will help flesh out the ultimate process, more fully articulate items that have now only been suggested, engage in review and analysis of individual unit budgets with a particular initial focus on the process for understanding cost units, and monitor the initial implementation of the model using the guiding principles that have been recommended thus far.*
6. *Finally, we will further develop and implement communication vehicles and materials about RCM, so that Chairs, Faculty and Staff will be knowledgeable about the coming changes and that budding misconceptions can be dispelled.*

Funding models for faculty compensation, instruction, overhead, and facilities are controlled and managed by higher USF administration. Faculty compensation is negotiated through the Faculty Union; instructional faculty have a funding model that is arranged by Central HR. Overhead is managed through Sponsored Research.

I.2.4 Information Resources

The Library at University of South Florida provides a fitting infrastructure to satisfy the demands of its research-based faculty as well as its students engaged in fulfilling the requirements for undergraduate, graduate and doctoral degrees as well as graduate certificates.

As a library supporting a Research 1 university, there exists administrative, personnel, and collection support to fulfill the demands of both pedagogical and research outputs.

The University of South Florida's Libraries consist of USF's main research library which is located on the Tampa Campus; two special libraries, the Hinks and Elaine Shimberg Health Sciences Library and the Louis de la Parte Mental Health Institute Library, which are also located on the Tampa Campus; the Nelson Poynter Memorial Library, USF St. Petersburg campus; and the Jane Bancroft Cook Library, which is a joint-use facility shared with New College of Florida and USF Sarasota-Manatee campus.

The Office of the Dean's website contains the Mission and Strategic Goals 2013-2018 for the USF Tampa Libraries:

<http://guides.lib.usf.edu/dean-usf-libraries>

The USF Libraries provide resources, services and collections to advance the University of South Florida's teaching, learning and research missions.

The USF Libraries are dedicated to:

- Student academic success
- Innovative and creative delivery of collections and services
- Strategic partnerships and engagement

Strategic Goal 1:

Expand information management services for scholarly communication and inter-disciplinary research, teaching and learning.

Strategic Goal 2:

Acquire and preserve collections of national distinction in targeted inter-disciplinary fields, reflecting institutional strategic directions.

Strategic Goal 3:

Sustain and expand a library instruction program in collaboration with faculty which is continually assessed for its effectiveness and impact on student academic success.

Strategic Goal 4:

Continuously improve library operations, facilities, services, programs, and collections to better meet the research, teaching and learning needs of faculty, staff, and students.

The Library is a member of:

- American Library Association (ALA)
- Association of Southeastern Research Libraries (ASERL)
- Council of Library & Information Resources (CLIR)
- Tampa Bay Library Consortium, Inc. (TBLC)
- Lyrasis
- Association of Caribbean University, Research and Institutional Libraries (ACURIL)
- Scholarly Publishing and Academic Resources Coalition (SPARC)
- New Media Consortium (NMC)
- Coalition for Networked Information (CNI)
- Center for Research Libraries (CRL)
- OCLC Research Library Partnership

The responsibilities of the librarian who serves as the liaison for the School of Architecture & Community Design and who oversees this collection includes the following:

Instruction

Teach information skills to all classes requested by faculty in the College of The Arts and provide drop-in workshops related to various components of the research process by preparing and presenting high quality instructional sessions (online and face to face), orientations, demonstrations, trainings, and instructional materials that teach the research process and effective access to and use of library collections and other information resources in alignment with ACRL's Information Literacy Competency Standards for Higher Education.

Provide reference assistance and consultations to students and faculty by providing high quality synchronous and asynchronous reference service to all patrons using face to face and web 2.0 technologies.

Outreach

Inform all students and faculty of library services and collections that are available for their use by actively promoting the Library, its services and collections to the faculty, staff, students, and community members and groups through the development and use of Web 2.0 tools (i.e., blogs, facebook, etc.), presentations (both online and F2F), and projects.

Collection Management

Manage and develop the architecture and community design collection to support the teaching and research needs of students and faculty. This includes developing and managing the collection of print books, e-books, print journals, e-journals, databases, images, and streaming video by initiating, monitoring, and managing acquisitions supporting the College of The Arts.

Other Professional Duties

Provide additional library assistance to improve Library services and collections. Assist with library operations, communications and other efforts to assess and improve the quality of our products and services including collection development and collection management.

- *A description of the library and information resource collections, services, staff, facilities, and equipment that includes the following:*
 - *A brief description of the content, extent, and formats represented in the current collection including subject areas represented.*

Collections and Electronic Access

The library endeavors to develop and maintain a collection that will satisfy the need for resources that support the curriculum for the School of Architecture & Community Design program, as well as serve the more specialized demands from faculty for advanced research materials.

The collection development librarian works in partnership with the departmental faculty to select materials for the collection. The library participates in a patron-driven acquisitions program that provides access to eBooks from most of the trade and professional presses that are of interest to the department. Titles are accessible through the online catalog for short-term loan or auto-purchase (depending upon the number of times the titles are loaned). Other titles, not covered by the PDA program, can be ordered by submitting a request to Acquisitions. Retrospective purchases are done at faculty request or to replace items lost through theft and/or damage.

New journal titles may be ordered by canceling current subscriptions in the same subject area. Full text electronic journals are preferred over other formats. Electronic back files of journals may be ordered, when the need can be documented, and if funding is available

The library not only houses a collection of materials specifically oriented around architecture and community design, but the institution also possesses affiliate collections such as engineering, math, art, and art history.

The USF Libraries serves as the nexus for the teaching, learning, and research for the faculty and students at the University of South Florida. Together, the USF Libraries provide access to more than 2 million volumes and an extensive collection of electronic resources including approximately 58,975 e-journal subscriptions and over 900 aggregator databases containing another 92,855 unique e-journal titles, 648,751 e-books, and 826,000 digital images. In addition, students have access to over 76,000 audio/visual materials including electronic media, audiobooks, CDs, and DVDs.

When students search the online catalog they will discover the following Architecture & Community Design items in the USF Tampa Libraries Collection:

1,465	Media Collection (Videocassettes, Compact discs, CD-ROMs, DVDs, Streaming Media, Film, Audiobooks)
470	Special Collections
6,799	Government Documents
19,705	Circulating Collection (Print books)
1,942	Journals and Serials (Print)
15,092	Online Resources (e-Journals and e-Books)

The collection development policy for the School of Architecture and Community Design is located here: http://guides.lib.usf.edu/ld.php?content_id=159982

Content, extent and formats represented in the current collection

There are at least 23 databases at the USF Libraries that provide text, images and videos related to Architecture.

The number of items available at the USF Libraries related to Architecture & Community Design include the following:

Architecture (NA)

- 35,620 matching items are available, 11,491 of these are available online, and 136,588 items can be requested from the statewide system
- 26,284 books are available, 6,458 of these are available online, and 85,191 items can be requested from the statewide system
- 771 journals are available, 431 of these are available online and 2,152 can be requested from the statewide system

Landscape Design (SB)

- 1,881 matching items are available, 772 of these are available are online, and 8,261 items can be requested from the statewide system
- 1,429 books are available, 384 of these are available online, and 4,819 items can be requested from the statewide system
- 13 journals are available, 9 of these are available online, and 46 can be requested from the statewide system

Decorative Arts (NK)

- 1,116 matching items are available, 165 of these are available online, and 5,341 items can be requested from the statewide system
- 827 books are available, 58 are available online, and 3,709 items can be requested from the statewide system
- 57 journals are available, 31 are available online and 162 can be requested from the statewide system

Environmental Psychology (BF)

- 982 matching items are available, 405 of these are available online, and 4,222 items can be requested from the statewide system
- 852 books are available, 310 are available online, and 2,319 items can be requested from the statewide system
- 16 journals are available, 11 are available online and 48 can be requested from the statewide system

Building Construction (TH)

- 7,809 matching items are available, 4,681 of these are available online, and 39,260 items can be requested from the statewide system
- 3,713 books are available, 1,493 are available online, and 13,772 items can be requested from the statewide system
- 203 journals are available, 116 are available online and 507 can be requested from the statewide system

Environmental Technology (TD)

- 24,914 matching items are available, 20,960 of these are available online, and 55,091 items can be requested from the statewide system
- 5,352 books are available, 3,328 are available online, and 18,805 items can be requested from the statewide system
- 144 journals are available, 103 are available online and 421 can be requested from the statewide system

Green Technology

- 2,760 matching items are available, 2,142 of these are available online, and 15,158 items can be requested from the statewide system

- 1,479 books are available, 950 are available online, and 5,050 items can be requested from the statewide system
- 19 journals are available, 18 are available online and 58 can be requested from the statewide system

In addition, there are 28,806 Maps in the collection, 3,483 are available online and 98,212 can be requested statewide.

Information Resources / Program Support

There is one librarian devoted to the College of The Arts, of which the School of Architecture & Community Design is a component. This person is the contact person for faculty and students regarding their research needs. She is the collection development librarian as well as provides library instruction sessions. As the collection development librarian she evaluates and builds the collection in relation to the curricula being offered and in consultation with the Architecture faculty.

Quantity of information Resources

The USF Libraries strives to provide library resources and services that are customized to the needs of The School of Architecture and Community Design. Resources in all formats are provided with increasingly more resources being offered in electronic format as this provides access to these resources anytime, anywhere.

Services

The USF Library is open Sunday-Thursday for 24 hours, Friday from 8am – 6pm, and on Saturday from 10am-6pm. These expansive hours provide students full and flexible access to the music collection.

The USF Library supports an online/digital platform with which to search for books on all topics.

The USF Library provisions its users with a large collection of databases with which to locate architecture, community design and affiliate materials. All traditional academic databases are available via the USF Library system (Academic Search Premier, Access World News, Project Muse, JSTOR, ProQuest Dissertations, Applied Science & Technology Source, ScienceDirect, Web of Science, New York Times, etc.)

Databases specific for locating architecture articles include Avery Index to Architectural Periodicals, Art Source, Bibliography of the History of Art, International Bibliography of Art, Oxford Art Online, Kanopy, AP Images, Great Buildings Collection, and ARTstor.

The USF Library System possesses an inter-library loan service, allowing faculty and students to access materials not immediately available within the library collections. Materials not owned by USF Library can be requested both in person, in any of the library branches or online, via the ILL website (<http://www.lib.usf.edu/ill/about/>).

According to the USF InterLibrary Loan service,

“ILL works with libraries across the nation and beyond to get you access to materials that USF Tampa Library does not own. This material is subject to the usage rules and due dates set by the lending library. ILL will transfer materials owned by other USF Libraries to the Tampa Library. ILL will also process requests for items currently checked out/unavailable at the Tampa Library.

The Tampa ILL office can process 20 ILL requests per person per week. Requests in excess of this will be held until the following week. However, ILL can only hold one weeks' worth of requests.”

With few exceptions, the library is able to secure any books, audio/video, film, article that is not available within the confines of the USF system.

Also, all of the academic libraries in Florida merged the records from their library catalogs which enables any student or faculty member to borrow materials from other Florida academic libraries. This statewide borrowing system is called UBorrow.

Associate Librarian Audrey Powers supports students and faculty in the use of the collection and relevant databases through email postings as well as by teaching and leading classes in the USF Tampa Library through which students and faculty are familiarized with methods and strategies for accessing architecture materials.

The USF Library system also offers opportunities for students and faculty to consult with a librarian about their research problems.

Staff

The USF Library faculty, comprised of 84 personnel of which there are 35 librarians (as of 08/11/2016) maintain area specializations. Support for the faculty and students in the College of the Arts, and more specifically the School of Architecture & Community Design, is accomplished via the work of Associate Librarian Audrey Powers.

Facilities and Equipment

A multitude of spaces/environments facilitating student study and research experiences exist at the USF Tampa Library which houses an Information Commons, an Academic Success Center, a Writing Studio, a SmartLab with over 300 workstations available for student use, and a state-of-the-art Digital Media Commons.

Architecture students, as all USF students, have access to computer, scanning, displaying, and microform reading equipment. This equipment facilitates student access to the hundreds of online and micro-format collections the library holds and supports students in the creation of new materials to fulfill their course objectives.

This equipment includes the following:

- 190 desktop computers
- 3 high-end scanners
- 2 microfilm reader/printers
- 96 laptops available
- 28 iPads available
- 2 VHS machines to view collections in this format
- 7 high-end interactive white boards in 7 study rooms

The USF Library has also instituted a laptop program in which students have access to laptops for a five hour duration, providing them with additional technology support in their research and study experiences within the space of the library (<http://www.lib.usf.edu/services/laptop-reserves>).

The Digital Media Commons is a multimedia production area which provides equipment, instruction, space, and assistance to USF students using state of the art technology for research and project development, creating digital media projects, developing digital literacy skills, and providing faculty support for incorporating digital media skills into student assignments. It is operated by a librarian, a media technologist, and 8-10 student staffers, all of whom are expert users of multiple digital media software and hardware products.

USF Information Technology is responsible for the maintenance of all computing equipment available to students in the library. However, the library has been fortunate to garner funding for specific technology projects through the USF Student Technology Fee funding process. Over the last several years, the library has been granted close to one million dollars in various technology funding initiatives with direct benefit to students.

- *A brief description of any significant problem that affects the operation or services of the libraries, visual resources collections, and other information resource facilities that support the accredited program and plans for addressing them.*

None.

I.2.5 Administrative Structure & Governance

Administrative Structure

The School of Architecture & Community Design is one of four academic units within the College of the Arts in addition to the Contemporary Art Museum and GraphicStudio atelier. The remaining academic units are the School of Art & Art History, the School of Theater & Dance and the School of Music.

The School of Architecture and Community Design is comprised of an academic unit, the Architecture degree program, and a research unit, the Florida Center for Community Design and Research. The Program Director of the Florida Center reports to the Director of the School of Architecture and Community Design. The SACD Director reports to the Dean of the College of the Arts. At the University of South Florida, College Deans report directly to the Provost and Vice President for Academic Affairs. The Directors' Council meets bi-weekly with the COTA management team (Dean, Associate and Assistant Dean, Budget Manager) to discuss business and strategic/planning issues.

The Director of the SACD works closely with the Graduate Advisor, the Undergraduate Advisor and the Office Manager in tending to the day-to-day running of the School. Biweekly faculty meetings address issues of governance, policy and curricular discussions. Given the relatively small size of the full-time faculty, curricular issues are best addressed through a committee of the whole. Sub-committees are appointed to address special issues as needed.

The Director begins each fall term with an "all-school meeting" where all faculty, staff and graduate students gather for introductions, announcements, presentations of study abroad programs and introductions of student organizations.

The Director meets monthly with the officers of the active student organizations (AIAS, ACC, AXP, SWIA, CSI, USGBC) to discuss issues of importance to the school and the individual groups. New to the school is a monthly meeting with studio representatives, selected by their peers. These meetings offer a new line of communication between students and faculty/administration.

The SACD list-serve is an effective means of communicating with the student body and is frequently used to send important messages, reminders, interesting articles, and similar communiqués.

Social media sites, primarily Facebook and LinkedIn, have emerged as a networking instrument for students, faculty, alumni and other interested parties.

Faculty are further involved with governance issues through the multiple College of the Arts standing committees with membership comprised of all academic units: Curriculum Committee, Faculty Advisory Council, Library Committee, Research Committee, Diversity Advisory Workgroup, Teaching Committee, and Tenure & Promotion Committee.

Faculty may also elect to serve on USF Faculty Senate Standing Committees and Councils.

College of the Arts (COTA)

Dr. James Moy, Dean

Prof Barton Lee, Associate Dean

Dr. Karen Frank, Assistant Dean

Cameron Greenhaw, budget manager (COTA Business Office)

Heddie Sumpter, HR Administrator

Bill Faucett, Director of Development

COTA Administration & Governance:

<http://www.arts.usf.edu/content/templates/?a=376&z=54>

COTA Academic Units

School of Architecture & Community Design: Robert M. MacLeod, Director

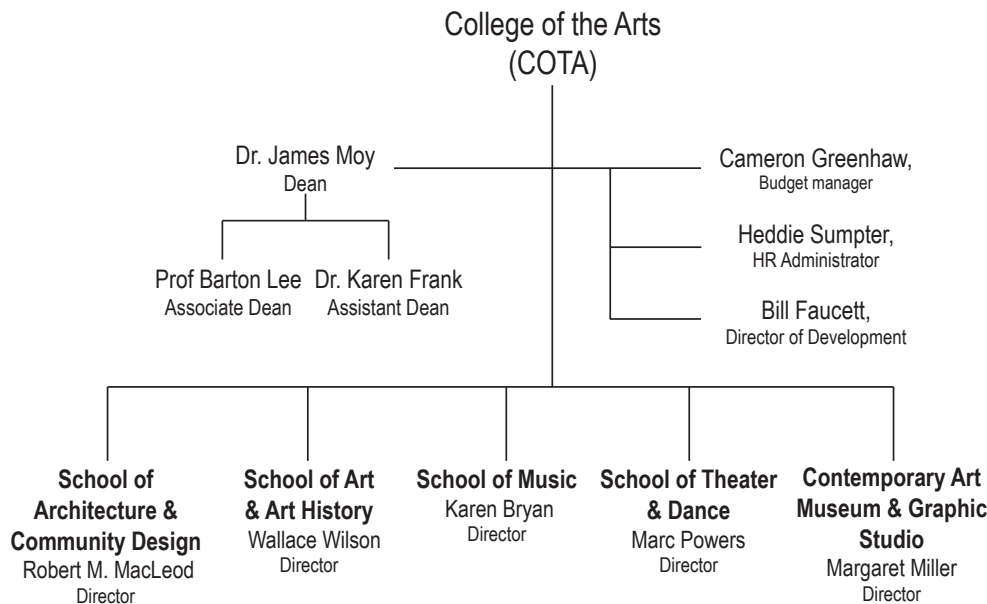
School of Art & Art History: Wallace Wilson, Director

School of Music: Karen Bryan, Director

School of Theater & Dance: Marc Powers, Director

Museum of Contemporary Art & GraphicStudio: Margaret Miller, Director

College of the Arts Administrative Diagram:



School of Architecture & Community Design / SACD

Undergraduate Studios, Coordinator: Nancy Sanders

Graduate Core 1 & 2 Studios, Coordinator: Steve Cook

Graduate Core 3 Studios, Coordinator: Nancy Sanders

Graduate Advanced Studios, Coordinator, Robert MacLeod

Staff

Undergraduate Academic Advisor: Ryan Hughes

Office Manager: Mary Hayward

Shop Manager: Michael LeMieux

IT: Tyler Goetzman (situated in USF IT, not SACD)

FCCDR grant administrator: Hillaria Fuentes

Advising & Student Records

Graduate Advisor: Dan Powers

Programs & Centers

Master of Urban & Community Design (MUCD) Program, Director: Trent Green

Florida Center for Community Design & Research (FCCDR), Director: Taryn Sabia

St. Petersburg Urban Design Lab (forthcoming) & St. Petersburg, Director: Josue Robles

Committees

Core Grad Admissions: Steve Cooke, Nancy Sanders, Levent Kara

Advanced Grad Admissions: Michael Halfants, Robert MacLeod, Mark Weston

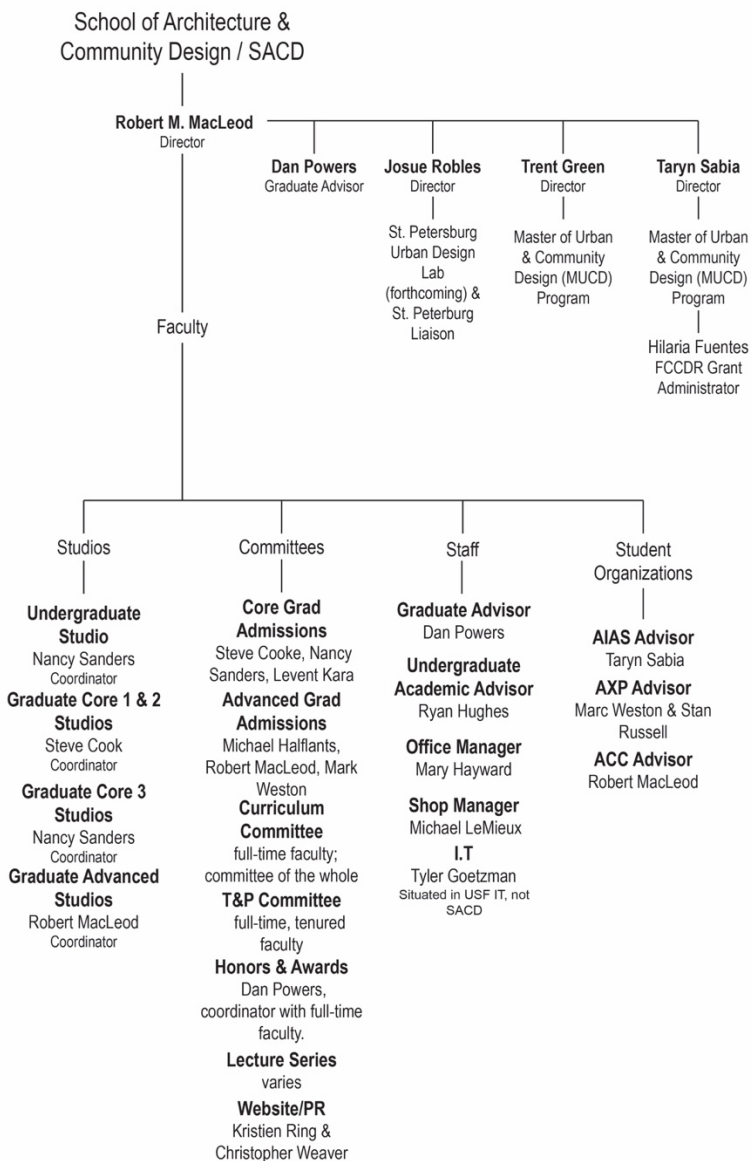
Curriculum Committee: full-time faculty; committee of the whole

T&P Committee: full-time, tenured faculty (Cooke, Green, Halfants, Powers, Russell, Sanders, Weston)
Honors & Awards: Dan Powers, coordinator with full-time faculty
Lecture Series: varies
Website/PR: Kristien Ring & Christopher Weaver

Student Organizations

AIAS Advisor: Taryn Sabia
AXP Advisor: Marc Weston & Stan Russell
ACC Advisor: Robert MacLeod
SWIA Advisor: Chaddy Hanwaisai

School of Architecture & Community Design Administrative Diagram:



II.1.1 Student Performance Criteria

Student Performance Criteria Matrix

University of South Florida College of the Arts School of Architecture and Community Design 2017 NAAB Accreditation			Student Performance Criteria																											
			Realm A: Critical Thinking and Representation								Realm B: Building Practices, Technical Skills, and Knowledge										Realm C: Integrated Architectural Solutions			Realm D: Professional Practice						
			●	●	●	●	●	●	○	○	●	●	●	●	●	○	○	○	○	○	○	○	○	○	○	○	○	○	○	○
			Professional Communication Skills	Design Thinking Skills	Investigative Skills	Architecture Design Skill	Ordering Systems	Use of Precedents	Historical Traditions and Global Culture	Cultural Diversity	Pre-Design	Site Design	Codes and Regulations	Technical Documentation	Structural Systems	Environmental Systems	Building Envelope Systems / Assemblies	Building Materials and Assemblies	Building Service Systems	Financial Considerations	Research	Integrated Evaluations and Decision-Making Design Process	Integrated Design	Stakeholder Roles in Architecture	Project Management	Business Practices	Legal Responsibilities	Professional Conduct		
			A. 1.	A. 2.	A. 3.	A. 4.	A. 5.	A. 6.	A. 7.	A. 8.	B. 1.	B. 2.	B. 3.	B. 4.	B. 5.	B. 6.	B. 7.	B. 8.	B. 9.	B. 10.	C. 1.	C. 2.	C. 3.	D. 1.	D. 2.	D. 3.	D. 4.	D. 5.		
Design Studios	Course #	Course Name	Cr.																											
	ARC - 5361	Core Design 1	9																											
	ARC - 5362	Core Design 2	9																											
	ARC - 5363	Core Design 3	6																											
	ARC - 6364	Advanced Design A	6																											
	ARC - 5365	Advanced Design B (Comprehensive)	6																											
	ARC - 6366	Advanced Design C (Urban)	6																											
	ARC - 6367	Advanced Design D	6																											
ARC - 6971	Master's Project 2	5																												
Technology	ARC - 5470	Intro to Technology	3																											
	ARC - 5587	Structures I	3																											
	ARC - 5588	Structures II	3																											
	ARC - 5467	Materials and Methods	3																											
	ARC - 5689	Environmental Technology	3																											
	ARC - 6481	Design Development	3																											
	Hist/ Theory	ARC - 5256	Design Theory	3																										
ARC - 5731		Architectural History I	3																											
ARC - 5732		Architectural History II	3																											
Required		ARC - 6311	Intro to Community and Urban Design	3																										
	ARC - 6936	Research Methods	2																											
	ARC - 6287	Professional Practice I	3																											
	ARC - 6288	Professional Practice II	3																											
	ARC - 6976	Master's Project Planning	2																											

Realm C, addresses integrated architectural solutions and is addressed through a series of inter-related design and classroom experiences. While issues of Realm C are present in several courses, the five listed below offer the clearest outline of the coursework addressing integrated architectural solutions.

Introduction to Technology (ARC 5470) offers a foundation for awareness of the milieu of issues impacting building assembly. The course provides an introduction to the core components of architectural technology and the integration of building systems: technology integration, materials, structure, surface & enclosure, construction/technique, tectonics, detail, thermal design, and acoustics.

Graduate Core Design 3 (ARC 5363) provides a format for students to initially engage the complex systems required to understand building assembly. In Core 3, students also address the contextual factors shaping decisions of form, envelope, program, occupation and vertical movement.

Advanced Design B (ARC 6365) addresses programmatic complexity and the basic integration of multiple building systems including circulation, structure, space zoning, mechanical issues, environmental control systems and the building envelope. Basic building code issues are considered. Students also explore forms of visual communication with an emphasis on physical and digital modeling and orthographic drawings.

Environmental Technology (ARC 5689) offers a comprehensive overview of mechanical, electrical and plumbing systems for buildings. Also covered: energy utilization, heating and cooling, water delivery and waste removal, fire protection, illumination, transport systems and acoustics. Active and non-active systems are discussed.

Design Development (ARC 6581) serves as a summary course in the technology sequence in which construction, structural and environmental technology systems are integrated within architectural design projects. Emphasis is placed on the poetic as well as the technical aspects of building systems.

The intent of this course is to teach the skills necessary to proceed from a Schematic Design Phase, consisting of those drawings illustrating a project's scale and relationship of components, to the Design Development Phase, consisting of those drawings and other documents necessary to fix and describe the size and character of the project as to architectural, structural, mechanical and electrical systems and materials.

Method of Assessing Student Work

The School seeks to develop within students a wide range of capabilities that will prepare them for leadership roles. Students are asked to think critically, to gather and examine large amounts of information, to define problems, to analyze, to explore alternatives, to synthesize, and to then communicate those ideas and solutions in a clear and professional manner. Evaluations are based on the above criteria in accordance with our "core principles," and therefore include both process and outcome.

Faculty frequent one another's studios through informal pin-up reviews and formal final critiques; the portfolio review is a moment of assessing a body of work that is shared by all full-time faculty. The Open House exhibit and faculty "walk-through" is another opportunity for faculty to collectively review and discuss student work. The grading of work emerges in various means. The faculty teaching the Core Graduate sequence are working within a relatively tight curriculum and frequently meet to discuss and coordinate projects.

In general, faculty hold completion, clear ideas, rigorous design process and high level of craft in executing the design project as necessary for a high evaluation mark (A / A- or high pass). A "high pass" projects exceed requirements and presents a provocative and thoroughly engaging proposal.

A "medium pass" project meets or exceeds all requirements and is thoroughly developed but offers a somewhat less rigorous and carefully considered project. This project receives a B- / B / B+ grade.

A "low pass" project will meet the base level requirements and presents a competent though less thoroughly developed and engaging scheme. This project receives a C / C+ grade. Any grade of C- or below is considered non-passing.

All full time faculty collectively review the entire student cohort vis-à-vis portfolio submission after the third semester (Core portfolio submission) and sixth semester (Advanced portfolio submission). Faculty score portfolios as "high pass", "pass", "marginal" or "fail". Students must have half or more marks as "high pass" or "pass". Student portfolios falling to reach this level are discussed and scoring is sometimes adjusted based on faculty comments or extenuating circumstances. If a student portfolio still fails to pass, the student is asked to repeat a studio in order to focus on shortcomings discovered in the review process.

Portfolio Policy:

<http://architecture.arts.usf.edu/content/templates/?z=352&a=5177>

II.2.1 Institutional Accreditation

The APR must include a copy of the most recent letter from the regional accrediting commission/agency regarding the institution's term of accreditation.



January 19, 2016

Dr. Judy L. Genshaft
President
University of South Florida
4202 East Fowler Avenue
CGS 401
Tampa, FL 33620

Dear Dr. Genshaft:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 6, 2015:

The SACSCOC Board of Trustees reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in **2025** unless otherwise notified.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2016**, and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date. Directions for completion of the report will be included with the notification.

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan, Ph.D.
President

BSW:ecr

cc: Dr. Cheryl D. Cardell

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org

II.2.2 Professional Degrees & Curriculum

The APR must include the following:

- *Title(s) of the degree(s) offered including any prerequisite degree(s) or other preparatory education and the total number of credits earned for the NAAB-accredited degree or track for completing the NAAB-accredited degree.*

The Master of Architecture (M. Arch) is the only degree offered by the School of Architecture and Community Design. There are, however, multiple tracks, depending on a student's undergraduate preparation.

1. A 108 credit hour program (4 years), for students with baccalaureate degrees *other than architecture*.
2. A 54 credit hour program (2 years), for students with four-year pre-professional degrees in architecture
3. A 168 credit hour program (2 plus 4 year), for student with associates degrees in architecture or equivalent.

MASTER OF ARCHITECTURE: 108 Credit Hour Program

The 108 credit hour curriculum is the core professional program at USF (upon which the NAAB Student Performance Criteria are measured). Pre-requisites include physics, calculus, and digital design/basic CAD skills.

Students with pre-professional degrees can waive up to 54 credit hours for successful undergraduate work in courses to those at USF. The waiver process considers both the course content and the associated NAAB student performance criteria. Students must have a grade of "B" or better in waived coursework.

Students with associates degrees (or equivalent) may enter the 108 credit hour curriculum after completing at least 60 credit hours of undergraduate work (including the state general education requirements, 12 hours of studio/design related coursework, physics, calculus, and computer graphics/digital design).

Pre-Architecture Program

The SACD has a pre-architecture undergraduate program offering a range of coursework that allows students to receive an introductory design education and develop a portfolio in order to apply for the 4-year M.Arch program. Some coursework also meets undergraduate general education requirements. Courses include:

Intro to Architecture / ARC 2211:	3 cr hr (general education course)
Arch Freehand Drawing / ARC 2112L:	4 cr hr
History of Arch 1 / ARC 2701:	3 cr hr (may be taken later in the grad sequence – ARC 5731)
History of Arch 2 / ARC 2702:	3 cr hr (may be taken later in the grad sequence – ARC 5732)
Intro to Arch Design 1 / ARC 2131:	4 cr hr (design studio)
Intro to Arch Design 2 / ARC 2135:	4 cr hr (design studio)
The City / ARC: 4784:	3 cr hr (Gordon Rule writing course)
Physics for Architects / ARC 4931:	3 cr hr
Intro to Digital Architecture / ARC 2180:	3 cr hr

M. Arch Summary Credit Hour Summary

108 credit hour track (following non-architecture bachelor's degree)

Total credit hours (120 undergraduate + 108 M.Arch): 228 hrs total, both degrees

54 credit hour track (following pre-professional bachelor's in architecture)

Total credit hours (120 undergraduate + 54 M.Arch): 174 hrs total, both degrees

168 credit hour track (2 + 4)

Total credit hours (60 undergraduate + 108 M.Arch): 168 hrs total

Examples of the Minors or Concentrations

Students in the M.Arch. program are required to complete a minimum of 15 credit hours of Electives. Students are encouraged to use these electives to develop concentrations.

The new Master of Urban and Community Design Degree allows 15 hours of M.Arch coursework to be credited toward the 45-hour degree.

- *For each accredited degree program offered or track for completing the NAAB accredited degree the program must provide the following:*
 - *A table showing the distribution of general studies, required professional studies, and optional studies.*
 - *A list of the minors or concentrations students may elect to pursue for each accredited degree offered or track for completing the NAAB accredited degree.*
- N/A
- *A list of the minimum number of semester credit hours or the equivalent number of quarter credit hours required for each semester or quarter, respectively.*

General Studies

Required FKL (Foundations of Knowledge and Learning) Core Curriculum

From the Undergraduate Studies website:

<http://www.usf.edu/undergrad/fkl/index.aspx>

Citizens living in the 21st century must be prepared for the future with a broader perspective than ever before. The FKL Core Curriculum is a program of general education courses designed to provide you with a diversity of ideas, concepts, and ways of knowing and acquiring new knowledge. It emphasizes inquiry as the means of developing complex intellectual skills that enable you to become a critical thinker, concerned citizen, and successful professional. If you have not yet chosen a major discipline, the FKL Core Curriculum will provide you with the opportunity to explore a variety of vital areas of study, making you more aware and engaged in understanding the challenges that our global realities require.

To fulfill the General Education portion of the FKL Core Curriculum, students must take 36 hours of General Education courses:

- **6 credit hours of English Composition**, consisting of Composition I and Composition II
- **3 credit hours of Fine Arts**
- **6 credit hours of Humanities**
- **3 credit hours of Human and Cultural Diversity in a Global Context**
- **6 credit hours of Mathematics and Quantitative Reasoning**

This requirement can be fulfilled by either taking **6 credit hours** of approved Mathematics courses OR

3 credit hours of approved **Mathematics** coursework along with **3 credit hours** of approved **Quantitative Reasoning** coursework. **One of these courses must have either the MAC or MGF prefix.**

- 3 credit hours of **Physical Sciences**
- 3 credit hours of **Life Sciences**
- 6 credit hours of **Social and Behavioral Sciences**

6 credit hours of the above coursework must be completed in **Human Historical Context and Process** courses.

The required Professional Studies in the M. Arch track are shown below with the typical credit hour distribution for the 108 and 54 credit hour tracks.

The M. Arch curriculum for the 108 credit hour track. This is the enrollment track for the majority of SACD students -- the 2+4 program: 60 hours of general education and pre-architecture courses and 108 hours of M. Arch graduate level coursework.

Core Curriculum

Does not show five, 3-credit hour required electives

YEAR	Fall	Spring	Summer
	Cr	Cr	Cr
1	ARC 5361 Core Design 1 *** ARC 5470 Intro. to Technology ARC 5731 Arch. History I 15	ARC 5262 Core Design 2 ARC 5467 Materials and Methods ARC 5732 Arch. History II 15	 108
2	ARC 5363 Core Design 3 ARC 5256 Design Theory ARC 5587 Structures I 12	ARC 5364 Adv. Design "A" *** ARC 5689 Enviromental Tech. ARC 5588 Structures II 12	 108
3	ARC 5365 Adv. Design "B" ARC 6481 Design Development ARC 6398 Intro. to Community 12	ARC 5366 Adv. Design "C" ARC 6936 Research Methods 8	 108
4	ARC 6974 Master's Planning Proj. ARC 6287 Prof. Practice I ARC 6367 Adv. Design D 11	ARC 6976 Master's Project II ARC 6288 Prof. Practice II 8	 108

Other FALL OFFERINGS Electives	Other SPRING OFFERINGS Electives	SUMMER OFFERINGS Electives Design Development 3 Study Abroad Studio 6 Advanced Design Studio 6
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1. Students must complete 15 hours of electives.

- *A list of off-campus programs, description of facilities and resources, course requirements, and length of stay.*

All off campus, study abroad opportunities begin and conclude on the USF campus and use the existing SACD facilities. There are no permanent off campus facilities at this time. The previously mentioned St Petersburg Urban Design Lab (opening anticipated in 2017) will house design studios and seminars and will typically offer a one semester residency. Students will move between the main USF campus and St. Petersburg.

- *A list of other degree programs, if any, offered in the same administrative unit as the accredited architecture degree program, especially pre-professional degrees in architecture and post-professional degrees.*

Master of Urban & Community Design (MUCD)

The MUCD degree program is a rigorous three-semester post-professional program focusing on issues relevant to the evolving contemporary city. The 45 credit hour program is a comprehensive course of study focused on a range of urban issues including post-industrial, global & traditional cities, urbanism & ecology, transit & transportation, towns & communities, sustainability, resiliency and associated social, economic, political and ethical issues.

- *Programs that use massive open online courses (MOOCs) or online learning formats to deliver SPC-related content...*

The use of on-line format to deliver two required History courses (ARC 5731 & ARC 5732) has demonstrated no negative impact on the curriculum. Students revisit the visually dense coursework at will and are able to frequently review and study course content, lectures and images.

- *A description of the progress for changing the title of any non-accredited, post-professional degree that uses the degree title B. Arch., M. Arch. or D. Arch.*

N/A

II.3 Evaluation of Preparatory Education

PART TWO (II): SECTION 3 – EVALUATION OF PREPARATORY EDUCATION

Admissions and Evaluation of Pre-Professional Education

The admissions process is rigorous for entry to all levels of the curriculum. The SACD has two admissions committees, one focuses on students applying for the four-year M.Arch sequence; the other addresses students seeking advanced standing in the M.Arch program.

Admission process for both groups is similar as outlined below:

- A completed SACD application form;
- Undergraduate transcript(s) (as applicable);
- A sample of creative work (a non-returnable, 8.5" x 11" design portfolio);
- Three (3) letters of recommendation;
- A one-page statement of academic/professional intent, and
- A GRE test score.

In addition to the above, those who wish to enter the M. Arch program as undergraduates must have:

- Completed a minimum of 60 semester hours of college credit earned;
- Completed the General Education requirements and Gordon Rule of Florida, and
- Earned an overall minimum GPA of 3.0.

Students admitted to the four year M.Arch program will meet all APR criteria per the four-year curriculum. Students seeking advanced standing are reviewed on a case-by-case basis. The portfolio of design work submitted for admission determines the appropriate place for each applicant within the design studio sequence.

Coursework and official catalogue descriptions submitted by students must dovetail clearly and directly with the course outlines and intentions of the SACD coursework. A grade of "B" or better in undergraduate work is required for applicants to receive graduate course credit.

Students may be asked to bring samples of coursework and meet with the faculty teaching in a particular area to receive credit for certain courses. Upon acceptance to the SACD, the graduate admissions committee provides each student with a list of courses waived and those required in order to complete the M. Arch degree. Graduate Advisor, Associate Professor Dan Powers, develops for and with each student a term-by-term schedule of courses. This schedule is part of the student's permanent record and can be referenced by the student and other faculty at any time.

Public Universities in the state of Florida benefit from the common course numbering system wherein student coursework transfers fluidly between universities and academic programs.

M. Arch Curricular Form for the typical 60+108 student:

[illegible]

M. Arch Curricular Form for transfer student: "W" indicates courses waived after review of transcripts and supporting material as required.

MASTER OF ARCHITECTURE CURRICULUM FORM							
University of South Florida School of Architecture and Community Design				Name: [REDACTED] SSN: [REDACTED]			
Curriculum	Credits	Credits Done	Term	Grade	Points	Total	Basis for Waiver/BFW Comments
Calculus		X					
Physics		X					
CAD (Autocad)		X					
ARC 5361 Core Design I	9	9	F 09	B+	3.33	29.97	
ARC 5362 Core Design II	9			W	FALSE	0.00	University of Montreal
ARC 5363 Core Design III	6			W	FALSE	0.00	University of Montreal
ARC 6364 Advanced Design A	6	6	SP 14	A-	3.67	22.02	
ARC 6365 Advanced Design B	6						
ARC 6366 Advanced Design C	6						
ARC 5256 Design Theory	3						
ARC 5470 Introduction to Technology	3						
ARC 5467 Material and Methods of Construction	3	3	SP 10	A	4.00	12.00	
ARC 5587 Structures I	3			W	FALSE	0.00	Ecole Polytechnique
ARC 5588 Structures II	3	3	F 10	A	4.00	12.00	
ARC 5689 Environmental Technology	3	3	SP 11	A+	4.00	12.00	
ARC 5731 Architectural History I	3	3	FA 13	A+	4.00	12.00	
ARC 5732 Architectural History II	3	3	SP 11	A-	3.67	11.01	
ARC 6398 Intro Community Design	3						
ARC 6287 Professional Practice I	3	3	FA 14	A	4.00	12.00	
ARC 6288 Professional Practice II	3	3	SP 15	A+	4.00	12.00	
ARC 6481 Design Development	3						
ARC 6936 Research Methods	2						
Design D	6						
MP1	2						
ARC 6971 Master's Thesis	5						
ARC 6398 Intro to Community Design	3	3	FA 13	A+	4.00	12.00	
Electives:							
Technical Elective	3						
Design/Graphics Elective	3						
Elective	3	3	F 08	A	4.00	12.00	GIS for Non-Majors (GIS 5049)
Elective	3	3	SP 11	A	4.00	12.00	Teaching Methods
Elective	3	3	SP 15	A+	4.00	12.00	Intro to Digital Design
Elective	3	3	FA 15	A	4.00	12.00	Tropical Architecture
Elective	3	3	FA 15	A	4.00	12.00	Independent Study
Elective	2	2	SP 16	A	4.00	8.00	Independent Study
Total Credit Hours	119	56					
Total Quality Points		215.00				215.00	

Advisor: 5-19-16

Overall GPA	3.839
Design GPA	3.466
Design GPA without Thesis	3.466

PART TWO (II): SECTION 4—PUBLIC INFORMATION

The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, the following seven conditions require all NAAB-accredited programs to make certain information publicly available online.

All required information is available at the SACD website:

<http://arch.usf.edu/content/templates/?a=5166&z=352>

II.4.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the *exact language* found in the NAAB 2014 *Conditions for Accreditation*, Appendix 1, in catalogs and promotional media.

Statement is at top of ACCREDITATION page:

<http://arch.usf.edu/content/templates/?a=5166&z=352>

II.4.2 Access to NAAB Conditions and Procedures

The program must make the following documents electronically available to all students, faculty, and the public:

The 2014 *Conditions for Accreditation*:

[http://arch.usf.edu/content/articlefiles/5166-](http://arch.usf.edu/content/articlefiles/5166-01_Final%20Approved%202014%20NAAB%20Conditions%20for%20Accreditation.pdf)

[01_Final%20Approved%202014%20NAAB%20Conditions%20for%20Accreditation.pdf](http://arch.usf.edu/content/articlefiles/5166-01_Final%20Approved%202014%20NAAB%20Conditions%20for%20Accreditation.pdf)

Guide to the 2014 *Conditions for Accreditation and Preparation of an Architecture Program Report*:

[http://arch.usf.edu/content/articlefiles/5166-](http://arch.usf.edu/content/articlefiles/5166-2014%20Conditions%20Final%20Approved%20Guide%20and%20Instructions%20081114.pdf)

[2014%20Conditions%20Final%20Approved%20Guide%20and%20Instructions%20081114.pdf](http://arch.usf.edu/content/articlefiles/5166-2014%20Conditions%20Final%20Approved%20Guide%20and%20Instructions%20081114.pdf)

The 2009 *Conditions for Accreditation*:

<http://arch.usf.edu/content/articlefiles/5166-2009%20Conditions%20FINAL%20EDITION.pdf>

The 2015 *Procedures for Accreditation*

[http://arch.usf.edu/content/articlefiles/5166-](http://arch.usf.edu/content/articlefiles/5166-2015%20Procedures%20Final%20Approved%20Edition_copied%20052915%20-%200002-5.pdf)

[2015%20Procedures%20Final%20Approved%20Edition_copied%20052915%20-%200002-5.pdf](http://arch.usf.edu/content/articlefiles/5166-2015%20Procedures%20Final%20Approved%20Edition_copied%20052915%20-%200002-5.pdf)

II.4.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans. Student Resources on the SACD Website:

<http://arch.usf.edu/content/templates/?a=5185&z=370>

II.4.4 Public Access to APRs and VTRs

To promote transparency in the process of accreditation in architecture education, the program is required to make the following documents electronically available to the public:

- All Interim Progress Reports (and Annual Reports [narrative only] submitted 2009–2012)

<http://arch.usf.edu/content/articlefiles/5166-USF%20Interim%20Report%202013.pdf>

<http://arch.usf.edu/content/articlefiles/5166-NAAB%20Part%202%202012.pdf>

- All NAAB responses to Interim Progress Reports (and NAAB Responses to Annual Reports [narrative] submitted 2009–2012)

n/a

- The most recent decision letter from the NAAB
<http://arch.usf.edu/content/articlefiles/5166-2011%20Accreditation%20NAAB%20Decision%20Ltr%20USF%20SACD.pdf>
- The most recent APR (2011 Visit)
<http://arch.usf.edu/content/articlefiles/5166-NAAB%20USF%202011%20APR%20Final02a.pdf>
- The final edition of the most recent Visiting Team Report, including attachments and addenda
http://arch.usf.edu/content/articlefiles/5166-USFL%20VTR%20_Public.pdf

II.4.5 ARE Pass Rates

NCARB publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered useful to prospective students as part of their planning for higher/postsecondary education in architecture. Therefore, programs are required to make this information available to current and prospective students and the public by linking their web sites to the results.

<http://arch.usf.edu/content/templates/?a=5166&z=352>
(at bottom of page under NCARB INFORMATION)

NCARB link:

<http://www.ncarb.org/ARE/ARE-Pass-Rates/Pass-Rates-by-School/2010-v4.aspx>

II.4.6. Admissions and Advising

The program must publicly document all policies and procedures that govern how applicants to the accredited program are evaluated for admission. These procedures must include first-time, first-year students as well as transfers within and from outside the institution.

This documentation must include the following:

- Application forms and instructions
- Admissions requirements, admissions decisions procedures, including policies and processes for evaluation of transcripts and portfolios (where required), and decisions regarding remediation and advanced standing
- Forms and a description of the process for the evaluation of pre-professional degree content
- Requirements and forms for applying for financial aid and scholarships
- Student diversity initiatives

Admission Requirements:

<http://arch.usf.edu/content/templates/?a=5173&z=352>

How to Apply (forms and requirements)

<http://arch.usf.edu/content/templates/?a=5174&z=352>

Forms & Policies:

<http://arch.usf.edu/content/templates/?a=5176&z=352>

II.4.7 Student Financial Information

- The program must demonstrate that students have access to information and advice for making decisions regarding financial aid.
- The program must demonstrate that students have access to an initial estimate for all tuition, fees, books, general supplies, and specialized materials that may be required during the full course of study for completing the NAAB-accredited degree program.

Financial Aid Information for USF and SACD:

<http://arch.usf.edu/content/templates/?a=5180&z=352>

Tuition & Fees; estimated Cost of Attendance:

<http://arch.usf.edu/content/templates/?a=5181&z=352>

III.1.1 Annual Statistical Reports

The APR must include a statement signed or sealed by the official within the institution responsible for preparing and submitting statistical data that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.



August 30, 2016

NAAB
National Architectural Accrediting Board, Inc.
1101 Connecticut Avenue NW, Suite 410
Washington, DC 20036

As the Director of the School of Architecture & Community Design, University of South Florida, I certify that all data submitted to the NAAB through the Annual Report Submission system since the last site visit is accurate and consistent with reports sent to other national and regional agencies including the National Center for Education Statistics.

Sincerely,

A handwritten signature in blue ink, appearing to read "R. MacLeod".

Robert M. MacLeod, AIA
Director and Professor
School of Architecture & Community Design
University of South Florida

SCHOOL OF ARCHITECTURE AND COMMUNITY DESIGN
University of South Florida • 4202 E. Fowler Ave. HMS 301 • Tampa, Florida 33620-8340
(813) 974-4031 • FAX (813) 974-2557 • www.arch.usf.edu

III.1.2 Interim Progress Reports

These are NOT to be included in the APR.

Provided by NAAB

Section 4. Supplemental Material

- **Faculty Resumes** may be viewed on the “accreditation” page of the SCD website:
<http://arch.usf.edu/content/templates/?a=5166&z=352>
- **Course Descriptions:** Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program
<http://arch.usf.edu/content/templates/?a=5166&z=352>
- **Studio Culture Policy**
Existing:
<http://architecture.arts.usf.edu/content/templates/?z=352&a=5179>

Draft:
<http://arch.usf.edu/content/articlefiles/5166-studio%20culture%20edit%2010-15.pdf>
- **Self-Assessment:** Self-Assessment Policies and Objectives
<http://arch.usf.edu/content/articlefiles/5166-SAM-%20Architecture%20Assessment%202016.pdf>
<http://arch.usf.edu/content/articlefiles/5166-SAM-%20Architecture%20Assessment%202015.pdf>
<http://arch.usf.edu/content/articlefiles/5166-SACD%20Assessment%20Initiatives.pdf>
- **Academic Integrity:** Policies on academic integrity for students (e.g., cheating and plagiarism)

The University of South Florida Office of Graduate Studies extensively addresses Plagiarism and the Academic Integrity of Students as follows:

<http://www.grad.usf.edu/plagiarism.php>

The USF Graduate Catalogue: Section 7, Academic Policies and Regulations, defines and discusses cheating and plagiarism and explains the academic grievance procedure as follows:
Academic Policy Information
Student Responsibilities
Student Conduct
Academic Integrity of Students
Additional Graduate Guidelines for Academic Dishonesty
Disruption of Academic Process
Student Academic Grievance Procedure

http://www.grad.usf.edu/inc/linked-files/Catalog%20and%20Policies/2014_2015/Section_7_Academic_Policies.pdf

- **Information resources** policies including collection development

Collection Management (USF Libraries)

<http://guides.lib.usf.edu/c.php?g=5858&p=26299>

Collection Development Policy: USF Tampa Library

PDF at bottom of page (Collection Management link, above)

Collection Development Policy: College of the Arts (Architecture / USF Libraries)

<http://guides.lib.usf.edu/c.php?g=5858&p=26305>

- **EEO/AA:** The institution's policies and procedures relative to EEO/AA for faculty, staff, and students.

The University of South Florida's Affirmative Action, Equal Opportunity and Diversity Recruitment Strategies are outlined herein:

<http://www.usf.edu/diversity/equal-opportunity/aa-strategies.aspx>

- **HR:** The institution's policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.

USF Research & Innovation:

<http://www.usf.edu/research-innovation/>

USF Office of Community Engagement and Partnerships:

<http://www.usf.edu/engagement/>

The USF Academy for Teaching and Learning Excellence:

<http://www.usf.edu/atle/>

Office of the Provost and Executive Vice President / Sabbatical information, faculty resources, awards, policies:

<http://www.usf.edu/provost/faculty-info/faculty-forms.aspx>

- **T&P/ Faculty Appointments:** The policies, procedures, and criteria for faculty appointment, promotion, and when applicable, tenure.

USF Employment Center:

<http://usfweb2.usf.edu/human-resources/employment-center/appts-faculty.asp>

USF Human Resources (home):

<http://usfweb2.usf.edu/human%2Dresources/>

USF Human Resources on Facebook:

<https://www.facebook.com/USFHumanResources>

Tenure and Promotion (Office of the Provost and Executive Vice President):

<http://www.usf.edu/provost/faculty-info/tenure-promotion.aspx>

College of the Arts. Tenure & Promotion:

<http://www.arts.usf.edu/content/templates/?a=699&z=54>

- **Response to the Offsite Program Questionnaire** (also called the Branch Campus Questionnaire) (See *2015 Procedures*, Section 8)
The SCD currently has no Offsite Program. We anticipate opening a “satellite” studio in 2017. Students will take a studio and seminar/workshop at the facility and normally spend one semester. Attendance is not required. The Offsite Program Questionnaire addresses this facility.

http://arch.usf.edu/content/articlefiles/5166-Branch-Campus-Questionnaire_.pdf