

Name of Institution: University of South Florida

Name of Academic Unit: School of Architecture and Community Design

Interim Progress Report

Degree Title [prerequisite + total number of credits]

Please provide contact information for the following individuals:

Program Administrator: Robert M. MacLeod, AIA (Director/Profesor)

Chief administrator for the academic unit in which the program is located (e.g., dean or deparment chair): James Moy, PhD. (Dean, College of the Arts)

Chief Academic Officer of the Institution: Ralph Wilcox, PhD.

President of the Institution: Judy Genshaft, PhD.

Individual submitting the Interim Program Report: Robert M. MacLeod

Name of individual to whom questions should be directed: Robert M. MacLeod

Year of the Previous Visit: 2011

Current Term of Accreditation: 6 yres w/ FE3

Submitted to: The National Architectural Accrediting Board

Date: September 2010

NOTES:

1. All sections should be in Ariel 10 pt type. The template indicates what titles or section headings should be in **bold** and what sections should be in *italics*.
2. All reports should be formatted with 1" margins for all edges.
3. Reports should be single-spaced with appropriate spacing between paragraphs.
4. Please use the headers and footers as established in the template.
5. Reports must be submitted in PDF or Word.
6. Reports are limited to 3 MGs.
7. Instructions for submitting supplemental material are appended to that section of the report.

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1. Identity & Self Assessment

a. History Mission

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

As the 21st Century begins, the State of Florida is the fourth most populous state and the Tampa Bay Region is among the nation's most dynamic and rapidly growing metropolitan areas. Florida's population grew from 2 million to 18 million between 1950 and 2010. The growth has made Florida a cosmopolitan, mostly urban state, with extensive cultural, economic and social transformation. Along with the achievements of the boom years have come vast challenges in education, health care, social services, arts, the environment, transportation, and economic development. The University of South Florida is uniquely positioned to assist the state with the challenges of rapid development by providing increased opportunities for the education of Florida's citizens and outstanding research outcomes to improve the quality of life.

Established in 1956, the University of South Florida (USF) has rapidly ascended into the ranks of the nation's top tier research universities. In 2006, USF was 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 \$380 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 (SACS). In 2006, USF St. Petersburg was accorded separate regional accreditation by SACS.

Among the largest public universities in the United States, USF serves over 47,000 students on four campuses in Tampa, St. Petersburg, Sarasota-Manatee, and Lakeland. Campus boards, chaired by members of the BOT, provide fiscal oversight and fulfill important stewardship roles in the community. Each location presents a unique and distinctive learning environment for undergraduate and Masters level students. Doctoral and professional degrees are awarded at the Tampa campus. The delivery of high quality undergraduate education and enhanced academic success are important priorities for the University. A comprehensive range of degree programs is offered across 13 colleges and schools. Each year, more than 6,000 undergraduate and 2,000 graduate and professional degrees are awarded, and the University's alumni base has grown beyond 200,000. USF's endowment currently exceeds \$300 million.

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 Big East 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, and other environmental subjects; urban infrastructure. 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.

The location and population of Florida and the Tampa Bay Region create opportunities for the University of South Florida to make extraordinary contributions in areas of diversity, building on the region's cultural identities and ethnic heritage. USF is committed to making diversity and equal opportunity a fundamental, integral part of all university operations.
(From *University of South Florida Strategic Plan, 2007*)

Institutional Mission

The APR must include the institution's current mission statement and the date of its adoption and latest revision.

USF Strategic Plan

September 2007

2007-2012 Strategic Plan Overview

The 2007-2012 Strategic Plan is a bold, ambitious plan to elevate the performance and rankings of the University of South Florida as one of the nation's leading research universities. It provides the USF community with a clear vision, goals, strategies, and measures to promote alignment and success. It is clearly directed at ensuring student success, contributing innovation and new knowledge, and advancing economic development in Florida, the nation, and globally.

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. The President and Trustees represent the university with one voice. Campus boards provide fiscal oversight and fulfill important stewardship roles in the community.

Vision

The University of South Florida envisions itself as a pre-eminent research university with state, national and global impact, and positioned for membership in the Association of American Universities (AAU).

Mission

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

- Student access and success in an engaged, and interdisciplinary, learner-centered environment,
- Research and scientific discovery, including the generation, dissemination, and translation of new knowledge across disciplines; to strengthen the economy; to promote civic culture and the arts; and to design and build sustainable, healthy communities, and
- Embracing innovation, and supporting scholarly and artistic engagement to build a community of learners together with significant and sustainable university-community partnerships and collaborations.

Goals and Strategies

Goal I

Expanding world-class interdisciplinary research, creative, and scholarly endeavors.

- Promote nationally and internationally distinctive and prominent research and graduate programs,
- Strengthen the University's research support infrastructure to enhance contracts and grants workflow and output – through critically examining the applicability of alternative models of F&A indirect cost distribution, and other innovative mechanisms,
- Focus on increasing the amount and proportional share of competitive federal research awards,

- Enhance and expand the talent pool of world-class, competitively-funded faculty members, postdoctoral fellows, and graduate students,
- Establish a salary enhancement program that rewards highly productive faculty in the areas of teaching and learning; scholarship, research and creative endeavors; and service and engagement, and
- Strengthen and support integrated and synergistic interdisciplinary research across disciplinary, departmental, college and campus boundaries.

Goal II

Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully engaged, learner-centered campus environment.

- Create and support globally competitive, relevant and distinctive academic programs that address the changing needs of the region, state and nation through innovative approaches to curriculum development and delivery,
- Provide increased access to excellence in higher education for students who demonstrate the aptitude to succeed,
- Enhance and expand the talent pool by shaping the enrollment profile of USF's undergraduate and graduate student body to reflect that found at a pre- eminent research university,
- Improve year-to-year retention and time-to-graduation; demonstrated acquisition of knowledge, communication and critical thinking skills; and competency to synthesize and apply new knowledge; together with providing an optimal college experience for all students,
- Build a sustainable campus environment at USF that meets the criteria for Carnegie classification as a "primarily residential" campus, and
- Improve and promote cultural and global literacy, foreign language proficiency, and the international competitiveness of USF graduates through significant growth in study abroad participation, an increase in fee-paying international students, and cross-cultural curriculum development.

Goal III

Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.

- Establish a unified institutional structure to facilitate and promote community engagement, social enterprise, and global collaborations in education, research and service learning, including mechanisms for managing fiscal and human resources for student exchange, study abroad and international field placement programs, and faculty research, teaching, outreach and professional development opportunities,
- Develop an up-to-date clearinghouse of information about all the engagement currently occurring at USF and develop institutional systems to measure community engagement,
- Encourage and reward faculty effort in community engagement – require an annual faculty impact statement and explicitly introduce community engagement into USF's promotion and tenure guidelines, and
- Encourage and reward student engagement in the community and explore the feasibility of acknowledging community engagement and other co-curricular activities on the official transcript.

Goal IV

Enhancing all sources of revenue, and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF's growth.

- Refine business practices to ensure a strong and sustainable economic foundation at USF,
- Promote and sustain a positive working environment, significantly improve service quality, and improve staff support through providing competitive salary structures, expanding professional development opportunities, and building cross-functional teams,
- Build USF's fundraising enterprise and endowment to a level commensurate with that found at a pre-eminent research university by completing a comprehensive campaign to support capital projects, endowed professorships and scholarships, and to supplement operating needs,
- Expand USF's national identity through developing and implementing a comprehensive, cutting-edge branding campaign grounded in the discovery and dissemination of new knowledge; interdisciplinary collaboration; commercialization and economic development; and global engagement,
- Expand the commercialization of emerging technologies to enhance regional and state economic development, and
- Build a sustainable environment to support an expanded and improved teaching and Research mission, a more engaged residential community, and a university-based globalvillage.

Values

The University of South Florida values:

- Excellence in teaching and learning; scholarship and research (both basic and applied/translational); together with community engagement and public service based on the highest standards of discovery, creativity and intellectual attainment,
- Outstanding research and scientific discovery, including the application of new knowledge to solve state, national and global problems,
- Recruitment and retention of world-class faculty and high potential undergraduate and graduate students,
- Access to a world-class, globally relevant and affordable education, including utilization of alternative modes of delivery,
- Student competitiveness, success and academic achievement through knowledge, communication and critical thinking skill acquisition,
- Cultural and ethnic diversity and inclusion along with an enhanced global experience, understanding, and appreciation,
- Integrated, interdisciplinary inquiry and collaboration across departmental, college and campus boundaries,
- Facilitating the optimal development of personal and professional potential of students, faculty, and staff, and enriching the quality of an engaged campus community,
- Shared governance structures that empower all USF stakeholders, campuses and entities to reach their full potential,
- The creation and support of a premier university system that adds value to the region, state and nation while ensuring necessary levels of autonomy and preserving the distinctive regional and strategic identities of all member campuses and entities,
- An environment of collegiality based on the principles of academic freedom, respect, integrity, civility, the freedom to engage in debate, the exchange of ideas and intellectual discovery, and professional responsibility,
- Mutually beneficial partnerships and community engagement that increase the understanding of, and present solutions to, local and global challenges, with a mind to strengthening the economy and building sustainable healthy communities,

- An entrepreneurial spirit and innovation with a focus on defining, informing and generating “next best practices”,
- The utility of proven and emerging technologies to enhance instruction, learning, research and engagement, and to improve service quality and efficiencies in institutional business practices,
- Focus and discipline in aligning the budget and fiscal resources with institutional priorities and action, and
- Transparent accountability along with timely and effective communication.

UPDATE FALL 2013:

The University of South Florida has updated its strategic plan to encompass the timeframe 2013 – 2018. SACD Director Robert MacLeod served as a committee member, representing the College of the Arts. <http://www.ods.usf.edu/Plans/Strategic/docs/USF-Strategic-Plan-2013-2018.pdf>

From the 2013-2018 USF Strategic Plan:

The University of South Florida System includes three institutions: USF, USF St. Petersburg, and USF Sarasota-Manatee, each separately accredited by the Southern Association of Colleges and Schools (SACS) Commission on Colleges. All institutions have distinct missions and their own detailed strategic plans. Serving more than 47,000 students, the USF System has an annual budget of \$1.5 billion and an annual economic impact of \$11.5 billion.

USF is comprised of the main campus in Tampa, its College of Marine Science in St. Petersburg, and USF Health. As a global research university dedicated to student success, USF is classified by the Carnegie Foundation for the Advancement of Teaching as a research university with very high research activity (RU/VU), and as a community engaged campus.

USF is accredited by SACS to award baccalaureate, master's, doctoral, and professional degrees, including the Doctor of Medicine. The university offers more than 230 degree programs at these levels.

USF values cultural and ethnic diversity and access along with an enhanced understanding and appreciation of the global experience. From developing sources of clean energy to improving the quality of life for people with disabilities and leading the way on veterans research and reintegration, USF research and innovation is directed toward creating local, national, and global solutions to society's most difficult problems.

In addition to being an important part of the Tampa Bay economy, USF undertakes ambitious community-engaged research and participates in mutually beneficial partnerships that enhance student access to academic programs, research, and employment opportunities.

And at the heart of the university is a fundamental commitment to student success.

Executive Summary

The 2013-2018 Strategic Plan builds on the success of previous plans and advances the institution as a global research university. The vision is to extend USF's reach in the U.S. and around the world, provide further educational opportunities for students and improve their employability, increase faculty and staff prospects, and foster richer local, national, and international relationships. By these steps, we also look to advance the university's case for membership within the Association of American Universities (AAU).

The new plan adopts a laser-like focus on USF's academic investment and performance, refining institutional priorities and measuring outcomes as depicted in the updated planning and performance matrix and online dashboard. The plan underscores the pressing need to provide broad access to higher education while maintaining affordability and high quality within a changing economic reality brought on by significantly reduced state support.

While honoring the accomplishments produced from previous plans and recommitting the institution to the hallmarks of student success and top-tier research and innovation, the new plan also differs from its predecessors by way of its fresh emphasis on developing active public-private partnerships designed to increase economic and employment opportunities within a global context that recognizes the significance of international relations in an interconnected world.

USF's priorities have been set:

- USF will, through a continued commitment to student success, produce well educated global citizens
- USF will, through its high-impact research and innovation, change lives for the better, improve health, and foster sustainable development and positive societal change
- USF will, as a highly effective major economic engine, create new partnerships to build a strong and sustainable future for Florida in the global economy
- USF will pursue a more secure economic base, greater operational and resource efficiencies, and increased transparency in its business practices

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.

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

Values

The University of South Florida values:

- High-quality education and excellence in teaching and learning
- High-impact scholarship, research, and creative activities
- Diversity of students, faculty, and staff
- Affordable and accessible education
- Global research, community engagement, and public service
- Social, economic, and environmental sustainability
- Focus and discipline in aligning the budget with institutional priorities
- A campus life with broad academic, cultural, and athletic opportunities
- Success and achievement of its students, faculty, staff, and alumni
- Shared governance within all components of the institution
- Collegiality, academic freedom, and professional responsibility
- Entrepreneurial spirit, partnerships, and innovation
- Efficiency and transparent accountability
- First-class physical infrastructure and a safe campus environment

SACD Program History

The APR must include the following:

- A brief history of the program, its mission, founding principles, and a description of how that is expressed in the context of the 21st century architecture education.*
- A description of the activities and initiatives that demonstrate the program's benefit to the institution through discovery, teaching, engagement, and service. Conversely, the APR should also include a description of the benefits derived to the program from the institutional setting.*
- A description of the program and how its course of study encourages the holistic development of young professionals through both liberal arts and practicum-based learning.*

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 bachelors 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 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 fiveyear 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. The university approved a new graduate certificate and community design and development and architecture tracks within the bachelor of liberal 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 fiveyear 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 Dan Powers will served as Interim Dean while a national search is 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. For the 2009-10 academic year, the School enrolled approximately 200 FTE students.

2005 NAAB Accreditation Visit

The 2004/05 NAAB accreditation visit resulted in all 37 NAAB criteria in Part 2 being "met" or "well met". Part 3 caused concerns for the visiting evaluation team and a focused evaluation visit was recommended to review Condition 5: Human Resources and Condition 7: Physical Resources.

The university responded to these concerns, specifically Condition 7, by relocating the SACD to an existing building near the academic heart of the campus in January 2007. The new renovated 27,000 square foot facility is 9000 square feet larger than the previous facility and provides adequate studio and jury space.

The subsequent focused evaluation visit, conducted in September 2008 by R. Wayne Drummond, FAIA (representing the Academy) and Dennis S. Ward, AIA, NCARB (representing the Profession) expressed continued concern with Condition 5 (related to budget reductions and a hiring freeze) and found Condition 7 had been met with the program making "great strides in addressing inadequacies and concerns regarding their existing facilities noted during the previous visit in 2005".

The Florida Center for Community Design and Research

The Florida Center for Community Design and Research (FCCDR) is the research arm of the School of Architecture and Community Design. It is a Type II State University System (SUS) research center located in the SACD. The Center was founded in 1986 as a statewide research center to address urban and regional problems related to both the natural and built environment and to provide design expertise, technical assistance, and applied research to assist Florida's growing communities. The Center employs faculty and graduate students from numerous academic disciplines and receives between \$1.3 - \$1.5 million in contracts and grants annually (although this number was lower in the 2009-10 AY due to the economic downturn and the inability for local/regional governmental entities to fully fund on-going research projects). The Florida Center serves as a primary vehicle for interdisciplinary community engagement at the University of South Florida. The Center has four-fulltime research faculty, affiliated faculty from USF, and numerous full-time support staff and graduate students.

SACD Program Vision, Mission and Values

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.

Our aim is to graduate professionals who will be recognized for their design excellence in enhancing the quality of the built environment.

SACD VALUES:

The School values in their teaching and research:

- The poetics of design
- The past, history as informing the present, architectures past and historical precedent
- Making – value of craft
- Technological proficiency and emergent technologies
- Sustainable practices
- Quality in the built environment
- Architecture grounded in context
- How buildings become “Place”
- Design excellence – high level of student performance/scholarship
- Interdisciplinary connections – bridges
- Research scholarship, critical inquiry of faculty, research based inquiry and critical practice

The school values an academic environment:

- That is rigorous, effective and inspiring
- Where there is learning by doing
- That has a diverse student population
- Where there is cultural diversity, international discovery, connections and awareness of diverse cultures
- Where there are a variety of pedagogical approaches and viewpoints
- That has a collegial environment that encourages dialog
- That fosters faculty development

The school values in their global and community engagement:

- Improving the quality of the built environment
- Social responsibility
- Improving our surrounding community

(Approved by SACD Faculty, September 2008)

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.

The design build program is woven into the fabric of the curriculum and offers students multiple access point for hands-on, on-site learning. Design build studios develop fully permit ready construction documents working directly with engineering consultants. The studio/workshop participants are involved

with every aspect of the construction process. To date, three award winning projects have been completed and the SACD led "Team Florida" (a four university consortium) will enter a zero-energy house in the 2011 US Solar Decathlon (one of 20 teams to gain entry to the international competition held on the Mall in Washington, DC in the fall of 2012).

UPDATE FALL 2013

USF / SACD St. Petersburg Urban Design Lab (UDL)

The USF SACD had initiated a design oriented "think tank" -- the Urban Design Lab -- dedicated to the ongoing project of the livable, sustainable and resilient community.

The SACD is in the final stages of securing permanent research and studio space in St. Petersburg, Florida. This effort is supported by the City of St. Petersburg's public and private sectors. The SACD will have a temporary studio space in the Spring of 2014 to support a studio working in the St. Petersburg area. This effort, the USF / SACD St. Petersburg Urban Design Lab (UDL), will include lecture and gallery space in order to accomplish significant community outreach. It will house design studios to support graduate level studios, research teams, design workshops, exhibits, lectures and presentations.

Mission

The SACD/St. Petersburg Urban Design Lab (UDL) will work in multiple places and at various scales:

- The City of St. Petersburg: the study of existing neighborhoods and urban design issues.
- Coastal Communities: the study of "resilience" as related to weather event exposed coastline.
- Eco-Tourism: the impact of tourism and its relationship to emerging economic opportunities, sensitive habitats and development.
- UDL will explore the interface between necessary government intervention and societal / market forces that must be left to find equilibrium.
- UDL will ask questions: *How do we as a society develop livable cities through implementation of public policy with guiding principles and vision to create organic, well designed and truly sustainable communities?*

GOALS

The USF/SP UDL will provide world-class research and vision through:

- Use of St Petersburg as a case study/laboratory to explore and provoke civil discourse on urban design issues
- Use of the Gulf beach communities to examine critical water issues of sustaining basic needs and water's potential to create natural disaster on waterfront settlements
- An inclusive and collaborative approach to build on the intellectual capital of the city/region to educate the next generation of designers, urbanists and community minded citizens
- Strategic re-thinking of (sub)urban sprawl and smart growth strategies

SACD Building Workshop

The SACD Building Workshop was initiated by Director MacLeod in the summer of 2010. To date, the Workshop has undertaken 10 studies of building/planning projects on the USF campus. These projects have generated over \$90,000 for the SACD. Funds have been distributed to students and faculty involved in the design efforts in addition to supporting faculty travel, research and related expenses. The Workshop offers planning, schematic design and programming services to entities on campus.

The College of Arts and Sciences, the College of Education, USF Health and the Provost's Office have utilized the SACD Building Workshop to envision possible campus projects for purposes of long range planning, fundraising and budgeting. Projects outcomes include the construction of the USF Health CAMLS facility in downtown Tampa; \$20 million naming gift to USF Health; the funding and construction of a new alzheimer's research center for USF Health; the legislative funding of a new cardiovascular

research building for USF Health; the pending development (through bond funding) of the INTO academic / administrative building for international students; fundraising / naming initiatives for the USF Botanical Garden, the Zimmerman Advertising Proqram (College of Arts and Sciences and College of Business joint program), GraphicStudio, the USF College of the Arts internationally reknowned print and sculpture atelier) and the College of Education Physical Education program.

b. Responses to the Five Perspectives

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

A. Architectural Education and the Academic Community

The School of Architecture and Community Design benefits from the wealth of educational resources available at a Carnegie Doctoral/Research Extensive 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 faculty members of the School are expected to meet all the requirements of teaching, research/creative work, and service in the context of a nationally recognized institution. The architecture program interacts with other USF programs in numerous ways. Several studios and workshops involve cross disciplinary collaborations with units such as College of Public Health, School of Art, and Institute on Aging. The School's undergraduate general education and "exit courses"—Intro to Architecture, Intro to Architectural Design, Architecture History I and II, the City-- expose large numbers students at USF to our discipline. The program shares critical facilities and equipment with art.

Students in other disciplines are required to take architecture courses as required electives. For example, architecture courses satisfy requirements in Urban Studies and the new Real Estate Development Program in the School of Business will rely upon SACD coursework as an integral part of their degree. School and Program faculty meetings are open to all full-time and part-time faculty in addition to student representatives. Most School and Program committees have student representation – including all search committees and the technology committee. Students and faculty play an active role in campus wide organizations. The faculty has representatives on several USF and COTA committees and the Faculty Senate.

The USF Architecture College Council, the AIAS, CSI, and Green Builders are active in the School. The AIAS chapter has organized school forums, lectures, workshops, tours, and social events. The University has announced its ambition to pursue AAU status and has made this initiative a top priority. The SACD has listed as its peer institutions research one / AAU member universities.

UPDATE FALL 2013

Bachelor of General Studies in Architecture Degree

The SACD is working with the USF Office of Undergraduate Studies to develop a non-professional four-year "Bachelor of General Studies" degree with a concentration in Architecture. The motivation for this new degree offering is several fold:

It offers a route to a 120 credit hour four-year bachelor's degree to undergraduate architecture students who, after completing 60 hours of studies, fail to gain access to the USF SACD

professional degree program (application to the four year M. Arch program is made after completing the 2-year/pre-architecture undergraduate sequence).

It offers a degree route to students who gain admission to the M.Arch graduate program, but who must leave the program for academic or personal reasons. These studetns will have accumulated 90-120 credit hours or more (both undergraduate and graduate credits) and will be able to complete a four-year degree after meeting undergraduate capston course requirements.

The SACD has also working with the USF Office of Undergraduate Studies to develop a four-year undergraduate architecture degree (non professional) to be awarded concurrently with the M. ARCH degree. This degree is perceived as “adding value” to the M. Arch degree and alleviates issues gradutes have encountered, although infrequently, with international professional registration and access to higher degree/PhD programs. This initiative is longer term, may require state level approval and further investigation in terms of NAAB impact.

Distance Learning Opportunities

The SACD has secured funding to develop a sequence of online courses as part of a university-wide Distance Learning initiative. The SACD will develop one undergraduate “general education” course (Introduction to Architecture, an exisiting 3 credit hour course with high university enrollment) and one writing intensive undergraduate “exit course”, a new 3 credit hour course, “Buildings and Ideas: 20th Century to Present”. Both courses will expand the School’s university audience, increasing awareness and relevance of the architecture discipline.

Additional distance learning courses in que to be developed (from exisiting courses) are “The City”, an exisiting 3 credit hour writing intensive undergraduate exit course and Architecutreal Hisotry 1 & 2, offered as both undergraduate and graduate 3 credit hour courses (electives for non-majors and required for architecture studetns).

B. Architectural Education and Students

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 education of an architect is a lifelong commitment. Critical to that education is the time spent in formal higher education; here ideas and values are transmitted that stay with the student for the rest of his/her life. The Program takes as a basic premise that intervention into the built environment must be an informed and responsible act. Students are exposed to other disciplines to give them an understanding and ability to collaborate in their professional careers. Further, students are taught to be leaders. Architects have unique integrative skills; this is precisely what society needs. These skills can be used in a positive way.

Graduates of the professional programs are prepared to continue their education both in architectural practice and in alternative careers. They are able to deal with the complexities of an increasingly changing and expanding profession. The curricula of both the university and the architecture program emphasize education as an open ended process of personal growth and development. Required courses promote the acquisition of skills and values that form the basis for effective decision making, and strive to prepare students with intellectual and spiritual tools to be responsive and responsible individuals in a changing environment.

The student body is composed of intelligent, motivated and articulate students of moderate diversity. Our students consistently demonstrate a high level of energy, participation, and camaraderie which perseveres over facilities constraints. Students are prepared for a lifelong process of intellectual exploration, reflection, and development through dedicated faculty, an

active campus life, and a supportive professional community. Collaborative projects are stressed throughout the curriculum to encourage students to cooperate, share decision making, and collaborate with each other.

The Architecture Program has a responsibility to prepare students for a rapidly evolving and complex profession and to nurture creative/critical technology skills in general. Students are introduced to a variety of ideas and contemporary issues through the diversity of the faculty, guest critics and lecturers, and are prepared for the professional world through courses in professional practice, contact with practicing professionals, work experience and the final year of directed study. The project/thesis preparation and master's project/thesis instill personal initiative, provocative thinking, responsibility and professionalism. The nature of design studio instruction challenges students to resolve conflicting issues through a creative process of reflection, imagination and personal commitment. While each instructor has the ultimate responsibility for the administration of his or her own studio, the Program is committed to the belief that students should have freedom to examine, explore and express issues in accord with their personal understanding and beliefs. Students are expected to utilize the knowledge and principles gained in their other classes in defining, clarifying and solving problems in the studio.

Gallery reviews, invited desk crits 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.

Tampa Bay architects, planners, and landscape architects are frequently invited to studios to give desk crits, sit on studio reviews and participate on final Master's Project / Thesis reviews. Studio review dates and topics are often sent to the AIA Tampa Bay website.

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 visit, the School has run two programs to Italy and two programs to England. Student participants disseminated the work of their semester abroad through an exhibit at the School. Also, trips to important cities such as New York, Boston, Seattle, Portland, Chicago, Houston, Vancouver, and Charleston and are organized as part of studios and during breaks.

School sponsors a lecture series by prominent architects, landscape architects, urban designers, and critics. All lectures are free and open to the public. Architects may register for free CE units by attending.

UPDATE FALL 2013

Studio Culture Document

The SACD is in the final stages of developing a new Studio Culture Document. Director MacLeod offers a seminar entitled "Teaching Methods". The course investigates issues of teaching, studio culture and the design of architecture curricula. Students in Teaching Methods have developed an expanded and updated Studio Culture Document and will seek input from their colleagues in the Spring term of 2014 in order to finalize the document.

Students in Teaching Methods are also developing a student handbook called, "The Book". The book is intended to be a go-to guide for students both new to the program and already enrolled. It will provide information on material supply stores, important calendar events, student amenities, and so forth.

Digital Design Center

In the fall of 2012, SACD launched the Digital Design Center (DDC) as a means of addressing digital design issues and providing technical/software support for students. Two graduate student assistants who hold office hours in order to offer one-on-one tutorial time to SACD students staff the DDC. The GTAs also offer frequent group tutorials in the computer lab. Such sessions are free and open to all students and introduce a range of software: Rhino, V-Ray, Grasshopper, Revit, Photoshop, among others. The DCC also offers a weekly software course for second year graduate studetns wherein they focus on extensive work in Rhino and Revit.

C. Architectural Education and the Regulatory Environment

The great majority of our students continue in the profession. Past surveys indicated that nearly 85 % of alumni/ae of the Master of Architecture program worked in architecture practice, or closely related fields. The current economic environment no doubt holds this statistic less accurate. Preparation for registration is an important part of the curriculum. Course work in design, history, technology, planning, and practice prepare students to meet requirements for registration. Studio sequence is predicated on the idea that skill and proficiency in a profession are achieved through repeated exercises of continually increased complexity and scale. Parallel to and linked with this development of creative problem solving skills are the courses in technical systems, materials and construction, structures and professional practice.

The pass rates for USF graduates are among the highest in the State of Florida and higher than the national average for all divisions of the exam.

Issues of internship, registration, and continuing education are an integral part of required professional practice courses. Mark Weston, the School's new IDP Coordinator, makes an annual presentation to students regarding the program and attended the IDP Conference in Chicago, summer 2010.

Issues of professional conduct are discussed throughout the curriculum, particularly in design studios and in professional practice classes. Professional conduct is a particular emphasis of the required graduate community studio. Furthermore the USF student handbook sets principles for academic and professional conduct.

UPDATE FALL 2013

SACD IDP Program

The SACD has launched an ambitious IDP program designed to encourage current students to begin their IDP log while enrolled in school, develop an awareness of the process of professional registration and begin acquiring IDP hours through a range of activities: lectures, volunteer work, part-time employment, graduate research opportunities, and so forth. Current time from graduation to registration is over 8 years. In order to empower and inform the SACD cohort, we have developed an student IDP coordinator (Linnea Flooden, M.Arch 2015) and IDP representatives in each level of the curriculum. There have been multiple IDP information meetings with studetns and approximately 80 studetns have opened IDP account in the past siz months.

D. Architectural Education and the Profession

The architecture curriculum establishes a solid foundation in the physical, psychological, social and aesthetic dimensions of practice, and the architect's ethical responsibilities to society, clients, users, and colleagues. Creative problem solving and learning how to learn are core principles of education in the program at USF. As students advance through the curriculum they are asked to accept greater personal responsibility for their work, ultimately to pursue a thesis as an independent exploration of research, programming and design under the guidance of faculty and advisors.

The program maintains close relationships with the architecture community of the city, state, and region. Professionals regularly come to the School to participate in reviews, to guest lecture in different courses, to conduct workshops, to participate in School events, and to interview students. The presence of practicing architects reinforces the professional issues that are addressed in the curriculum. The program regularly publicizes schedules of design juries and "calls for critics" in the AIA Newsletter. Local professionals also regularly come to the School's lecture series and receive free continuing education credits for attending.

Every year, AIA Tampa Bay holds one of its monthly meetings at the school. The AIA has sponsored numerous other joint activities with the School, including a lecture, scholarships, and special workshops. The Director is a member of the AIA (as are several faculty members) and sits on the AIA Florida board. SACD Assistant Professor Shannon Bassett has been especially active with the AIA, serving on the exhibitions committee. The SACD held three exhibits in the Tampa Bay AIA office/gallery space in downtown Tampa during the 2009-10 AY and will continue to engage the public through exhibitions with the AIA. The SACD and USF hosted the 2009 Tampa Bay AIA Fall Gala in the newly constructed Marshall Center (student services building) and assembled a large and well-received exhibit for the event. The SACD will co-sponsor a speaker for the 2010 TB AIA Fall Gala in October. Recent charrettes have teamed students with practitioners on a variety of projects.

Collaboration is a strength of the architecture program. Numerous courses require team projects. Architecture students collaborate with students from other disciplines in some studios. Students in studios often consult with architects, planners, engineers, and other consultants. Professional practice courses expose students to the diverse and collaborative roles assumed by architects in practice. Moreover, opportunities for architects in nontraditional careers are discussed.

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.

UPDATE FALL 2013

The SACD continues to maintain a close relationship with the Tampa Bay AIA. The TB AIA supports the SACD through numerous initiatives:

- Annual TB AIA Scholarship for third year SACD student.
- Exhibits of SACD student work in the AIA Gallery in downtown Tampa.
- Exhibit of wrk by SACD Professor Michael Halfants on the occasion of his AIA National Young Architects Award.
- AIAS annual fee is to be paid by TB AIA from 2013.
- TB AIA plans to pay for AIAS member ships for SACD graduate studetns in their final year of study.
- TB AIA has amended their charter to make position of SACD Director a permanent AIA board member.

E. Architectural Education and the Public Good

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.

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 course dedicates time to explore the architect’s social responsibilities.

Any discussion of the architect’s responsibility to society must inevitably confront the issue of the city. The architectural projects presented to our students have a wide range of users and social contexts. Students are expected to develop an understanding of their responsibility to the client, user and society and a measure of the success of their work is judged accordingly. These experiences give them many opportunities to examine their own perspectives and potential for prejudice in light of their peers, their social environment of both the university and the studio, and the appropriate nature of unprejudiced and unbiased professional judgment. Professional and public service is discussed in professional practice case studies involving pro bona work exemplify the point.

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. The community design studios regularly emphasize social and environmental issues. The curriculum of the School also addresses the role of the architect in the global society. These issues are implicit and explicit in many of our studio projects and associated courses, particularly those courses dealing with environmental controls, site and environment, human factors, programming, materials and methods, and architectural history.

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.

c. Long Range Planning

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

Long-range planning for the School of Architecture and Community Design Emerges from both the USF Strategic Plan and the Compact Plan developed by the College of the Arts in addition to internal visioning and planning exercises. The Compact Plan (required by the Provost) responds to the University’s strategic goals and determines a course of action for each unit within the COTA (Architecture, Music/Music Ed, Theater/Dance, Art/Art History and the Contemporary Art Museum/Graphicstudio).

From the **USF Strategic Plan, 2007-12:**

Goals and Strategies

Goal I

- Expanding world-class interdisciplinary research, creative, and scholarly endeavors.

Goal II

- Promoting globally competitive undergraduate, graduate and professional programs that support interdisciplinary inquiry, intellectual development, knowledge and skill acquisition, and student success through a diverse, fully- engaged, learner-centered campus environment.

Goal III

- Expanding local and global engagement initiatives to strengthen and sustain healthy communities and to improve the quality of life.

Goal IV

- Enhancing all sources of revenue, and maximizing effectiveness in business practices and financial management to establish a strong and sustainable economic base in support of USF's growth.

From the **Compact Plan for the College of the Arts:**

While the Compact Plan represents the separate needs of the five COTA units, it is unified in two important ways: first, the emphasis is upon insuring, retaining, restoring and/or establishing quality; second, the goals are to promote globally competitive graduates and to expand the level of world-class scholarly/creative endeavors. The vision of the College, as recently edited is as follows:

The College aspires to achieve national and international recognition as a distinguished center for study, creation and research (in architecture & community environmental design, publishing of prints and sculpture multiples, visual arts, dance, music, theatre and contemporary exhibitions). The College will provide an innovative and exciting environment in which to prepare the next generation of architects, artists, designers, educators, scholars, and audiences for these disciplines. The College will support and promote creative research (including history and theory), performance and production in these disciplines while continuing to engage the Tampa Bay community by enriching the cultural landscape and advancing sustainable practices.

The Compact Plan emphasis is to maintain instructional / curricular / program outcome quality now and into the future. I outlining future hiring strategies, each proposed position has an impact on student success and collectively the positions contribute to the priorities of the University:

- Community Engagement
- Global Literacy and Impact
- Integrated, Interdisciplinary Inquiry
- Research and Innovation
- Student Success

The Compact Plan is divided into four areas. The relevance of each to the School of Architecture is outlined below:

Maintaining Quality

Proposed faculty/staff positions and descriptions required to sustain and improve the program:

Assistant/Associate Professor: Architecture Design & Sustainability

Faculty position will teach in the design studio curriculum, develop a curriculum in sustainability, and engage university initiatives in this area

Associate Professor: Architecture/Design/Materiality

This position will bring an area of expertise in architectural design, materials and methods of construction, architectural detailing, and theory / materiality.

Digital Lab Technician in Architecture

This position will oversee the digital fabrication lab and wood shop/lab. Duties include supervision of work in lab, maintenance, training, and scheduling assistants.

Architecture Program Administrative Assistant

Duties will include assisting with undergraduate and graduate admissions, administration of new Master's of Urban Design program, organization of professional outreach efforts (local, regional and state AIA), development of SACD centered Alumni relations, graduate and undergraduate recruiting, among others.

Renovation of existing facilities:

This section of the Compact Plan focuses on the renovation of the areas within the existing Fine Arts Building to be vacated by the Music School's move to a new building in the late fall 2010.

Included in the planned renovation is a new digital fabrication lab for the college, largely built around a new 5-axis CNC router. The College has twice submitted for University funds, generated through a student technology fee, to purchase this equipment and associated software. A decision is expected from the University in Fall 2010. There is, additionally, the desire on the part of the SACD faculty to renovate the existing facility in order to improve the quality, versatility and efficiency of the building.

Interdisciplinary Thrust (Cluster Hire Initiative)

The "Cluster Hire Initiative" looks to enhance the educational and research opportunities for students and faculty across the university. This proposal is to recruit and search four regular tenure earning faculty positions which would be interdisciplinary in appointment and expectation and search for 2 research and non-tenure earning faculty. These appointments would be generally described as:

Architecture + Geography

Architecture + Engineering

Architecture + Environmental Science

Architecture + Business

Architecture + Florida Center for Community Design and Research (2 positions)

New Ventures

Digital Fabrication Initiative

The Digital Fabrication initiative outlines a 3 year acquisition and budgetary plan for technology that provides the appropriate level of support for the acquisition, repair and replacement of technology as developments emerge in the field.

To date, the following accomplishments can be noted:

- A Laser Cutter has been installed and is used extensively by SACD graduate students.
- OPS hours have been increased for the existing Shop Supervisor; duties now include oversight of the Digital Fabrication Lab and coordination of the Graduate Assistants assigned to the Lab.

- A group of GAs are in place to supervise the Lab and educate students;
- A two axis CNC router with an 8' x 8' bed has been purchased and will be operational fall 2010.

COTA Digital Fabrication Lab

A College of the Arts initiative to secure a 5 axis CNC router and support equipment, software and training has been funded by the Provost's Office by the USF student technology fee fund. The \$282,000 grant will provide the college with a critical resource.

The entire Compact Plan document will be made available to the accrediting team in the Team Room.

d. Program Self Assessment

[The NAAB will provide this section, quoted directly, from the most recent APR]

The report must include the following:

- *Programs must describe how this section changed since the most recent APR was written and submitted*

The process of self-assessment is both continual 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; the school's advisory council; 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.

To begin the academic year the faculty holds a series of meeting to not only address the upcoming year in administrative terms, but 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.

As an example, prior to the start of the Fall 2010 AY, the SACD held a one-day "world café" style workshop exploring a series of questions posed by the director.

The faculty meeting was framed as a "discussion of visions, directions, ideas, initiatives and notions" in response to the Vision Statement crafted by faculty in Summer/Fall 2008.

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.

The "world café" workshop questions allow the faculty to take its own temperature relative to a range of immediate, short-term and long-term issues. List 3 areas of on-going strength in the SACD:

1. List 3 areas in need of nurturing/development in the SACD
2. List 3 areas of focus for our next faculty hires
3. List 3 ways in which our presence in the College of the Arts can work to our advantage
4. List 3 changes in the curriculum worthy of consideration
5. List 3 changes/upgrades/alterations to the physical plant / facilities
6. List 1 new program, degree or certificate we should consider developing (and why should we consider *this* specific idea)

7. List 3 continuing education classes/educational opportunities the SACD could offer to regional architects
8. List 3 new areas of community engagement the SACD should consider
9. List 3 ways in which we can *immediately* improve our School
10. List 3 ways through which the SACD can fundraise
11. List 3 ways through which we can develop faculty interaction, collegiality, mentorship and engagement (including both F/T and adjunct faculty)

School

Committees: The School and the Program aim to institute the most appropriate and effective faculty assignments and committee responsibilities. The guiding principles are to develop the minimum number of committees to accomplish the necessary tasks.

The faculty as a whole must approves 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.

College

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

Student Participation: Course evaluations are conducted for each class every semester through a standardized questionnaire that is processed by the University. Students respond to a series of general questions with a 1-5 ranking and can add additional hand written remarks. These evaluations of faculty performance are used to improve faculty teaching effectiveness and play an important role in part-time re-hiring decisions.

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

The Director also holds open "brown-bag" lunch meetings with students of each level in the program (years 1 – 4) at least once each semester.

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.

University

The following groups in the University are involved to some degree in assessment of the Program:

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; major curricular

changes and other matters which in the opinion of the President of the University or his delegate affect the institution as a whole; requirements for admission and graduation and for honors and scholastic performance in general; approval of candidates for degrees; policies of appointment, dismissal, and promotion in academic rank.

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. The Faculty Senate continues to play a role in the development of our assessment program as well. SACS

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. The Undergraduate Council is responsible for maintaining and enhancing the quality of undergraduate education in the University and its campuses.

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 and how that compares to other programs.

Faculty peer review is a function of the tenure process, and the more informal collegial interaction of the faculty within the School, College and University. Faculty members also regularly, and successfully, submit papers and creative work for juried review, and enjoy close interaction with practicing professionals and alumni through juries and lectures.

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.

The final review of Master's Project (formerly thesis) 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. The Spring 2010 guest reviews included:

Martin Gundersen, Associate Professor, School of Architecture, University of Florida, Gainesville, FL

Doug Hecker, Associate Professor, School of Architecture, Clemson University, Clemson, SC

Robert McCarter, Ruth & Norman Moore Professor of Architecture, Washington University, St. Louis, MO

Martha Skinner, Associate Professor, School of Architecture, Clemson University, Clemson, SC

Nichole Wiedemann, Associate Dean, School of Architecture, University of Texas, Austin, TX

The Director's Advisory Council assists the School in community, professional and university liaisons and fund raising. The Council participates in the assessment process by advising and assisting the Director on these matters but particularly in the area of fund raising.

SACS

The University is also guided by the SACS (Southern Association of Colleges and Schools) accreditation procedures. The School of Architecture and Community Design uses the SACS protocol as a means of documenting and measuring student performance with a recent focus on the fourth year thesis (or Master's Project). The 2008-09 Assessment Report focusing on Thesis (now Master's Project) follows:

ASSESSMENT PLAN

Graduate Programs 2009-10

Degree: Masters Degree in Architecture (M Arch)

CIP Code: 04.0201

School of Architecture & Community Design (SACD) / College of the Arts

Program Mission Statement:

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.
- Is relevant to local communities.
- Advances the contemporary state of critical practice.
- Provokes (stimulates/instigates) critical discourse on architecture and urbanism.
- Explores (embraces) emerging technologies.

Our aim is to graduate professionals who will be recognized for their design excellence in enhancing the quality of the built environment.

Graduates of this program will be able to demonstrate the following:

Outcome 1

Outcome

M.Arch students **will write a thesis that presents defensible conclusions** drawn from verifiable evidence.

Methods of Assessment

Written Thesis:

The thesis chair will review a draft to determine if:

- 1) the student demonstrates knowledge of the relevant issues related to the subject;
- 2) the argument presented in the thesis is well situated in the current discourse and knowledge on the subject;
- 3) the evidence presented is relevant and clearly related to the thesis topic;
- 4) the sources and citations used are appropriate and
- 5) the conclusions are justified, convincing and clearly reasoned.

The student is required to revise the thesis based upon the feedback on these components. Following these revisions, two committee members will evaluate the thesis based on the same criteria.

Measures/Levels of

Expectation

All students will demonstrate, in the written thesis document, defensible conclusions from verifiable evidence as determined by the thesis chair and two committee members.

Assessment Results

Use of Results for Program Improvement

Outcome 2	
Outcome	M.Arch students will conceive of, execute and graphically present a design project that supports the written thesis.
Methods of Assessment	<p>Thesis Design Project Structure: The thesis chair and committee will review the preliminary presentations of the Design Project during Thesis I and Thesis II and a final presentation at the end of Thesis II.</p> <p>Thesis 1 M.A. students will have a mid-term and end of term review during Thesis 1. The thesis instructor and chair will review the design project to determine if: 1) the design concept is derived from the research conducted by the student on the subject;</p> <ul style="list-style-type: none"> • the design concept for the project furthers the current discourse and knowledge on the subject; • there is a suitable program developed for the design project, and • the design concept responds to the context and program for the project. <p>If during either of these reviews the student has not made sufficient progress on the above-mentioned criteria as determined by the Thesis 1 instructor and the chair the student may be asked to retake Thesis 1.</p> <p>Thesis II M.A. students will have a mid-term and final review during Thesis II. Students in consultation with their thesis chair will make a list of requirements for the mid-term and final review of their projects. The chair will review the design project to determine if:</p> <ul style="list-style-type: none"> • the design concept (presented in Thesis 1) has been developed to show a clear understanding of architectural or urban space; • the design project reflects the student’s understand of the current design solutions on the subject, and • the design project displays a rigor in the exploration of architectural or urban space, form, technologies, and materials. <p>After the mid-term presentation, the chair and the committee will recommend whether the quality and content of the student work is sufficient to continue to the final presentation or if the student must do additional work.</p> <p>In the event that additional work is required the chair will determine the specific requirements for that work. If the chair determines that the additional work consists of minor points of clarification or small additions or revisions to the project the student may be asked to submit this work immediately. If the additional work submitted is acceptable, the student will be given a passing grade for the thesis project.</p> <p>If the chair determines that the project cannot be completed with minor additions or revisions, the student will be required to register for an additional semester to complete the thesis project.</p>

Measures/Levels of Expectation	All students will demonstrate in their thesis project, defensible conclusions from verifiable evidence and appropriate design responses as determined by the thesis chair and two committee members. Students will demonstrate the ability to graphically represent their thesis project in a manner that meets the qualitative standards set by the thesis chair and two committee members.
Assessment Results	
Use of Results for Program Improvement	

Outcome 3	
Outcome	The graduate student will resolve and develop a design concept to meaningful completion with appropriate craft and precision for effective communication to a jury of academics and professionals.
Methods of Assessment	<p>The work generated in the design studio is assessed both by the studio instructor and by the faculty as a whole. The instructor sets up both progress reviews and formal final reviews of assigned architectural design or urban design projects. The work is juried by an outside panel of practicing architects, architecture professors, urban designers and planners, and by experts in the specific area of the assigned project's program.</p> <p>The instructor and panel of jury members will assess the design concept based on:</p> <ul style="list-style-type: none"> • the development of a conceptual idea into a tangible architectural or urban design project; • the appropriateness of the design to its program and location; • the level of resolution depicting the understanding of architectural or urban space, and • the student's understanding and use of appropriate forms, technologies, and materials. <p>The entire faculty also reviews the progress of each student by means of two portfolio reviews that serve as gateways as the student advances through the program.</p>
Measures/Levels of Expectation	All students are required to meet this requirement
Assessment Results	
Use of Results for Program Improvement	

Outcome 4	
Outcome	The graduate student will demonstrate the ability to orally communicate his/her ideas in a clear and concise manner.
Methods of Assessment	<p>The instructor sets up both progress reviews and formal final reviews of assigned architectural design projects. The work is juried by an outside panel of practicing architects, architecture professors, urban designers and planners, and by experts in the specificities of the assigned project's program.</p> <p>The instructor and panel of jury members will assess the quality of presentation based on the student's ability to:</p> <p>1) provide an appropriate description of the context of their design project; 2) provide a clear knowledge of the program addressed by their design project;</p> <ul style="list-style-type: none"> • explain the design concept for their project; • clearly articulate their design process, and • coherently elucidate their design.

Measures/Levels of Expectation	All students are required to meet this requirement
Assessment Results	
Use of Results for Program Improvement	

2. Plans for/Progress in Addressing Conditions Not Met from the Most Recent Visiting Team Report

- a. **Conditions I.1-I.5 or II.2-II.3**
II.4.1 Public Information

- b. **Conditions II.1 (Student Performance Criteria)**
None

3. Plans for/Progress in Addressing Causes of Concern from the Most Recent Visiting Team Report

1. Responses to Conditions Not Met

During the 2005 Site Visit, the SACD had two areas listed as “Conditions Not Met”:
Condition 5, Human Resources.
Condition 7, Physical Resources

These “conditions not met” prompted a Focused Evaluation Team Visit in September 2008. The visit found Condition 5, Human Resources, inadequate and it remained a “condition not met”.
From the VTR:

“The budget restrictions of last spring in 2008 required the freezing of two faculty searches and forced the reconsideration of the School and its administrative structure. In addition to the two faculty positions being frozen last spring, the development officer and a staff advising position was redirected in the budget reductions. All of these impacts are still of critical concern.”

Since the Focused Evaluation Team Report was issued, the SACD has hired a new Director, Professor Robert MacLeod (hired with tenure, fall 2009) and three new faculty, Assistant Professor Mark Weston (digital fabrication, hired tenure track, fall 2009) Associate Professor Nancy Sanders (design studio, hired with tenure, fall 2009) and Assistant Professor, Dr. Levent Kara (history/theory, hired tenure track, fall 2010).
In addition Mildred Abreu has been transferred to the SACD as a full time undergraduate advisor. The USF Foundation staff at the College of the Arts addresses development duties.

The visiting team found Condition 7, Physical Resources, to be “met”.
From the VTR:

“The program has made great strides in addressing inadequacies and concern regarding their existing facilities noted during the previous visit in 2005. During the fall of 2006, the University completed a \$2,161,550 renovation of the existing HMS building in the center of campus and installed \$500,617 of new furniture and equipment. The school moved into the newly partially renovated building in late January 2007. Approximately 9000 square feet larger than the previous 18,000 square foot facility, this new 27,000 square foot space provides adequate design studios, jury rooms, and offices for the current number of faculty and students. However, it offers little space for growth if the program is to maintain its current structure of no more than 15 students per studio.”

While the building serves the program well and is a marked improvement over the previous facility, it does not provide adequate shop space for either the wood shop or the digital fabrication lab, restrooms facilities do not meet current ADA standards, several design studios have no natural day lighting, there is no gallery space, and the computer lab is undersized. The program has received a small amount of additional unrenovated classroom space on the second floor of the building, but the space is not contiguous and cannot be combined to make a larger studio space.

2. Responses to Causes of Concern

During the 2005 Site Visit, the SACD had four area listed as "Causes of Concern":

Condition 2, Program Self-Assessment

Condition 4, Social Equity

Condition 6, Human Resource Development

Condition 9, Financial Resources

Condition 2, Program Self-Assessment

The SACD has made strides to develop an ongoing self-assessment process. The inclusion of SACD as part of the College of the Arts has added much needed formal structure to the selfassessment process. Assessment is ongoing through several mechanisms:

- SACS accreditation process
- USF Compact Plan process
- SACD vision & mission process, fall 2008
- SACD retreat workshop, fall 2010
- SACD faculty meetings & discussions

Condition 4, Social Equity

The SACD has made strides in Social Equity with respect to hiring both full-time and adjunct faculty.

Full time faculty hires since the 2005 VTR:

2005/06: Assistant Professor Dr. Vikas Mehta, Asian male (India)
Assistant Professor Stanley Russell, Caucasian male
2006/07: Assistant Professor Vanessa Estrada, Hispanic female, since resigned
Assistant Professor Shannon Bassett, Caucasian female
2008/9: Associate Professor Nancy Sanders, Caucasian female
Professor & Director Robert MacLeod, Caucasian male
2009/10: Assistant Professor Dr. Levent Kara, Asian male (Turkey)

Adjunct faculty hires addressing social equity concerns in 2008/09 and 2009/10:

Susan Klaus-Smith, Caucasian female
Chaddy Hanwisai, Asian female
Jody, Beck, Caucasian female
Albert Alfonso, Hispanic male (distinguished visiting professor)
Mario Gooden, African-american male (distinguished visiting professor)
Anna Winterrowd, Hispanic female
Angela Hendershot, Caucasian female (undergrad, pre-arch)
Beverly Frank, Asian female

Cecilia Guardia, Hispanic female

Student Demographics

As illustrated in Section I.3.1, SACD demographics have not changed markedly since 2005, although the Hispanic student population has grown from 11% to 27% and the Black student population has moved from 7% to 3%. The Male/female student ratio has, however, improved to 61% male / 39% female (this, oddly, is almost the exact inverse of the USF graduate population, 38% male / 62% female).

Student groups are an active part of the academic life of the school and the Director is working with student leaders to found a chapter of NOMAS with the intent of reaching out to regional high schools and community colleges to impact minority recruiting.

Condition 6, Human Resource Development

The SACD is in the unusual position of having fully half of the current full time teaching faculty (5 of 10) in tenure accruing positions. The Director has initiated a series of meeting with the tenure-track faculty to discuss concerns, answer questions, establish clear protocols and develop mentors. Because many of the tenured faculty are long-term tenured, it is somewhat difficult for them to engage in the mentoring process, given the demands of tenure and promotion in the contemporary research university. That said, all tenured faculty members have agreed to serve as mentors for their tenure-track colleagues.

In addition, group meetings with tenure-track faculty have and will continue to include guests from the college and university -- School Directors and recently tenured faculty -- to discuss the ongoing process of tenure and promotion.

Faculty have been given release time of lightened teaching loads and research assistants to assist with the complexities and rigors of the T&P process.

Tenure track faculty members are given first priority in travel support to conferences to present scholarly papers that further their research agenda. Each tenure track faculty member has traveled to at least three conferences or similar venues, many of them international, in the past academic year.

New faculty members have been awarded from \$10,000 to \$25,000 in research start-up funds upon arrival to USF SACD.

Condition 9, Financial Resources

We anticipate no funding for new teaching lines in 2010-11.

Financial resources suggested by the 2005 VTR have not been forthcoming.

The budget situation of the SACD remains a concern as outlined in Section I.2.4. Given the financial outlook for the nation and, specifically, the State of Florida, any budget predictions are problematic at best. By the time of the NAAB Team Visit in Spring 2011, the SACD should have a better sense of the 2011-12 fiscal year funding vis-à-vis the Florida Legislature and our own university leadership.

4. Changes or Planned Changes in the Program

Such as

- Faculty retirement/succession planning
- Administration changes (dean, department chair, provost)
- Changes in enrollment (increases, decreases, new external pressures)
- New opportunities for collaboration
- Changes in financial resources (increases, decreases, external pressures)
- Significant changes in educational approach or philosophy (e.g., new provost = new approach)
- Changes in physical resources (e.g., deferred maintenance, new building, cancelled new building)

5. Summary of Activities in Response to Changes in the NAAB Conditions (NOTE: Only required if *Conditions* have changed since the previous visit)

The 2005 APR addressed 37 items in the Student Performance Criteria. The 2009 SPC entails 32 items. The realms of (A) Critical Thinking and Representation, (B) Integrated Building Practices, Technical Skills and (C) Knowledge and Leadership and Practice have been addressed with modifications to coursework as required.

Not required for 2013

Supplemental Material

Instruction: Include the following as a list of individual URLs or instructions for accessing a web-based portal for review of the following

Please do not attach files to the interim report, rather identify URLs to websites or servers, or other mainstream technology currently employed by your program to capture and host files.

1. Provide evidence that supports or demonstrates changes to the curriculum in response to not-met SPC (II.1).

Be sure to identify the changes/outcomes expected.

- a. New/revised syllabi
- b. Student work demonstrating the change

No items were were “not met” in the SPC (II.1)

2. Provide evidence or supporting documentation/narrative that demonstrates changes in other aspects of the program made in response to other not-met Conditions (I.1-I.4 or II.2-II.4)

1.4. Conditions/Criteria Not Met

Two items were “Not Met” during the 2011 NAAB accreditation visit as described below from the VTR:

Item 1

Part Two (II): Section 4 – Public Information

II.4.1 Statement on NAAB-Accredited Degrees

2011 Team Assessment: The descriptive program and degree information published by SACD (specifically located on their website, specifically under “About the SACD” in paragraphs “Accreditation and Licensure” and “School Accreditation” does not include the exact language as stipulated in *The 2009 NAAB Conditions for Accreditation*, Appendix 5.

SACD Narrative: SACD has updated the outdated language on the SACD website:
<http://arch.usf.edu/accreditation/>

Item 2

II.4.5 ARE Pass Rates

2011 Team Assessment: While ARE Pass Rate information was available to the team, the information in not available on the SACD website.

SACD Narrative: SACD has updated the SADC website to provide ARE Pass Rates and provides a link to the NCARB site, providing the most recent ARE Pass Rate data.
<http://arch.usf.edu/accreditation/>

3. Provide information regarding changes in leadership or faculty membership. Identify the desired contribution to the program. (i.e. narrative bio, one-page CV)

No full-time, tenured or tenure accruing faculty have been added to the SACD roster since the spring 2011 accreditation visit.

Adjunct Faculty Additions are as follows:

Krystyna Snurkowski, M.Arch. Univ of Florida
Taryn Sabia, MUCD, USF SACD; M.Arch, RISD; MA, Harvard Public Health; BA. Eckerd College
Angela Hendershot, M.Arch. USF SACD; BS Biology, Florida State Univeristy
Josue Robles, M.Arch. USF SACD; MA, Bartlett School of Architecture, London
Giancarlo Gusti, M.Arch. USF SACD
Andre Hayes, AIA, M.Arch Univ of Hawaii

4. Provide additional information that may be of interest to the team at the next accreditation visit.

USF is currently engaged in the SACS credentialing process. Integral to this process is the documentation of professional testing pass rates. The success of SACD alumni engaged in the process of professional registration is borne out in the analysis provided by the SACD to USF Academic Affairs, Office of Student Success.

The ARE is comprised of seven test sections as described below. The SACD graduate pass rate has consistently exceed national averages in five of the seven test categories. Numbers below are % pass rates; SACD scores are in bold typeface. SACD scores that equal or exceed national average are underlined; scores that are within 5% of the national average are marked with an asterisk (*). Two-thirds (14 out of 21) of the SACD test scores below (seven tests across three years) exceed (11), equal (1) or are within 5% (2) of the national averages.

Programming, Planning & Practice (PPP) 2012: **47/62**; 2011: **53/62**; 2010: **63/62**

Site Planning & Design (SPD) 2012: **73/71**; 2011: **64/73**; 2010: **83/76**

Building Design & Construction Systems (BD/CS) 2012: **64/62**; 2011: **67/62**; 2010: **44/63**

Structural Systems (SS) 2012: **69/75**; 2011: **71/71**; 2010: **71/63**

Building Systems (BS) 2012: **53/69**; 2011: **62/68**; 2010: **63/65***

Construction Documents & Services (CDS) 2012: **67/63**; 2011: **71/64**; 2010: **62/63***

Schematic Design (SD) 2012: **92/77**; 2011: **85/77**; 2010: **78/74**

Additional information regarding the types of files that may be submitted in support of the program's responses in Sections 2-5:

1. *Syllabi or course descriptions. These should be presented in Word or Adobe PDF*
2. *Student work*

- a. *Studio work should be presented in digital form either 2D (PDF) or 3D (BIM) files. Reviewers should be able to review the files using zoom or pan techniques in order to review details. Further, the program is responsible for ensuring that the files can be reviewed in the same software used to create them.*
- b. *Classroom work should be presented in digital form (PDF) after grading. Instructors' comments and grades should be visible. Students' identities may be removed in order to comply with FERPA.*
- c. *Presentations or other oral projects should be presented with both video clips of the presentation and copies of presentation materials (i.e. PowerPoint slides in PDF). Please limit video segments to 1 minute each.*