



Architecture Program Report California College of the Arts September 2016

Degrees

Bachelor of Architecture

Prerequisite: High school diploma or equivalent

Master of Architecture

Prerequisite: Bachelor's degree or equivalent

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Section 1. Program Description

I.1.1 History and Mission

California College of the Arts

“California College of the Arts educates students to shape culture and society through the practice and critical study of art, architecture, design, and writing. Benefiting from its San Francisco Bay Area location, the college prepares students for lifelong creative work by cultivating innovation, community engagement, and social and environmental responsibility.”

—*Mission Statement, California College of the Arts*

Founded in 1907 as a guild dedicated to principles of the Arts and Crafts movement, the college moved to its present Oakland campus in 1922 and was renamed the California College of Arts and Crafts in 1936. In 1996, the college expanded into San Francisco, opening its permanent San Francisco campus in 1999 and renaming itself California College of the Arts in 2003 to better reflect its breadth of programming beyond the fine arts.

Since its inception, the college has fused practice and theory, art making and civic engagement. Today, as the role of creativity in our society and economy is increasingly recognized and valued, CCA’s founding ideals have never been more relevant. Artists, designers, and writers have become leaders in a culture that relies on the combined expansion of technological innovation and creative content. The San Francisco Bay Area is the locus for much of this development, and CCA—with its 2 campuses, 22 undergraduate degree programs, 13 graduate degree programs, 1,980 students, 550 faculty members, and a network of more than 19,000 alumni—is a leading educational resource in the region. CCA manifests three leading strengths of the Bay Area: its preeminence in technological innovation, its commitment to ecological sustainability, and its passion for social justice.

From our founding in 1907, CCA has specialized in “educating those who can do.” Our school is a makers’ haven of studios, tools, materials, equipment, and a faculty of expert practitioners. We offer a rich curriculum of undergraduate and graduate programs in art, architecture, design, and writing. Students learn everything from animation to architecture, fashion design to film, illustration to industrial design, poetry to painting, design strategy to sculpture. Coursework is grounded in CCA’s “culture of critique,” in which students present and discuss finished work with faculty, peers, and visiting professionals who question, analyze, and assess its effectiveness.

Alumni and faculty have received top honors in their fields including Academy Awards, Rhodes Scholarships, Fulbright Scholarships, Emmy Awards, the Ordway Prize, the Rome Prize, the MacArthur Award, AIGA Medals, and the National Medal of Arts, to name a few.

More and more promising students come to CCA from across the United States and from 54 countries around the world. Enrollment has increased 70 percent since 2000 and now stands at a high of 1,980 students. Graduates are highly sought after by companies such as Pixar/Disney, Apple, Intel, Facebook, Gensler, Google, IDEO, Autodesk, Mattel, and Nike. Many graduates launch their own businesses.

Through this academic platform, supported by external education and collaborative communities, CCA students and graduates acquire the tools to become the next generation of creative professionals who will shape the creative economy and the creativity of our communities, in the Bay Area and wherever they take their talents to live and work around the globe.

Architecture Programs

The mission of CCA’s Architecture Programs is to prepare students for creative practice where material and formal experimentation meets social engagement and technological innovation. We focus on areas of signature expertise such as digital craft, urban works, full-scale fabrication, and experimental history—all informed by the college’s San Francisco Bay Area milieu, our lively design culture, and our embrace of risk in pursuit of discovery.

The Bachelor of Architecture Program and the Master of Architecture Program form the core of the Architecture Division, which also encompasses the BFA Program in Interior Design and the Master of Advanced Architectural Design Program, a one-year post-professional degree. With some 260 students enrolled in our four degree programs, the Architecture Division is the smallest of CCA's four academic divisions.

While teaching of Environmental Design and subsequently Interior Architecture at CCA began in 1966, the undergraduate Architecture Program originated in 1984, when the Board of Trustees acquired the architecture program of Cogswell College, a local institution experiencing administrative and financial difficulties. Two years later, the college organized its sixteen degree programs into three schools: Fine Arts, Design, and Architectural Studies, the latter two sharing a new facility in San Francisco, near our present campus. The Architecture Program graduated its first class in 1990, and it received initial accreditation from NAAB two years later. In 1996, the Design and Architecture Programs moved into the newly purchased and renovated San Francisco campus, still our home today.

The faculty was originally composed of a handful of teachers who came with the program from Cogswell, augmented by a lively and dedicated group of adjunct practitioners from around the Bay Area. As the program grew, it became clear that it needed more faculty who were full-time and, in 1995–96, two full-time faculty were hired. These hires were the beginning of the three-pronged faculty structure at CCA Architecture. We have full-time, tenure-track / tenured faculty; faculty who are ranked but who are on three-year renewable contracts; and part-time faculty (lecturers and adjuncts) who are hired on either annual or semester-by-semester contracts. In response to comments from the NAAB visit of spring 1997, the program established design coordinator positions for core studios, and the following year it enhanced its leadership support by transitioning from a part-time to a full-time chair. In spring 2003, the Board of Trustees approved creation of a Master of Architecture Program, with the first class entering in fall 2004 and graduating in fall 2007.

In 2008, the college restructured its academic programs to create four divisions: Fine Arts, Design, Architecture, and Humanities and Sciences—the structure in existence today. Each division was led by a director (since 2016 a dean). At this time, the Architecture Division established its first design research labs, antecedents of the labs that enrich the Architecture Programs today.

Our faculty core currently consists of twenty-two ranked faculty: assistant, associate, and full professors on multiyear contracts who teach more than half-time and receive benefits. Of these twenty-two, ten are tenured or tenure-track, teaching five lines per year. Twelve hold ranked non-tenure (RNT) appointments: renewable three-year faculty appointments that typically carry an annual teaching load of three or four lines. (While CCA considers five lines a full-time appointment, for most purposes in this APR—such as faculty resumes and research achievements enumerated in Section 3 I.2.1 Human Resources—we have counted RNT faculty as full-time since they are long-term faculty who carry substantial teaching loads and full service obligations. This ranked faculty group is complemented by a group of part-time faculty at the ranks of lecturer, senior lecturer, adjunct, and senior adjunct. CCA's nonranked faculty unionized last year, and their Service Employees International Union (SEIU) chapter is currently concluding negotiation of a bargaining agreement with the college.

This mix of faculty has changed with the evolution of the programs since our previous NAAB review. Since 2011, the Architecture Programs have significantly expanded our tenure-rank faculty by tenuring one faculty member, hiring a second with tenure, and adding four new tenure-track positions. During the same period, they have added RNT faculty positions. As a result, a greater proportion of architecture courses and studios are now taught by ranked faculty—a change accelerated by the reduction in Architecture Program enrolments since 2011.

CCA's Architecture Programs are marked by their lively design culture. We share the college's commitment to material experimentation and learning through making. Teaching and learning are deeply informed by faculty research encompassing scholarly publication, technical experimentation, built work, and design research developed through both professional practice and speculative creation.

Our faculty and students are integrated into robust communities of practice beyond campus. This begins with the San Francisco and broader Bay Area architecture profession. Our faculty encompasses firm principals as well as staff from large, mid-sized, and small practices. Our peers in architectural practice beyond the faculty also engage with the college as guest speakers and critics, hosts for office visits, and employers providing internships and jobs to our students and alumni. Many enrich their knowledge base and ours by sponsoring and attending CCA's lectures, symposia, and other public programs.

Students and faculty work regularly with government agencies, not-for-profit organizations, and community groups, so that students develop their architectural expertise in dialogue with stakeholders from beyond the profession. Through the Urban Works Agency, the BuildLab, and the Digital Craft Lab, students and faculty complete community-engaged studios and courses addressing topics of broad public interest, such as housing supply, affordability, recreation opportunities, economic development, community development, and resilience. These collaborations with San Francisco's Planning Department and its Recreation and Parks Department, the Port of Oakland, San Francisco Planning and Urban Research (SPUR, a leading not-for-profit organization), and other groups take the form of research studios, exhibitions, and symposia centering on student-generated work, and design-build projects that directly serve community constituents. The college's Center for Art and Public Life supports faculty in this work, and it funds student-initiated community collaborations as well.

CCA Architecture Programs also draw on and contribute to Bay Area innovation in technology. Ongoing design research partnerships with Autodesk and Kreysler & Associates generate insights into the future of manufacturing, coastal resilience strategies, and other areas of investigation. Engineers and product developers from a range of other companies make presentations in the Digital Craft Lab, join studio reviews, and test prototypes with our students.

Finally, we are in continual dialogue with academic and cultural institutions throughout the region. Museums including Yerba Buena Center for the Arts, the Museum of Craft and Design, and the Asian Art Museum commission and exhibit faculty work and collaborate on joint programming. We routinely share ideas with colleagues in architecture and many other fields at the University of California, Berkeley, Stanford University, Academy of Art University, and California State University, as well as institutions beyond the region, such as Yale University, the Massachusetts Institute of Technology, Harvard University, and the University of Technology Sydney.

We develop and deepen our expertise by focusing faculty research and curricular enhancement through labs and research projects that articulate areas of strength among faculty. The Digital Craft Lab promotes advanced research in architectural design, digital fabrication, material science, data visualization, and robotics. The Urban Works Agency explores the capacity of design to shape cities, landscapes, and territories. The BuildLab focuses on full-scale development and fabrication by leading community-engaged design-build studios and courses. An Experimental History Project pursues ways to produce historical and theoretical knowledge beyond scholarly writing, via experiments such as reconstructions, counterfactual histories, new media, critical conservation, and destruction. These labs and projects create faculty-led frameworks for cumulatively building specialized research, teaching, and external partnerships in areas of particular strength.

The strengths of our faculty, programs, and students are manifest in innovative and rigorous design work consistently sought out by museums, galleries, government agencies, not-for-profit organizations, community groups, and industry partners. They are recognized by teaching awards, such as the ACADIA Award for Teaching Excellence won in 2015 by Associate Professor Andrew Kudless and the ACSA New Faculty Teaching Award won in 2016 by Assistant Professor Adam Marcus. And they are honored by design awards, such as the two AIA COTE Top Ten prizes won by CCA MArch students in 2016.

Benefit to the Institution

CCA's Architecture Programs benefit the college in a variety of ways. Our robust studio culture, with its rigorous work and intellectually ambitious critique, models high-quality pedagogy for related programs. Advanced and Integrated Building Design studios develop methods that inspire students and faculty in related disciplines. Our

faculty and design research labs offer interdisciplinary studios and electives that enroll students from other programs and divisions.

High-achieving architecture faculty and students contribute their leadership and expertise to the college. Architecture faculty are disproportionately represented in faculty governance forums, such as the Faculty Senate Executive Committee, the Curriculum Committee, and the Appointment, Promotion, and Tenure Committee, as well as in working with shops, facilities, and information technology staff to set priorities. Students consistently contribute to teams whose community-engaged design proposals win implementation funds through the IMPACT Social Entrepreneurship Awards program run by the Center for Art and Public Life.

The academic, cultural, governmental, not-for-profit, and industry partnerships cultivated by Architecture Program faculty and labs bring resources, insights, and knowledge to the college. For example, in February 2015, we collaborated with the Ceramics Program to host [Data Clay](#), a daylong symposium on digital methods in ceramics, from decoration to industrial design and furnishing to architecture. The event was linked to an exhibition of the same name at the Museum of Craft and Design, which featured the work of CCA Architecture faculty members. Our sponsored studios with Autodesk have been a significant framework for the company's broader engagement with and support of CCA.

Finally, the Architecture Programs have played a significant role in orienting the college more toward San Francisco than toward its legacy city of Oakland. The establishment and growth of the Architecture Programs spurred the college's creation of its San Francisco campus in the 1990s. With the augmentation of related Design Division programs and graduate Fine Arts programs on this campus as well, the balance of emphasis has shifted decisively toward San Francisco.

Benefits to the Programs

The expertise in art and design among faculty and students in adjacent programs is a continual stimulus to the Architecture Programs. The culture of making and material experimentation from craft to digital processes that infuses our studios stems in part from the knowledge and practices of the faculty and students with whom we share shops, computing labs, and studio and critique spaces. The Materials Resource Center, the Hybrid Lab (a maker space that supports work with textiles and responsive computing), the Rapid Prototyping Studio, and the college's Back Lot production yard are all forums for transdisciplinary teaching, learning, and creation that accelerate the work of our students and faculty.

The Architecture Programs also benefit from the college's strong commitments to social justice and community engagement, which mirror our own. In their humanities courses, students develop the conceptual and theoretical tools to understand and address questions of justice and equity. Partnerships between the Architecture Programs and the Center for Art and Public Life enrich the capacity to conduct community-engaged design research both within and beyond Architecture.

Holistic Development

Students in the Bachelor of Architecture Program complete a multidisciplinary collegewide first-year curriculum with students in other undergraduate programs. This establishes a shared intellectual framework, skill base, and social milieu that continues through the remainder of their time at CCA. Humanities and Sciences requirements cross-fertilize the Architecture curriculum with the input of faculty and students from a wider range of disciplines. Upper-level interdisciplinary studios and diversity studies courses carry that matrix forward.

For both BArch and MArch students, community-partnership ENGAGE courses and IMPACT awards create additional multidisciplinary forums for learning and social action. Summer and academic-year travel study courses serve a similar function, as they also teach students to engage a diversity of societies through intellectually activated firsthand encounters.

Student organizations, including chapters of the American Institute of Architecture Students, the National Organization of Minority Architecture Students, and Alpha Rho Chi, provide venues for student leadership and personal growth. Chimera Council, the collegewide student leadership organization, is only the foremost of several collegewide student groups in which Architecture students participate.

Robust connections to professional practice through faculty, internships, firm visits, guest critics, and the Architecture Lecture Series keep students continually engaged with their future professional peers. Meanwhile, the holistic development of our students benefits from an evolving roster of special opportunities, such as a weeklong service learning project completed by nearly two dozen students in summer 2015 with Esperanza International in Tijuana, or the Design Futures Student Leadership Forum, a weeklong summer institute in public interest design that CCA joined in 2016.

I.1.2 Learning Culture

Learning Culture

CCA's Architecture Programs, like the college's programs generally, are built around small classes and close interaction among students and faculty members. Studios with dedicated desks and workstations serve as a home base for students to complete their work in an environment of peer-to-peer teaching and learning both during and outside the hours of formal instruction. Expert staff from the shops, information technology, libraries, and other departments are proximate, familiar, and engaged.

A Junior Review in the third year of the BArch Program and a comparable Mid-Program Review in the second year of the MArch program challenge students to pull together an edited selection of their work and to reflect on what they have learned and what they hope to achieve during the remainder of their degree coursework. A broad spectrum of faculty members evaluate the work, discuss it with the students, and give feedback about how they might achieve their goals via curricular offerings and extracurricular opportunities.

Faculty in studios and seminars alike regularly schedule presentations and workshops by guest architects as well as experts in allied fields. This is particularly central to the Integrated Building Design studios, for which faculty bring in a suite of colleagues with a range of expertise in building and enclosure systems and technologies, to give students feedback at multiple points during the development of their designs. The Urban Works Agency, BuildLab, and Digital Craft Lab regularly sponsor talks, panels, and symposia featuring guest experts from the Bay Area and beyond.

Studio Culture Policy

CCA's Architecture Programs have a rich, supportive, and engaged studio culture. Our Studio Culture Policy is published on our website at <https://www.cca.edu/academics/barch/studioculture> and in other locations. Our Studio Culture Policy is circulated annually at the start of each academic year, and it is continually available on program websites. We evaluate and update the policy as part of our NAAB accreditation review preparation and follow-up.

This document provides the basis for a larger and ongoing conversation among students, faculty, staff, and professionals about the cultures of the design studio, architecture school, and practice. Talks, workshops, and panel discussions examine the culture of architecture and studio education on a regular basis. Examples include Equity by Design events, hosted in recent years by CCA in partnership with the San Francisco chapter of the American Institute of Architects, and a summer 2016 panel discussion with Peggy Deamer and other members of The Architecture Lobby.

In addition, in January 2015 the Architecture Division conducted an exercise to elicit students' assessment of their education, studio culture, and academic and social lives at CCA. During divisional convocation, student organization leaders partnered with faculty to conduct a REID exercise—a group process through which students used whiteboards, markers, sticky notes, and discussions to identify aspects of their educational experience that they would prefer to Retain, Enhance, Introduce, or Discard. The exercise generated a great deal of insight and discussion, as well as a document mapping student perceptions of value, deficit, and opportunity in our Architecture Programs. Program leadership used the document to identify and make short-term changes as well as longer-term plans for addressing some of the student concerns and aspirations.

I.1.3 Social Equity

CCA Diversity and Inclusion Initiatives

Diversity and inclusion are among CCA's highest values and attributes. Our student body is diverse in many ways, including race, ethnicity, class, family educational achievement, national origin, ability, gender, and sexuality. Our faculty does not have the same breadth, but this is changing as we transform our profile through intentional practices in recruiting, hiring, retention, and support. CCA is particularly strong when it comes to diversity and equity with regard to gender and sexuality, at all tiers of the college including our student population, staff, faculty, and leadership.

Increasing faculty diversity has been a priority of the President's Diversity Steering Group (discussed below). Last year, the college took additional steps to build a more diverse faculty by launching the Association of Independent Colleges of Art and Design (AICAD) Post-Graduate Teaching Fellowship. Provost Melanie Corn initiated the program with other leaders of AICAD, and CCA has hosted two fellows in the program's first two years: [Tia Blassingame](#) and [Shiraz Gallab](#) (2015–16). Gallab has been renewed for 2016–17. The fellowship program provides professional practice opportunities to high-achieving alumni who have recently graduated from AICAD member schools, while also increasing the racial and ethnic diversity of faculty at these institutions.

Architecture Programs Diversity Initiatives

Since our most recent accreditation review, CCA has augmented its faculty diversity through the expansion of tenure-track faculty. During this period, the Architecture Programs have hired five new tenure-track faculty, three of them women, three of them from historically underrepresented groups. (An additional faculty member, hired in 2011, left after the 2014–15 academic year to take a position elsewhere.)

This strong realignment of our faculty profile reflects search processes geared toward building a diverse and inclusive pool of applicants: advertising with the National Organization of Minority Architects (NOMA), targeted outreach, and data review at every stage of the process to ensure that our pool is diverse and inclusive. CCA cultivates a broader focus on diversity and inclusion that reflects our core commitment to social justice. Several CCA faculty foreground these topics in their research: Sandra Vivanco formerly chaired the Diversity Studies program; Lisa Findley has published and teaches on a multicultural "politics of space"; Irene Cheng is editing a book on race in architectural theory; and Jonathan Massey recently edited an essay collection on the Black Lives Matter movement.

The Architecture Programs also have a history of hosting and presenting at San Francisco AIA Equity by Design events, partnership with NOMA and the San Francisco group Latinos in Architecture on lectures and other events, hosting NOMA's Project Pipeline summer youth camp on campus, and hosting a chapter of NOMAS, the student branch of NOMA. Sexuality and gender diversity are well addressed through LGBTQ-focused studios and course modules, as well as through a recurring partnership with Queer Cultural Center and UC Berkeley to sponsor the series QCCA / Queer Conversations in Culture and the Arts. A high point of the 2014–15 academic year was the Black Lives Matter Teach-in, a three-hour all-division event reflecting student initiative, faculty research in this area, and partnerships with NOMA and practice communities.

Planning Process

Reflecting the centrality of promoting success for all students and recognizing the need for creating a campus climate that promotes equity, the President's Diversity Steering Group (PDSG) is composed of faculty, staff, and students who are advocates for human rights and social justice and who work together to guide the college's fulfillment of its diversity mission and goals. Recent accomplishments of the PDSG reflect this commitment to student success and include ensuring the enrollment of the college's most diverse student body ever; the doubling of the number of new tenure-track faculty of color (50 percent of tenure-track hires in the last five years have been people of color, compared to 22 percent in the previous five years); the founding of the Faculty of Color Research Alliance and the Staff of Color Coalition; and the creation of a new position, the Faculty Mentor for Students of Color, who provides academic mentorship as well as advice on navigating college resources and offices and on adjusting to college life. Sandra Vivanco, a ranked associate professor in Architecture with a cross-appointment in Diversity Studies, is a PDSG member. For more information, see the PDSG presentation [CCA Students Thrive in Our](#)

Diverse Community. For an overview of CCA’s process for making diversity integral to faculty recruitment and hiring, see the documents in the college’s guidelines on Hiring Diverse Faculty.

Links to Assessment and Long-Range Planning

Social equity is a significant dimension of assessment and long-range planning, through the work of the PDSG, through quantitative assessment of faculty search pools at every stage to ensure that we consider diverse candidate pools, and through the priorities of the college’s Dream Big strategic plan.

I.1.4 Defining Perspectives

Introduction

NAAB’s Defining Perspectives are tightly aligned with the very DNA of CCA’s BArch and MArch Programs as well as of the college as a whole. The college’s mission statement declares:

“California College of the Arts **educates students to shape culture and society through the practice and critical study** of art, architecture, design, and writing. Benefiting from its San Francisco Bay Area location, the college prepares students for **lifelong creative work** by cultivating innovation, **community engagement**, and **social and environmental responsibility**.”

Growing out of this mission is CCA’s Dream Big strategic plan—a commitment that has just been extended to 2020 as part of our movement toward consolidation onto a single campus. Dream Big demonstrates the alignment of our institutional priorities and our culture of learning with the ambitions of these Defining Perspectives. Four of the five points of Dream Big have specific language addressing two or more of the Perspectives. Among these are the following:

1. Dream Big by reaffirming a fundamental commitment to **social justice** and **entrepreneurship** while taking risks and innovating through a meaningful, project-based curriculum.
2. **Cultivate diversity** by increasing the demographic and curricular diversity at the college while **building a community that actively promotes diversity**.
3. Foster excellence by positioning the college at the forefront of **creative and intellectual discourse** both globally and nationally without losing focus on the individual student’s success.
4. **Connect communities** by reinforcing a strong campus and institutional culture with ties to local, national, and global individuals and organizations.

Adding to these is the Architecture Division’s mission statement, which reflects a similar alignment with the thrust of the Defining Perspectives:

“CCA’s Architecture Division is a globally recognized **leader** in education and experimentation. Our programs prepare students for **creative practice** where **material and formal experimentation** meets **social engagement** and technological innovation.”

As will be evident in the responses below, the fact that these commitments from the college and division to wide-ranging aspects of these Defining Perspectives explicitly mean that CCA’s BArch and MArch Programs thrive in a supportive, multifaceted, and lively environment.

Finally, our Studio Culture Policy is designed to create an overarching cultural framework that contains the various efforts of the Architecture Programs. It states our commitment to fostering and advancing a culturally engaged, critical, and lively discussion and debate, while building community and maintaining a respectful discourse.

Collaboration and Leadership

Collaboration and leadership—and the balance between them—are demonstrated, taught, encouraged, and supported in numerous ways in the BArch and MArch Programs.

We continually demonstrate collaboration in design and learning through routine collaborative teaching and through modeling collaboration in faculty practices. In particular, Studios and Building Technology courses are frequently collaboratively taught by pairs of faculty. In addition, many of our faculty have active and highly visible practices where they are not the only principal and must therefore collaborate at the highest levels of decision making. For instance, Nataly Gattegno and Jason Kelly Johnson lead Future Cities Lab, Craig Scott is half

the team at IwamotoScott, Peter Anderson is one of the two brothers who run Anderson Anderson Architecture, Lorena del Rio is a partner with Iñiqui Carnicero in Studio RICA, and Antje Steinmuller is a partner in Studio Urbis.

In numerous studio courses, students team up to work together. Of these courses, the most demanding are Integrated Building Design studios, in which students work in pairs for the entire semester on large-scale projects with intensive demands and stresses on collaboration. During these studios, faculty provide explicit and sustained support of the student teams and help those who might be struggling to fully collaborate to create strategies for productive engagement.

In addition to the studio environment, collaboration occurs in other courses, broadening collaborative skill sets. For instance, in Materials and Methods, a semester-long assignment allows students to explore materials and their properties through the collaborative construction of a large-scale material/structural model. Many advanced history/theory seminars are structured so that students take turns leading seminar conversations, which stretches their leadership skills. BArch students also further their collaborative development in studio settings by working across disciplines in required collegewide Interdisciplinary Studios and by working across cultures in required Diversity Studies Studios.

The research labs demonstrate faculty collaboration in their leadership teams and overlap engagement with the practice and research community of the Bay Area and beyond. This is particularly evident in the mission of the Urban Works Agency and the BuildLab.

Our students are immersed in a culture of leadership—of human organizations and of creative practice. As stated in the college's mission statement, it is expected that when they leave CCA our students will shape the world and their disciplines in positive ways. The course that most explicitly addresses this expectation is Professional Practice. However, it is also implicit in the orientation of the Advanced Studios, where we lead students through investigations that require interdisciplinary research, outside-the-box thinking, and complex, creative problem definition and solutions.

Aside from coursework, CCA hosts numerous student organizations that cultivate leaders independently of coursework. Of course, these organizations also teach collaboration around specific goals. As discussed in subsection I.1.2 Learning Culture above, in Architecture we host chapters of AIAS, NOMAS, and Alpha Rho Chi. Across CCA there numerous opportunities for student initiative in Chimera Council and other leadership groups. CCA's Architecture faculty are robust models of leadership who serve, almost without exception, as thought and design leaders in the field. Our practice-focused faculty lecture widely, win awards, and are frequently published.

Faculty engaged primarily in scholarly work are widely recognized through books, articles, essays, lectures, and editorial positions with a wide range of national and international publications. In addition, our faculty are highly engaged in service leadership within the college and in numerous organizations such as the Association of Collegiate Schools of Architecture (ACSA), the Association for Computer Aided Design in Architecture (ACADIA), and San Francisco Planning and Urban Research (SPUR). (For more detail, see faculty resumes in Section 3, I.2.1 Human Resources and Human Resource Development.)

Design

A lively, intense, and experimental design culture is integral to CCA's Architecture Programs. Design education at CCA follows the common model of a series of required core studios leading students through increasingly challenging, complex, and technologically demanding studio coursework. However, we do not believe in a single approach, aesthetic, or process. We are committed to exposing students to a wide array of approaches, as each has numerous advantages. We believe in three key perspectives: 1) students should develop flexible thinking and understand that certain problems might require one or more strategies; 2) they should discover techniques that align with their diverse learning styles and abilities; and 3) students should be able to adjust strategies as they navigate the complex future they will face as architects.

The early studios in both undergraduate and graduate programs are supported by parallel courses in Design Media (DM), which teach not only skills but also the use of visualization and modeling (both analog and digital) as the basis of an iterative feedback process for design. Students encounter progressively more complex challenges presented by the program, site, context, spatial organization, and tectonic articulation as they move through the studio sequences semester by semester. Courses in History/Theory and in the Building Technology sequence similarly build up a set of understandings that are then integrated into (and specifically challenged) in studio courses the following semester.

Through this combination of courses, students gain increasingly sharp critical eyes, are exposed to a range of possible design processes, develop large toolkits of exploratory and representational methods, and create increasingly complete design proposals that integrate technological, structural, historical, and cultural aspects. The Integrated Building Design studios comprehensively test this cumulative set of understandings, knowledge, and skills while the students still have time to add to, deepen, and diversify their abilities.

Given our conviction that we are preparing architects for an unknowable future, we believe that robust and creative research skills and methods are critical. To this end, we integrate research components into all core studios: precedents, building type analysis, demographics, historical trends, environmental contexts, and data gathering and analysis. After completing the core sequence, students choose from among a suite of upper-level studios, including IBD studios and Advanced Studios framed as specific, in-depth research investigations through making.

Professional Opportunity

CCA Architecture Programs thrive in the Bay Area, with its many diverse and excellent architectural practices. Our programs are intimately tied into this lively milieu.

Our Professional Practice course introduces students to the principles and business practices associated with the architecture profession. Our faculty draws on its training, expertise, and practice experience to teach students how to develop their own business ethics, values, and social responsibility. They cultivate in students an understanding of client relationships and obligations, legal agreements and documents, business opportunities, financial concerns, and career options and development, as well as the mitigated risk and rewards inherent in the profession.

Lectures, readings, and assignments address the role of the architect in the context of design and construction; owner-architect agreements and compensation methods; project delivery methods and deliverables; project scheduling and construction cost estimating; professional ethics, values, and social responsibility; business development, marketing, and publicity; career preparation for entry into the profession of architecture; career alternatives to the traditional practice of architecture; and the integration of issues of environmental and financial sustainability into practice.

Beyond the structured Professional Practice coursework, it is common for faculty to invite local practitioners to participate in studios at every stage, from guest presentations and office visits to interim and final reviews. This exposes students to local practices, while also demonstrating to those practices the work of students. It is not uncommon for local architects to offer students an internship interview at the end of final reviews.

Our internship program further leverages our location in the Bay Area. This program is led by Professor Randy Ruiz for BArch students and Professor Andrew Kudless for MArch students, working with our program chairs and Career Development staff. These internship coordinators organize portfolio and Architectural Experience Program (AXP) workshops, help students with AXP questions, and network with local practices to locate internship opportunities and help connect students with them. In addition to our local networks, faculty also leverage their diverse national and international networks to provide opportunities beyond the Bay Area for students who are interested and able to move for a summer.

While we do not offer specific degrees in other forms of practice, such as construction management, these other forms are routinely demonstrated by the faculty and by visiting faculty, reviewers, and lecture series participants.

Environmental Stewardship

CCA and its Architecture Programs are steeped in the San Francisco Bay Area's deep history and ongoing commitment to a healthy and sustainable environment. This general awareness is deepened and strengthened by a wide array of expertise (policy, legal, and technical) and strategies (pragmatic and visionary) that influence the programs directly and indirectly.

At the program level, this is manifest in our Building Technology sequence and the dovetailing of the skills, understandings, and techniques acquired in these courses with design studios, particularly Integrated Building Design studios. CCA Architecture has a longstanding relationship with a number of experts at the Pacific Energy Center, a leading-edge think tank on energy issues, including the embodied, passive, and active consumption of energy by buildings. Several of our Building Technology faculty are either present or past employees of the Pacific Energy Center, bringing state-of-the-art views and understandings on diverse energy issues, which are then integrated into the studios.

Our studio sequence embeds discussion of environmental stewardship in all courses. The Integrated Building Design studios integrate discussion of both embodied and consumptive energy, sustainable sourcing, and passive energy strategies into all projects. In addition to the Integrated Building Design studios, every semester at least one of the Advanced Studios works at the scale of landscape or urban design and actively and directly engages with issues such as climate change, rising sea levels, drought, and resilience.

Several of our faculty have portfolios that demonstrate commitment and expertise in environmental and energy sustainability. In particular, Peter Anderson's Anderson Anderson Architecture is a recipient of the prestigious Holcim Award for environmentally responsible architecture. He and his partner, Mark Anderson, have completed several widely published net zero buildings.

CCA's collegewide commitment to leadership on environmental and sustainability issues is seen in the curriculum in the Ecological Theory and Practice course stream, which sustains a network of courses, faculty, and events that focus on environmentalism, ecology, and sustainability. The success of this network, along with active interest among students, is leading the college to develop new interdisciplinary undergraduate minor in sustainability.

As an institution, CCA demonstrates to students its deep commitment to environmental stewardship. Sustainability is one of the key collegewide learning outcomes. Both campuses recycle and compost. CCA encourages the entire college community to use mass transit and/or bicycles. Across the college, the shops, labs, and studios are carefully designed and monitored to raise awareness about and minimize the use of toxic materials and processes.

A commitment to sustainability extends into the planning and design of our future consolidated campus. Planning documents for this significant project include a requirement of sustainable materials, a net zero building target (with strategies for solar capacity and the use of recaptured heat from shop kilns and furnaces), and rainwater capture and reuse. The resulting buildings and campus will make these systems and strategies visible as a teaching tool and as a clear signal of the college's ongoing commitment to the environment.

Community and Social Responsibility

As with the other Defining Perspectives, the call to community and social responsibility is woven into the very fabric of CCA and the Architecture Division. Our location in the San Francisco Bay Area, with its long history of rights movements, commitment to social equality, and myriad nonprofit organizations, provides robust models and ready opportunities for students to engage in civic and social agendas. Included among these are numerous nonprofit housing developers who demonstrate across the region that real estate development and good architecture can be leveraged for the less fortunate. But this system of support is under intense pressure because of the tech boom, which has sent housing prices in many places beyond the reach of even the middle class and has spurred a wave of unprecedented homelessness. Also, as a waterfront city with extensive landfill, questions of climate change and sea level rise are in the forefront of our concerns. (See Environmental Stewardship, above.)

The role of the architect and of architecture in these challenges is a regular and urgent topic in CCA's Architecture Division.

Within the core curriculum in both the BArch and MArch programs is a required studio that focuses on housing in urban settings. In the acutely unaffordable city of San Francisco, this leads to investigations of alternative dwelling and family/friendship structures, cohousing arrangements, and multigenerational living, as well as of context and urban environment.

A number of the Architecture summer travel studios have been dedicated to working with underserved communities in the destination countries. In summer 2015, both the China and Vienna/Madrid studios had this outcome. In Madrid, architecture students, led by faculty members Antje Steinmuller and Maurizio Soto, designed and built an outdoor community gathering and event space for a marginalized community. The China Travel Studio, led by Lisa Findley, worked with a poor farming community to design their future engagement with encroaching ecotourism.

Our Architecture faculty members model a diverse range of ways—from design, to writing, to community action—to engage in community and social responsibility. These faculty members include Sandra Vivanco, Lisa Findley, Janette Kim, Neeraj Bhatia, Peter Anderson, Jonathan Massey, and others. (See faculty resumes in Section 3 for further information.)

Social engagement is at the heart of two of our research Labs, in particular the Urban Works Agency and the BuildLab. Both have a commitment to leveraging architecture and urban design to create a more equal and sustainable world. Through lab-based collaborations, many of our students and faculty participate in San Francisco's Pavement to Parks Program, the Market Street Prototyping Festival, and other local community-oriented activities and events.

Community Engagement is one of the three new undergraduate collegewide minors being launched at CCA. Finally, the college's continuing commitment to community is demonstrated in its Center for Art and Public Life, its ENGAGE courses that work with communities throughout the Bay Area, and its IMPACT awards, which support student-generated community-based initiatives.

I.1.5 Long-Range Planning

Student Learning Objectives

The BArch and MArch programs at CCA identify student learning objectives through a multilayered process. We participate in the pursuit of College-Wide Learning Outcomes (CWLOs) identified through CCA's Western Association of Schools and Colleges (WASC) accreditation review processes. We overlay onto these our interpretation of NAAB's student performance criteria, generated through faculty curricular development as discussed below in subsection I.1.6.B Curricular Assessment and Development. Finally, we develop these priorities in alignment with our mission statement.

CWLOs reflect the CCA undergraduate degrees' integration of three broad components: the core competencies determined by WASC through its Senior College and University Commission (WSCUC), the skills and orientations CCA faculty have identified as essential to earning a degree in art and design, and the values articulated in the college's mission statement.

CCA cultivates the five core competencies prescribed by WSCUC in both the general education curriculum and the major coursework, which reinforces competencies such as information literacy as students conduct research for studio projects and media history courses. The general education programming provides a strong foundation in core competencies through required courses in written communication, social sciences, philosophy, history, critical theory, science, mathematics, diversity studies, art history, and literature.

CCA's CWLOs reflect the CCA undergraduate degrees' integration of three components and are also influenced by the priorities of discipline-specific accreditors: National Association of Schools of Art and Design (NASAD), NAAB,

and Council of Interior Design Accreditation (CIDA). These go beyond the core competencies to encompass distinctive elements of an art/design degree, including visual communication, creative thinking, visual literacy, cultural literacy, and professional practice oriented toward students' major disciplines.

Finally, the college's CWLOs help distinguish the CCA degree by incorporating the values and commitments that faculty, students, staff, and administrators see as grounding their work. Thus, diversity, social responsibility, sustainability, interdisciplinarity, and collaboration circumscribe the project of learning at CCA and are demonstrated through a curriculum that requires all students to complete diversity seminars, diversity studios, and interdisciplinary studios. Students also have ample opportunity—both inside and outside the major—to take courses focused on sustainability issues through the Ecological Theory and Practice courses (designated in the course schedule as EcoTAP) and community-engaged project-based courses (designated as ENGAGE courses). In addition, a series of interdisciplinary, entrepreneurial initiatives have marked the CCA experience in recent years. These initiatives are overseen by the college's Center for Art and Public Life, which infuses its programming with institutional values by providing multidisciplinary platforms for students to explore critical and creative solutions to challenges facing local, regional, and international communities.

In these ways, beyond the rigorous disciplinary skills and knowledge gained in earning their degrees, CCA students are guided through a unique set of curricular requirements and adjacent opportunities that enrich their making practices while broadening their engagement with the tools and knowledge expected of educated citizens.

Data and Information Sources

CCA has partially completed its creation of a collegewide data infrastructure to better inform decision making in academic programs and other areas of activity.

Since the previous NAAB visit, CCA has created a centralized institutional research office, hiring its first Director of Institutional Research (DIR) in 2012. Since that time, the DIR has been contributing critical data to strategic decisions from recruitment of new students, to facility optimization, to the identification of interdisciplinary opportunities through the mining of student registration information. In addition, the DIR has centralized data reporting from departments across the college, thereby streamlining processes and reducing duplication of efforts.

The creation of an Institutional Factbook has made vital institutional data available and led to a healthy new interest in data across the college, with new projects and queries arising regularly. In addition to creating new data resources to use in decision making, the institutional research office regularly collaborates on data analysis with leadership from other departments such as Enrollment Services, Operations, and Academic Affairs to inform strategies and policy decisions.

In the past four years, we have developed three sets of standardized internal reporting processes using the data warehouse. Participating in the Common Data Set Initiative has enabled the college to capture standard internal data reported from major offices across the college that—for the first time—can be easily referenced by other offices. Once the Common Data Set was established, the DIR was able to produce a more user-friendly and comprehensive Institutional Factbook containing accessible snapshot and trend analysis of key data from across the college. The Factbook, launched in 2014, is updated annually and shared with internal stakeholders for reference and for data-informed decision making.

The third internal report, the Program Data Portfolio, is designed to give program chairs and their deans user-friendly, program-specific data they can use to plan effectively. The Program Data Portfolio was featured in J. Joseph Hoey IV and Jill L. Ferguson's Reframing Quality Assurance in Creative Disciplines: Evidence from Practice (Common Ground, 2015).

Through this mechanism, the college recently made available to us the BArch Program Data Portfolio 2015–16. We are currently learning how to use this data to reflect on and revise our practices. CCA prioritized undergraduate programs in launching the program data portfolio function, and due to turnover in the DIR position, graduate programs have not yet been integrated into the process. We anticipate completing the MArch Program Data Portfolio in the current academic year.

In addition to creating new data resources to use in decision making, the institutional research office regularly collaborates on data analysis with other departments to inform strategies and policy decisions. Stakeholders such as the President's Diversity Steering Group have begun to utilize newly available data for a variety of purposes, including communicating relevant statistics and information to wider audiences through an online PowerPoint presentation on diversity at CCA. In short, the increased capacity to generate and analyze data has led to better-informed discussions of initiatives, planning, student experience, and student success.

By committing the resources to hire a Director of Institutional Research and a Director of Student Learning and Assessment as well as to develop the VAULT digital archive, CCA has been able to overhaul and support the program review process; provide chairs access to meaningful, program-specific data portfolios; reengage the Curriculum Committee in assuring student success with the CWLOs; reconnect program chairs with their program learning outcomes through improving alignments with their level reviews; and implement a vertical assessment reporting structure that encourages "closing the loop" by translating assessment findings into goals, actions, and strategies.

Long-Range Planning

Since the previous NAAB accreditation review, CCA has operated under its 2010–15 Strategic Plan, Dream Big—now extended through 2020 with the Dream Big Extended Plan. The plan identifies five organizing themes:

1. Dream big by reaffirming a fundamental commitment to social justice and entrepreneurship while taking risks and innovating through a meaningful, project-based curriculum.
2. Cultivate diversity by increasing the demographic and curricular diversity at the college while building a community that actively promotes diversity.
3. Foster excellence by positioning the college at the forefront of creative and intellectual discourse both globally and nationally without losing focus on the individual student's success.
4. Connect communities by reinforcing a strong campus and institutional culture with ties to local, national, and global individuals and organizations.
5. Lead responsibly by increasing resources to meet challenges with ingenuity and innovation while engaging constituents in order to make effective use of those resources toward shared priorities.

These themes were developed over a lengthy, interactive process that engaged alumni, donors, faculty, staff, students, parents, and trustees in crafting institutional guideposts responsive to the changing landscape of higher education and to the recommendations garnered from WASC reaccreditation review. The President's Senior Cabinet has regularly assessed progress on the strategic plan and reported on it internally and to the Board of Trustees.

Our pursuit of the objectives outlined in the extended Dream Big Strategic Plan includes three major collegewide academic initiatives: the Academic Pathways planning project, reduction of required units for undergraduate degree completion, and campus unification efforts.

During the 2013–14 academic year, CCA students, faculty, and staff engaged in an additional round of extended conversations about the values and strategic direction of the college, facilitated by the Napa Group. While this project primarily focused on larger strategic issues, it also highlighted important elements of the meaning of CCA degrees and the student experience for deeper reflection. Since that time, we have made our pursuit of the Dream Big Strategic Plan and its extension more specific by focusing on seven themes or Academic Pathways that the students and faculty agreed distinguish the CCA educational experience:

1. San Francisco Bay Area: CCA sees its Bay Area location as an academic metaphor for a climate of innovation. CCA is willing to challenge existing models and values transdisciplinarity, flexibility, and freedom.
2. Risk and Experimentation: CCA embodies a culture of experimentation, risk taking, and challenging of the status quo, both within the curriculum and in co-curricular and external activities. The faculty values excellence and rigor and views experimentation as a process toward these ends.
3. Social Justice: The college is committed to developing the next generation of creative problem solvers involved with social issues and sustainability who want to make art that matters. CCA understands that

entrepreneurialism and a strong preparation for the creative economy can complement rather than antagonize ethical commitments.

4. **Technological Innovation and Critique:** CCA acknowledges that technology is embedded across the entire life cycle of creative making, from ideation to construction to sharing; the college takes pride in providing a platform for the broad, ethical critique of technology and its ramifications. Across all programs, students learn digital literacy along with a critical apparatus around it.
5. **Hybridity and Interdisciplinarity:** The college should foster hybridity within its academic community as a value that exists within critical contemporary culture as well as the creative economy. CCA shall remain a school that values its disciplinary depths and strengths in the fine arts, craft, design, and architecture fields. However, all CCA programs and disciplines are enhanced by the interdisciplinary nature of CCA and its campus.
6. **External Education:** The academic core of CCA extends beyond the walls of the studio. A highlight of the CCA academic experience will be to embed, strengthen, and require external learning opportunities to broaden and reinforce learning. The faculty understands that learning takes place both in and out of the classroom; it feels that building external opportunities into the curriculum is vital.
7. **Collaborative Communities:** CCA educates collaborative, creative change makers who can navigate in a tech-driven society and marketplace. The college recognizes that few creative leaders work alone, and collaboration is more central than ever as a key skill for social change, culture creation, and economic success.

These components combine through curricula and learning outcomes at both program and collegewide levels to distinguish a CCA education. For detailed discussion, see the full [Napa Group report](#).

Unit Reduction

In the 2015–16 academic year, after a yearlong process of faculty analysis, review, and revision, the college reduced by six the number of units required for all undergraduate degrees. (BA and BFA programs required 126 units; the BArch required 165.) This decision recognized the fact that these degrees exceeded accreditation requirements; that the college could do more to promote student completion, satisfaction, and success; and that many peer institutions had already taken the step of reducing unit requirements in this way. After a lengthy process with full faculty involvement throughout, students entering the college in fall 2016 and those that follow will meet the reduced unit requirement.

The first goal of the unit reduction is to increase equity and access. Assessment of student performance revealed that students struggled during the 18-credit semesters required to graduate on time. This led many students to drop fall or spring courses and take summer courses at additional cost to remain on track for graduation. The college wants to make degree completion more accessible for lower-income students who may not be able to afford extra semesters.

The second goal of the reduction is to responsibly improve the college's four-year graduation rate for BFA programs and its five-year graduation rate for the BArch Program. While the unit reduction alone will not accomplish this goal, it is an important aspect of a larger plan, as the 6 units often meant students needed an additional semester to graduate.

The third goal of the reduction is to promote student satisfaction and success. Because students struggle in the two required 18-unit semesters, they often perform less well in the courses they do complete and report higher levels of stress. In addition, National Survey of Student Engagement (NSSE) and Survey Sampling International (SSI) surveys reveal that CCA students spend more hours in class and preparing for class than students at other institutions, and more hours working for pay on and off campus than their fellow art and design students at peer institutions. Finally, through these surveys, the college also knows that CCA students spend less time on co-curricular activities than their peers and desire more time to take advantage of these opportunities.

The college will assess the unit reduction over the coming years through level reviews, program reviews, retention and graduation rates, longitudinal comparisons of NSSE and SSI surveys, and qualitative data on student stress and overall satisfaction.

Campus Planning

As we pursue our strategic plan, academic pathways, and credit reduction, we have also launched an ambitious process of institutional transformation targeted for completion in 2021. Through a major planning, design, fundraising, and construction initiative in campus unification, we are expanding and reconfiguring our San Francisco campus with a view toward moving all college functions currently in Oakland across the bay.

The president, provost, and Board of Trustees are leading a visionary plan for institutional transformation through campus expansion and integration, dovetailing with the intellectual, creative, and practical reconnection of disciplines currently linked through curriculum but separated by the bay. In a bigger sense we see ourselves as designing the art and design school of the 21st century.

The foundation for this is campus integration, discussed in Section 3 below. But campus planning is also a framework for a five-year transformation of our academic programs to reflect the capacities of an integrated 21st-century art and design school in one of the world's leading centers for innovation. This transformation will begin with a two-year revision to the undergraduate first-year core (which BArch students take), building up through academic programs as we prepare for and complete unification.

There are numerous operational and financial advantages to campus unification, but the primary reason for considering such a tremendous change is the educational value of a single campus. Bringing all students and faculty together on one site will broaden access to all studios and tools. With a single campus, students and faculty will have greater access to the tools they need as they work—alongside peers from a range of disciplines—in an environment designed to encourage collaboration, interdisciplinarity, and engagement with other ways of making.

Finally, in a single location, CCA's community of almost 3,000 students, faculty, and staff will constitute a critical mass, magnifying its presence to provide a more significant positive impact on the surrounding area. Thus, in line with the college's mission and values, "one CCA" will enrich the teaching and learning experience for its students while contributing to the greater good as an anchor arts institution for the city of San Francisco.

This work is supported by focused long-range financial planning: an ambitious capital campaign and CFO-led budgeting aimed at sustainably balancing expenditures with revenues. These are discussed further in Section 3, I.2.3 Financial Resources.

The Five Perspectives in Long-Range Planning

Collaboration and Leadership:

Architecture Program faculty are deeply involved in collaborative leadership across the institution as we plan the physical, intellectual, financial, and curricular dimensions of institutional transformation. The Architecture faculty, chairs, and dean are integral to these processes, through our administrative structure as well as through faculty participation and leadership of collegewide committees, including the Senate Executive Committee, the Curriculum Committee (chaired by Prof. Lisa Findley), and the Faculty Campus Planning Committee (co-chaired by Prof. Brian Price). We are working toward a better integration of CCA's multiple disciplines and categories of expertise, with a view toward creating a more collaborative environment for research, teaching, and learning.

Design:

CCA's long-range planning aims at enhancing our robust design culture. Our current work on campus planning and institutional integration focuses on developing deeper synergies between people and disciplines currently separated by the bay, so that as we restructure our undergraduate First-Year Program and plan upper-level studios and courses, we offer our students more cutting-edge design opportunities along the lines of our Creative Architecture Machines studio and our Data Clay collaboration with the Ceramics Program.

Professional Opportunity:

The consolidated and integrated college we are planning for our expanded San Francisco campus will provide a stronger base for engaging the Bay Area community of architects, as well as other partners. Combining energies, resources, and knowledge currently spread across two campuses and two cities will greatly enhance our ability to mentor our students into roles of professional practice and leadership.

Stewardship of the Environment:

Sustainability is at the forefront of our thinking in campus planning. Detailed programming studies and workshops have focused on strategies for attaining net zero (or, aspirationally, net positive) energy status, for moving our studio practices away from toxic materials and processes, and for reducing our water consumption and carbon footprint through innovative design strategies and multimodal transportation planning. As we move these agendas forward via campus planning and curricular innovation, we aim to create an institution that continues to lead in environmental stewardship.

Community and Social Responsibility:

The themes of our Dream Big strategic plan and Academic Pathways initiative emphasize community engagement and social responsibility in several primary ways, and these ambitions inform all of what we do. Initiatives such as the unit reduction we implemented this year in the BArch program aim at better serving students' interests by reducing the time and cost of completing their degrees.

I.1.6 Assessment

A. Program Self-Assessment

Self-assessment begins with the week-to-week feedback that faculty get from our students as we work closely together in small group settings. It continues with students' formal course evaluations at the end of each term, along with the feedback we get from colleagues and outside critics at interim and final reviews. Structured self-assessment annually for the BArch Program includes the Junior Review, at which a large group of faculty evaluates not only the achievements of individual students but also the collective strengths and weaknesses of our curriculum. For the MArch Program, the Mid-Program Review serves the same function, with structured program self-assessment by faculty. Intermittent activities such as the REID exercise we completed with Architecture Program students in January 2015 add another layer.

Monthly meetings of the Architecture Executive Committee and Architecture Curriculum Committee provide regular forums for self-assessment among faculty and administrative leadership, as do regular meetings of ranked faculty and all faculty. Annual program reports by the chairs and the dean augment these more frequent frameworks.

Individual faculty members are assessed by the college through a structured review process led by the Appointment, Promotion, and Tenure (APT) Committee. Based on its review of course evaluations, program chair evaluation, research and teaching achievements, and other materials, this faculty group provides detailed assessment of the candidate to the provost, along with recommendations regarding reappointment, promotion, and tenure. Its evaluation letters also provide feedback to the faculty member via the provost. This evaluation typically takes place every three years, linked to contract renewal for RNT faculty and to promotion and compensation review for part-time and tenured / tenure-track faculty.

CCA periodically conducts an External Review of each of its academic programs, typically every seven years, during which outside experts visit campus; review a self-assessment report; meet with students, staff, and faculty; evaluate the program; and make recommendations for improvement. While NAAB accreditation review substitutes for this process in the case of the BArch and MArch Programs, External Review of adjacent programs such as the Master of Advanced Architectural Design Program sheds light on the Architecture Division as a whole. Of course, NAAB accreditation review is a major framework for self-assessment in both the BArch and MArch Programs.

The Role of Self-Assessment

Since the most recent NAAB site visit, CCA has taken significant steps, and made substantial investments, in building a stronger assessment culture and infrastructure. Aimed at reenvisioning and sustaining assessment efforts across the college, this infrastructure is improving our practices even as it has yet to achieve its full impact.

This work began in earnest in summer 2014 with the appointment of a new Director of Learning Assessment and Accreditation (DLAA) and the creation of additional assessment positions. The DLAA develops and leads collegewide efforts to create a culture of assessment that is systematic and sustained. The DLAA partners with chairs, deans, administrators, assessment coordinators, and other stakeholders, including the Curriculum

Committee, in creating policies and processes aimed at better integrating assessment into the processes of the college. In addition, the DLAA oversees the college's program review process and participates in discussions of new programs related to accreditation and assessment.

Faculty Assessment Coordinators act within their academic units to support assessment efforts. They also promote faculty ownership of assessment and play an important role as liaisons between the staff DLAA position and the program chairs. BArch Program Chair Mark Donohue is the Faculty Assessment Coordinator for both NAAB-accredited degree programs.

The Director of Institutional Research (DIR) has succeeded in bringing a more data-informed approach to assessment practices. The Director of Libraries (DIL) has primary responsibility for overseeing the VAULT digital archive, which is instrumental to the revised program review process and for ensuring access to the expanding assessment materials and archives.

Deans are beginning to be more active in the assessment cycle through their work overseeing the program chairs. Deans review their programs' Year-End Assessment Reports and ensure follow-through on resulting action plans. In addition, deans commission the external program reviews in their divisions and oversee the implementation of recommended actions. Thanks to a renewed mandate, the Curriculum Committee (CC) is partnering with the DLAA to oversee assessment of the collegewide learning outcomes (CWLOs); reviewing assessment plans, processes, and results; and determining recommendations.

Since this new phase of assessment work and its structure took shape in 2014–15, almost all programs have revised their program learning outcomes and submitted annual Year-End Assessment Reports for the first time. Chairs attended a program learning outcomes (PLOs) workshop, conducted by the DLAA and DIR, aimed at improving the alignment of PLOs with the level reviews criteria. Deans have reviewed the Year-End Assessment Reports in their divisions and reported on them to the provost, completing an initial cycle of their assessment reporting and establishing a foundation for discussions around curriculum development and resource allocation. Additionally, the college's program review process has been thoroughly overhauled, with improved documents and processes. (The BArch and MArch Programs do not complete the college's standard program review process; we rely instead on NAAB accreditation review as our primary form of external assessment for these programs.)

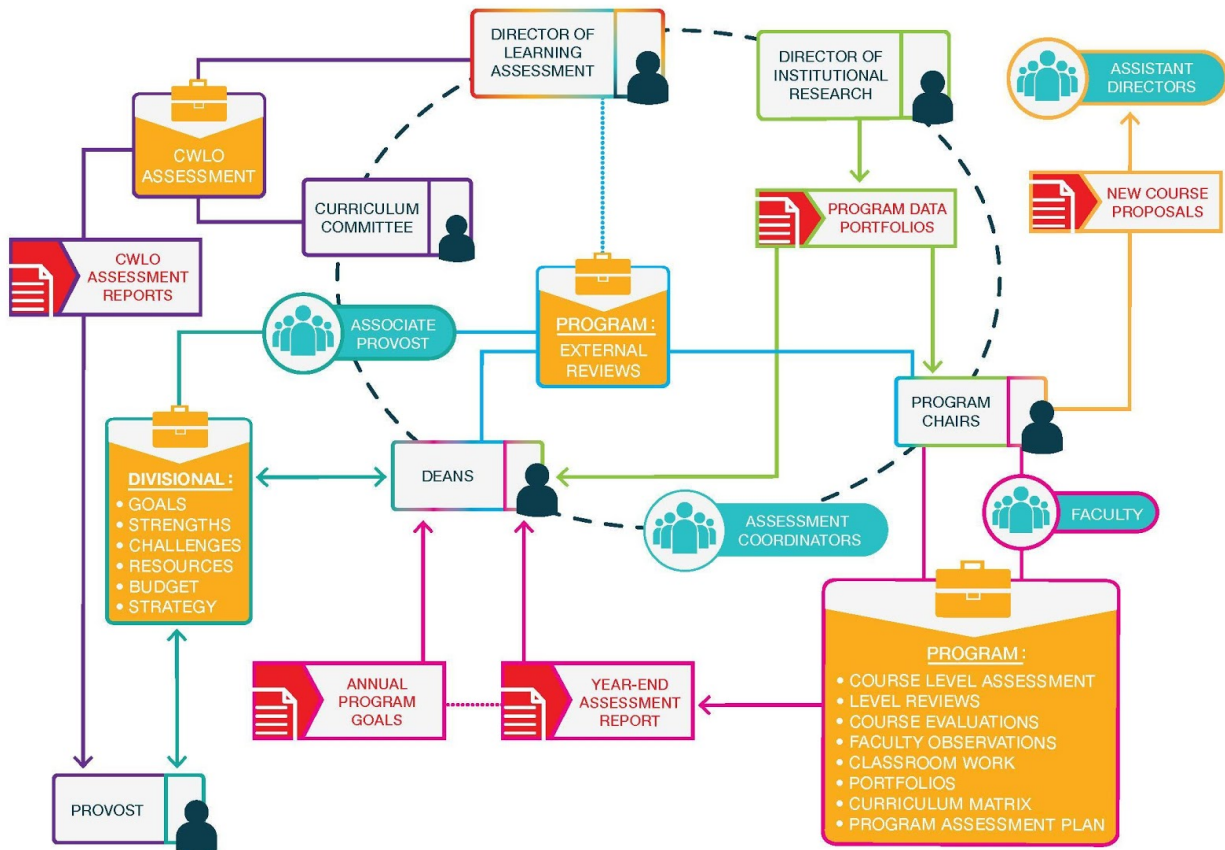
We are still working to achieve our assessment goals. While the college is effectively moving toward a more systematic and better-documented approach to assessment of student learning, it has taken more time, resources, and effort than the college initially estimated. We continue to enhance our assessment infrastructure.

B. Curricular Assessment and Development

Chart

Curricular assessment and development at CCA is embedded within a larger assessment ecosystem discussed in subsection I.1.6.A Program Self-Assessment above, and charted here.

ASSESSMENT @ CCA



The college-wide Curriculum Committee (CC) is a standing body of faculty that reports to the provost, works with the Executive Committee and deans in consultation with program chairs and faculty on curricular policy, and provides oversight in changes to the college curriculum. It consists of nine senate members selected by the Executive Committee of the Faculty Senate based on a faculty nomination process. The CC addresses curricular matters having a broad collegewide impact: collegewide academic initiatives, significant curricular revisions, cross-program degree requirements, new course offerings, initiation of new programs, and assessment of learning objectives. The committee makes action recommendations to the Executive Committee, deans, and provost.

Changes to Architecture Program curriculum are the purview of the Architecture Curriculum Committee, a standing body of the faculty responsible for coordinating particular curricular areas, chaired jointly by the BArch and MArch Program chairs. The ACC is complemented by periodic curricular discussion at ranked faculty and all-faculty meetings, as well as intermittent faculty retreats.

Assessment Results

Assessment of the Architecture Programs curricula and learning context operates through the multiple processes outlined above in subsection I.1.5 Long-Range Planning, and it has yielded changes to our policies and practices. The conversations that faculty hold at and after the annual Junior Review in the BArch Program and Mid-Program Review in the MArch Program yield revisions to how our faculty teach in studios and other courses.

One example of changes resulting from assessment outcomes was unit reduction in the MArch program, completed in 2013. A reduction from 96 to 90 course units reflected the initiative of the Director, Program Chair, and Architecture Curriculum Committee, and it stemmed from program self-assessment. Faculty recognized that student retention and time-to-graduation were both negatively impacted by heavy courseloads, in particular a

first-year spring semester load of 18 units. To make this change, we eliminated two courses: Studio 0, a summer preparatory studio and digital skill building course offered the summer before students commenced the program; and an Open Elective. We incorporated the learning previously vested in Studio 0 into a reworked core studio sequence and Design Media sequence, and added a summer digital skills workshop series, [Formations](#), that non-architecture students are sometimes required to take before commencing the program.

A similarly substantial change resulting from structured curricular assessment is the BArch Program unit reduction, completed in 2016 and discussed above in subsection I.1.5 Long-Range Planning. This major change reflected self-assessment several levels of the institution, including study and deliberation by faculty through both the college-wide Curriculum Committee and the Architecture Curriculum Committee, which made recommendations about which units to eliminate and how to revise the rest of the curriculum accordingly.

One channel for assessment of the learning context for B.Arch and M.Arch degrees has been the planning process for campus consolidation. During the past three years, students, faculty, staff, and alumni have all participated in several facets of this process. They have attended workshops, completed surveys, identified priorities, joined focus groups, and commented on proposals. The master planning study completed by Gensler and the subsequent planning document completed by Jensen Architects incorporated these assessments, and the campus design and construction process currently underway reflects the college's response.

Finally, NAAB accreditation review provides a framework for deep and detailed examination of our curricula, institutional configuration, and practices. Faculty and administrative leadership implement changes every few years to address issues of concern and opportunities for improvement identified in the self-assessment phase of NAAB review and in the visiting team report.

Institutional Requirements for Self-Assessment

See I.1.6.A Program Self-Assessment above, especially subsection on "The Role of Self-Assessment."

Section 2. Progress Since the Previous Visit

Program Response to Conditions Not Met

CONDITION II.1.1.A.7 Use of Precedents (B.Arch)

Visiting Team Report 2011: "The team found that this criterion was not met in the B.Arch program. While evidence of Use of Precedents was given in the Studio 4 course and previous studio sequences, the team did not feel the evidence was substantial enough to demonstrate an Ability of students to use precedents as a design tool and subsequently to inform the design process. Specifically analytical skills as they relate to precedent studies was lacking in student work displayed."

N.B.: This Condition has changed from the 2009 to the 2014 Conditions. It has been renumbered (to II.1.A.6) and has been modified through the addition of "informed." The Condition now reads: "Use of Precedents: *Ability* to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects."

Program Activities in Response 2011-2016:

The course Architecture Analysis was developed in 2012 to address this unmet condition. The course is taught in conjunction with the co-requisite class Studio 4. Design strategies from the housing precedents studied in Architecture Analysis becomes the basis for a response to the design problem in Studio 4. Materials and Methods and Integrated Tech Systems also focus on building precedents as case studies to learn about construction and building systems.

1. Exemplary architectural case studies are researched and used as descriptive, analytical and theoretical precedents to expand students' knowledge of the architectural discipline. Students investigate the morphological, spatial/relational, socio-political, cultural/aesthetic, methodological, material/technological and theoretical underpinnings of the projects researched in order to extract concepts, methods and tools integral to these architectural works and to generate operative strategies for design.
2. Studio 4 focuses on housing: through the analysis of history, type and precedents, through lectures and field trips, through study of housing's influence on urban form, and through focused design investigation. Assignments during the semester link the operative strategies for design generated in Architecture Analysis to the massing and urban relationships of a multi-family housing project. The concepts, methods and tools integral to the precedent form the basis for the students' response to the program brief and urban site.

CONDITION II.1.1.B.11 Building Service Systems Integration (B.Arch and M.Arch)

Visiting Team Report 2011: "The team did not find evidence of student understanding of the application and performance of communication, security and fire protection. This condition is not met."

N.B.: This Condition has changed from the 2009 to the 2014 Conditions. It has been renumbered (to II.1.B.9) and has been modified to encompass lighting, mechanical, and communication systems. The Condition now reads: "Building Service Systems: *Understanding* of the basic principles and appropriate application and performance of building service systems, including lighting, mechanical, plumbing, electrical, communication, vertical transportation, security, and fire protection systems."

Program Activities in Response 2011-2016:

The Integrated Building Design Studios were developed to more clearly and specifically address this concern, through more rigorous plug-ins, consultant workshops, tutorials and lectures.

More specifically:

1. ‘...basic principles and appropriate application and performance of building service systems’:

- a. IBD Studio Report Sheet A6.1: Introduction to Integrated Systems Concepts
- b. IBD Studio Report Sheet A9.4: Documentation of Consultant Workshops

2. ‘...lighting’:

- a. ITS: CPBR: Part 3
- b. IBD Studio Report Sheet A6.4: Daylighting & Artificial Lighting Strategy

3. ‘...mechanical systems’:

- a. ITS: Lecture 9 + quiz / Final Exam
- b. ITS: CPBR: Part 4
- c. IBD Studio Report Sheets A6.2: Plan diagrams
- d. IBD Studio Report Sheet A6.3: Integrative System Section
- e. IBD Studio Report Sheet A6.5: Thermal Performance Strategy

4. ‘...plumbing systems’:

- a. ITS: Lecture 12 + quiz / Final Exam
- b. IBD Studio Report Sheet A6.2: Plan diagrams
- c. IBD Studio Report Sheet A6.3: Integrative System Section
- d. A6.6: Water Systems Strategy

5. ‘...electrical and communication systems’:

- a. IBD Studio Report Sheet A6.0
- b. IBD Studio Report sheets A6.2: Plan diagrams
- c. IBD Studio Report Sheet A6.3: Integrative System Section

6. ‘...vertical transportation systems’:

- a. ITS: Lecture 13 + quiz / Final Exam
- b. IBD Studio Report section A4.0: Architecture

7. ‘...security systems’:

- a. IBD Studio Report Sheet A6.0

8. ‘...fire protection systems’:

- a. ITS: Lecture 11 + quiz / Final Exam
- b. IBD Studio Report section A2.5 Life Safety Systems
- c. IBD: Lecture/Tutorial - Armin Wolski

Program Response to Causes of Concern

Concern #1: Consistency of Life Safety and Environmental Systems within the Comprehensive Design Studio (B.Arch/M.Arch), Condition II.1.1.B.6

Visiting Team Report 2011: “While the team found appropriate evidence of the majority of the criteria required of the comprehensive design requirement (B.6) there was lack of consistency in the integration

of life safety issues and environmental systems. Specifically, the clarity of egress and integration of building envelope and environmental distribution systems was lacking.”

N.B.: This Condition has changed from the 2009 to the 2014 Conditions. It has moved out of Realm B and is now expressed as C.3: “Integrative Design: *Ability* to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.”

Program Activities in Response 2011-2016:

The Integrated Building Design Studios were developed to more closely address this concern. This was further reinforced by the evolution of the SPCs to develop a more integrative project framework for this knowledge. The C.3 SPC are addressed in the following way:

1. ‘...make design decisions within a complex architectural project while demonstrating broad integration and consideration of’:

- a. IBD Studio Report Section 8.0, includes process work for each project.
- b. IBD Studio Report A9.3: Documentation of Decision-Making Process, include snapshots of the project as it evolves throughout the semester, with annotated captions explaining changes and how decisions were made.
- c. IBD Studio Report Sheet A9.4: Consultant Workshops, documents input from workshop consultants.
- d. IBD Studio Report Sheet A6.3: Integrative System Section, demonstrates how multiple systems are integrated into a single architectural solution.

2. ‘...environmental stewardship’:

- a. IBD Studio: This is implicit in the studio’s approaches to environmental systems, water systems, etc.

3. ‘...technical documentation’:

- a. IBD Studio Report sheet A6.3: Integrative System Section
- b. ITS: CPBR format
- c. ITS: Lecture 1 + quiz / Final Exam

4. ‘...accessibility’:

- a. IBD Studio Report sheet A2.6: Accessibility Drawings

5. ‘...site conditions’:

- a. IBD Studio Report sheet A3.1: Description and analysis of site

6. ‘...life safety’:

- a. IBD Studio Report sheet A2.5: Life Safety Analysis
- b. IBD: Lecture/Tutorial - Armin Wolski

7. ‘...environmental systems’:

- a. IBD Studio Report section A6.0: Environmental Systems
- b. ITS: Light & Heat: Lecture 6 + quiz, Lecture 9 + quiz / Final Exam
- c. ITS: Water: Lecture 12 + quiz / Final Exam

8. '...structural systems':

- a. IBD Studio Report section A5.0: Structural System
- b. ITS: Lecture 3 + quiz, Lecture 4 + quiz / Final Exam

9. '...building envelope systems and assemblies':

- a. IBD Studio Report section A7.0: Building Envelope - Material & Assembly
- b. ITS: Lecture 8 + quiz / Final Exam

Concern #2: Detailed building programming and analysis (M.Arch), no Condition referenced.

Visiting Team Report 2011: "While the team found strong evidence of programming and analysis at the urban and site scales, this strength was not found at the individual building scale."

Program Activities in Response 2011-2016:

In 2013 the MArch program evolved its core studio sequence to address this concern, by stressing the building scale, emphasizing materiality in Studios 1,2 and 3, and creating synergies with the Building Technology sequence, especially Materials and Methods.

1. Studio 2 works through a rigorous series of precedent analysis exercises that inform the design and programming of a museum in the city.
2. Studio 3 follows by hybridizing the program of housing with the public realm, leading to innovating programmatic amalgams that intertwine housing with the city, the sharing economy, shared programs and public space. Through precedent and programmatic analysis, students explore the opportunities of hybrid programming.
3. The urban and site scales are still addressed, but as a response to the scale of the building and its contextualization.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty Resumes and Matrices

[Faculty Resumes](#)

Faculty teaching matrices for 2014-15, 2015-16 and Fall 2016 are provided [here](#).

How Faculty Remain Current in Their Knowledge

Faculty who teach in the Architecture Programs at CCA continually update their knowledge of the discipline, practice, and licensure through several channels.

One is through the reviews, presentations, and public programs of the College and its Architecture Programs. Studio reviews and presentations of student and faculty work are a regular component of our academic year, providing ample opportunity for faculty to learn from one another. Our website includes a [sample of featured publications](#) by CCA faculty (and students).

Guest critics from practice, academia, and related fields bring additional knowledge and perspectives. CCA's location at the heart of a major metropolitan area allows us to draw from a large and rich pool of peers and professional colleagues. These range from continual dialogues with innovative and pertinent local practitioners, to hosting national academics and practitioners for final reviews.

The Division's annual series of public lectures and public programs, organized under the rubric of the [Architecture Lecture Series](#), provides another forum updating faculty expertise. The series brings in leading colleagues from the field of architecture and beyond. Many lectures and events are designed to present and discuss emerging voices and issues within the field. For some larger or more popular programs, CCA Architecture with secure support and funding from large San Francisco architectural firms for, or CCA with collaborate with UC Berkeley to co-host events. The Digital Craft Lab, the Urban Works Agency, and the BuildLab also routinely host talks, presentations, and demos by colleagues from other academic institutions, practice, and industry.

Conference attendance and participation is another framework through which faculty remain current in their knowledge. Faculty draw on CCA grant funding (as discussed below) and other sources to support some of this activity. The College itself hosts conferences and convenings, including the 101st annual Meeting of ACSA in March 2013, co-chaired by then-Director of Architecture Ila Berman. Since the previous NAAB accreditation review, CCA has also hosted conferences of the Association for Computer Aided Design (2012), the Design History Society (2015), and the Association of Independent Colleges of Art and Design (2015).

Membership and participation in professional associations such as the AIA, ACSA, ACADIA, and the Society of Architectural Historians is another means through which faculty update their knowledge.

With so many of the architecture faculty engaged as architectural practitioners, our faculty keeps current through the most direct means possible—daily practice. Of particular note, Thom Faulders, Craig Scott, Douglas Burnham, Neal Schwartz, EB Min and Peter Anderson all have small experimental practices that work at the leading edges of design, material experimentation, and/or community leadership. In addition, several of our faculty work with large firms on projects of significant size and

scope, requiring the comprehension and integration of the current technologies as well as evolving methods of project delivery.

A traditional semester structure and 9-month academic year contract leaves three months plus other breaks for research and creative practice. Weekly schedules maximize faculty and students access to the profession. The morning or afternoon studio structure allows practitioners to balance teaching and practice. Staff coordination concentrates an individual faculty members schedule to balance time on campus with outside research.

Non-tenure-track ranked faculty (RNT) appointments are at a minimum of 60% or maximum of 80% of a full-time 5-line teaching load, recognizing that the faculty member's academic expertise rests on engagement in professional, creative, and/or scholarly practice, and leaving time for the pursuit of that practice. In this way, CCA's contractual structure for the ranked renewable group ensures a balance between teaching and practice, providing the faculty member with both employment assurances from the institution and time for separate practice and research.

A large number of our faculty are licensed, with many AIA members engaged in the Continuing Education efforts of that organization. We also contribute to this continuing education within our own programs by providing our lecture series for Bay Area professionals and as our faculty often engage as invited guests to other academic and civic speaking events. For ongoing training in media and design tools, our bi-yearly workshops for both faculty and professionals focus on new technologies. Evidence of our faculty's achievements in practice is noted each year through the professional awards given to San Francisco firms, especially through the AIASF Awards.

Resources Available to Faculty

Faculty at CCA benefit from intellectual, informational, and financial resources to support their professional development.

One continual support to our faculty is peer mentoring. Program chairs and the Dean continually mentor faculty in their knowledge base, practice development, and teaching skills. Faculty reviewers involved in the promotion review process give detailed feedback to their colleagues through participation in Initial Review Committees and on the Appointment Promotion and Tenure Committee. Co-teaching and curricular coordination exchanges are another rich channel of peer mentoring, and chairs routinely pair junior faculty with senior faculty to facilitate mutual exchange of ideas and practices.

Faculty status at CCA provides access to the College libraries and information resources, including extensive databases, as well as to the knowledge of our professional staff in the shops, labs, and information technology departments.

Under the leadership of the Associate Provost, CCA offers faculty development workshops throughout the year. At the start of the fall 2016 semester, for instance, faculty workshops included CCA Faculty & Student Handbook Overview, Student Affairs Support & Services, Communications, Public Relations & Social Media Best Practices, Counseling Services at CCA, Online Course Management Working Sessions, Library Collections and Resources, Positioning Yourself on the Spectrum of Identity, Privilege and Power, and Instructional Services & Digital Scholarship.

CCA provides financial support for professional development, including grants in three categories: Professional Development Grants for research and creative practice projects; Travel Grants for

conference attendance and presentation as well as research travel; and Curriculum Development Grants for course development. Applied for through institution-wide deadlines and review, these grants fund curriculum or professional development, with the goal of supporting research, creative work, and professional development as well as improving teaching effectiveness. Faculty of all ranks may apply. Faculty in the Architecture Division have been active and successful in receiving CCA Professional Development, Faculty Travel, and Curricular Development Grants, as noted in the table below. CCA allows faculty to apply for Gifts that support or initiate a program within the institution.

Working in concert with the Chairs and Dean, faculty also apply and work with the Provosts' office to seek approval as to whether the proposal fits the College's Strategic Plan. If approved, faculty work the the Office of Advancement to coordinate search for gifts with overall institutional fundraising efforts. CCA's annual budget for grants is typically \$53,333 (Curricular = \$10,000, Professional = \$30,000, and Travel = \$13,333). Examples include sponsored studios and funded design-build projects.

2012-2016 Faculty Grants by Architecture Faculty

<i>Faculty member</i>	<i>Year</i>	<i>Type of Grant /Amount/</i>
Jason T. Anderson	2013-14	Faculty Travel Grant: \$750
	2015-16	Faculty Travel Grant: \$500
Javier Arbona	2012-13	Faculty Travel Grant: \$1K
Neeraj Bhatia	2012-13	Faculty Travel Grant: \$1K
	2014-15	Faculty Curriculum Dev't Grant: \$1.2K
	2014-15	Faculty Travel Grant: \$1.3K
	2015-16	Faculty Travel Grant: \$1K
	2015-16	Faculty Travel Grant: \$1K
	2015-16	Shared Faculty Curriculum Dev't Grant: \$4K
Amy Campos	2015-16	Faculty Curriculum Dev't Grant: \$1K
	2015-16	Faculty Travel Grant: \$1K
Irene Cheng	2012-13	Faculty Travel Grant: \$800
	2013-14	Faculty Travel Grant: \$1K
	2014-15	Faculty Curriculum Dev't Grant: \$2K
	2014-15	Faculty Travel Grant: \$1.8K
Christopher Falliers	2014-15	Faculty Travel Grant: \$800
Thom Faulders	2012-13	Faculty Travel Grant: \$500
	2013-14	Faculty Travel Grant: \$750
	2014-15	Faculty Travel Grant: \$1K
Lisa Findley	2014-15	Faculty Professional Dev't Grant: \$1.5K
	2014-15	Faculty Travel Grant: \$700
	2015-16	Faculty Travel Grant: \$1K
Nataly Gattegno	2012-13	Faculty Travel Grant: \$1K
	2015-16	Faculty Travel Grant: \$1K
Jason Kelly Johnson	2015-16	Faculty Travel Grant: \$1K
Andrew Kudless	2012-13	Faculty Travel Grant: \$550
	2013-14	Faculty Travel Grant: \$750

	2014-15	Faculty Professional Dev't Grant: \$1.5K
Adam Marcus	2014-15	Faculty Curriculum Dev't Grant: \$1.2K
	2014-15	Faculty Travel Grant: \$1.35K
	2015-16	Faculty Travel Grant: \$1K
	2015-16	Faculty Travel Grant: \$600
Christopher Roach	2012-13	Faculty Travel Grant: \$500
	2012-13	Shared Faculty Curriculum Dev't Grant: \$5K
Neal Schwartz	2014-15	Faculty Travel Grant: \$1K
Mauricio Soto Rubio	2013-14	Faculty Curriculum Dev't Grant: \$4K
Antje Steinmuller	2012-13	Faculty Curriculum Dev't Grant: \$1K
	2012-13	Faculty Travel Grant: \$800
	2015-16	Faculty Travel Grant: \$1K
	2015-16	Shared Faculty Curriculum Dev't Grant: \$4K
Clark Thenhaus	2015-16	Faculty Travel Grant: \$1K
Cathrine Veikos	2015-16	Faculty Travel Grant: \$1K
	2015-16	Faculty Travel Grant: \$500
Sandra Vivanco	2012-13	Faculty Travel Grant: \$500
	2012-13	Shared Faculty Curriculum Dev't Grant: \$5K
	2014-15	Faculty Travel Grant: \$1.95K
	2015-16	Faculty Travel Grant: \$1K

In addition, new tenure-track faculty sometimes receive modest start-up grants to assist them in initiating their research activities at CCA.

The Architecture program encourages faculty participation in development opportunities, including contributions and participation in symposia and conferences and its own initiatives via the design research labs. The Dean and chairs have the opportunity to include limited funds within division and program annual budgets to support faculty work, ranging from the development of a symposium to supporting an individual faculty proposal. Example of this support has included the development of the Data Clay Symposium at CCA, the Buoyant Ecologies Exhibition, the Black Lives Matter Teach-In, and the ongoing series of Formations workshops for students and local practitioners.

Tenured and tenure track faculty, as well as some RNT faculty, benefit from CCA's generous sabbatical policy, under which faculty members are eligible to apply for one semester of research leave at full pay for every three years of full-time teaching completed.

Faculty Research

CCA Architecture faculty are prolific and high-achieving in research and creative practice. For an overview of research activities by ranked faculty since the previous NAAB accreditation review, see the [Portfolio of Faculty Research Summaries](#).

Student Support Services

Academic Advising

Students in the B.Arch program benefit from a multilayered academic advising structure. Faculty and professional staff provide academic advising throughout the student's time at the College, in two stages: during the first year of undergraduate study, students are assigned First Year Advisors from among faculty who teach the **Core Curriculum** in the **First Year program**. This unique advising structure is designed to provide students with tools for navigating their academic paths in their first year specifically. In addition to First Year Advisors, first-year students are supported by the First Year Specialist and Assistant Director of Academic Advising, who are available to meet with students during regular office hours.

In the second year and beyond, continuing and incoming transfer B.Arch students benefit from Program-Specific Advising with staff Academic Advisors Jared Elizares. Students use tools such as the Class Schedule Worksheet and the Graduation Plan Worksheet, augmented by WebAdvisor and the online Portal.

CCA Academic Advising advocates for student success. Staff partner with students to develop and achieve their creative, academic, personal, and professional goals as participants in diverse local and global communities. In collaboration with Academic Advising, students should be able to navigate various systems and sources to maximize their learning experience and find value in all aspects of their educational choices; identify challenges and develop strategies for success with intentionality, integrity, and equanimity; and engage in meaningful relationships with peers, faculty, and staff in order to cultivate dynamic creative practices.

As our B.Arch Program Expert, Prof. Jason Anderson works with staff advisor Jared Elizares as well as directly with students to ensure alignment between academic advising and program-specific curriculum. In addition, the Junior Review provides the input of a larger group of faculty evaluating each student's work and making recommendations about future course selections and curricular strategies. Students routinely discuss their academic choices with individual faculty members on an ad-hoc basis, providing additional lines of advising.

M.Arch students have up to this year been advised by the Graduate Chair, but as of this year we have assigned that responsibility to the new Associate Chair of Graduate Architecture, Andrew Kudless. Prof. Kudless meets with every student at least twice per year--and in many cases more often--to evaluate progress toward degree requirements, review course registration options, and help students address any other issues relating to their academic success. In addition, the Mid-Program Review provides the input of a larger group of faculty evaluating each student's work and making recommendations about future course selections and curricular strategies. Of course, students frequently discuss their academic choices with individual faculty members on an ad-hoc basis, providing additional lines of advising.

Personal Advising

Under the leadership of the Dean of Students, the College provides ample support and advising for students to address their mental health, wellbeing, and personal development. It provides assistance, intervention, prevention, and referral services to the college community. The Dean of Students office also serves as an advocate for students while challenging students to develop personal responsibility, practice ethical decision-making, and seek social justice as they grow into artist citizens.

Some of this assistance is described in the Student Handbook, and many resources are accessible through the Student Resources and Forms webpage. The CCA Cares program addresses potential harm to students and employs appropriate positive intervention. CCA's Care Team engages students with the care and support needed during difficult and challenging personal and academic circumstances. Because of these circumstances, students may exhibit behaviors that can be seen as distressing, disruptive, disturbing, or dangerous. CCA community members provide the CCA Care Team with information regarding the student they are concerned about. The team will determine how to best support each student.

Student Societies and Organizations

CCA Architecture has both an AIAS and a NOMAS Chapter, an Alpha Rho Chi chapter, and an Architecture Student Council.

Architecture Student Council: Architecture Student Council: The Architecture Student Council is the representative student body that contributes to student organization and leadership within the Division. The Architecture Student Council organizes communication to and from the student body to the administration and staff. Each year level of each of the BArch and MArch programs elects two representatives to the Architecture Student Council. This group of representatives meets with the Dean, BArch, MArch Chairs and Program Managers to discuss issues of concern, ideas and initiatives that the students would like to take. Meetings take place at least twice a semester or as matters arise. The Chairs encourage student participation in the council and initiate an environment for open student expression in convocation announcements and/or 'town-hall' meetings. Issues have included: future campus planning initiatives, curricular interests and concerns, life/work balance, student mentorship and conversations about studio scheduling.

Alpha Rho Chi: A chapter of Alpha Rho Chi has existed at CCA since 2000. Alpha Rho Chi is a professional-social student run organization that develops yearly initiatives in support of academic leadership, mentorship, networking and professionalism. The chapter has a set of elected officers/representatives and a student member body. Each year a graduating student of the school is nominated for the Alpha Rho Chi Bronze Medal who has shown ability for leadership, performed willing service to the school and who shows promise for future professional merit.

NOMAS: NOMAS is our student Chapter of NOMA (National Organization of Minority Architects). This chapter is in part supported by the CCA Architecture's operating budget. NOMAS has developed a series of fundraising events to support its student run programs including collaboratively developing submissions for the yearly NOMA competition supported by diversity studies seminars and studios at CCA, and setting up a discussion panel for faculty and students to focus on political, ethical and social issues related to diversity awareness. Faculty member Rod Henmi is a NOMA vice president.

AIAS: Our AIAS chapter is an organization that is dedicated to making a direct link to the profession by providing student skills- building and professional awareness workshops and by getting involved more directly with the local AIASF. Activities among AIAS have included include IDP Workshops, mentoring, firm visits, lectures, and digital tools demonstration workshops and tutorials for students. In addition, one student from AIAS sits on the board of AIASF every other year as a direct link to the professional community. As with the other student groups, the chapter is in part supported by the operating budget of the program.

The Chimera Council and Graduate Student Alliance provide robust forums for student leadership across campus, as do many other College-wide student organizations.

Students also participate in a range of professional organizations outside of CCA. Several local architecture-oriented organizations invite student participation: AIA, NOMA, Bay Area Young Architects (BAYA), Architecture for Humanity, Public Architecture, and Architects Designers & Planners for Social Responsibility (APDSR), whose national president is CCA lecturer Raphael Sperry, AIA.

Student Exhibitions and Publications

Seen as part of academic and professional development, CCA and CCA Architecture provides several exhibition venues for students who are encouraged to present their work in a public setting. Perhaps the most robust opportunity for Architecture students is the Jury Prize Exhibition held during the first week of the academic year. This week-long exhibition displays the best project from each studio the previous two semesters, which is then juried while on exhibit to recognize excellence in multiple categories.

In addition, CCA has a tradition of student exhibits and publication. Campus galleries program a range of student presentations, which range from class exhibitions to the end-of-the-year Graduate Exhibition. As the culminating event of the school year, graduating BArch students exhibit curated projects and MArch students exhibit their Thesis projects. This exhibition is open to the public, and runs concurrently with exhibitions from the other College programs. In recent years, students have edited and produced a publication compiling 2-3 years of selected student work along with student- and faculty-authored essays in the *Construct* series.

Career Development

With a broad range of students and an equally broad range of practice opportunities afforded in the Bay Area, CCA and CCA Architecture offer a range of ways to promote a student's career development. Most importantly, the students who study at CCA are the institution's unique human resource. Parallel to the program maintaining a current and critical understanding of contemporary practice is an understanding of the changing needs of the student body. To describe the efforts in assisting career development, it's beneficial to work out from the structure of student advising and faculty:student ratios to institutional career services.

Both the BArch and MArch programs have in place a system of student advising which allows for a continual dialogue on a student's academic trajectory and their preparation for practice after graduation. The BArch Chair and the BArch Program Experts share the responsibility of advising the students in this area. In the MArch, the Chair and Associate Chair are able to start and maintain dialogues on advising through the student's time in the program. To augment this, course structures, sizes, and an open studio environment are very conducive for faculty to know students well. Dialogues between student, faculty member, and advisor are common to address areas of struggle and support for academic and career opportunity. Within each program, a 'mid-career' review has been structured as an opportunity for advising and assessment. The BArch's have these sessions during the junior year, while the MArch's conduct them in the middle of the second year. Both mark the moment when the student is beginning to engage in his or her advanced and elective academic work. The guidance given in these sessions is often geared in part to a student's emerging aspirations beyond graduation.

The College also plays a role in career development. Working in consultation with the Division, CCA's Career Development Department hosts a Career Expo. This annual event attracts numerous architecture firms from around the region. Of the annual 70-80 recruiters each year, roughly 25% are architecture firms and/or have made hires from architecture students. The Career Expo at California College of the Arts is a private job fair aimed specifically at CCA's emerging student population of artists, writers, designers, and thinkers and the potential employers who value them. The Expo provides an opportunity for students and alumni to make face-to-face connections with creative industry leaders.

Attendees receive invaluable information about potential internships, part- and full-time positions, and freelance work. The Expo is open to undergraduate and graduate students. It offers students direct help with attaining work with employer tables on campus, and on-campus portfolio reviews with employers.

In addition to the Career Expo event, the Career Development Department also offers a range of career services. These range from personal counseling and coaching for students and alumni to CCA Works, an exclusive job board for the CCA community. The Career Development Department is also working on two projects to improve student career development. Salesforce CRM software recently introduced to integrate resources and knowledge bases for better student support and outcomes. It will a more robust picture of hiring timelines and placement for CCA students in architecture. Salesforce will also allow for a more consistent communication within CCA departments and a better sharing of resources. Finally, the Career Development Department is working on an initiative for the College to review policies and practices with a view toward best supporting our students and alumni throughout their careers. The Architecture Department has set up opportunities to meet with alumni mentors and has posted a series of online tools and resources books.

A student's capacity for career development is tied to academic achievement and personal health. CCA offers support in these areas by other forms of counseling and programs. A student has access to personal counseling, learning resources programs, international students services and confidential counseling regarding issue of health, mental health and disabilities. The BArch and MArch Chairs often act as a liaison, pointing the student to a resource or ensuring a student is afforded the support they need by the student's faculty.

Internship, AXP, and the Architect Licensing Advisor

Students in CCA's BArch and MArch programs are required to complete a 225-hour internship before graduation. Within our college, the internships are structured as a 0-credit class. This class is staffed by a faculty member who is also the Architect Licensing Advisor and provides an advising role throughout the year. By not providing credit for this class, tuition costs are separated from the paid work experience done outside of the college. The Architect Licensing Advisor, formerly the "IDP Coordinator" on previous documents is an Architecture faculty member who works with the students in internship advising and placement, as well as with AXP process and registration, portfolio workshops and other professional development opportunities. The Advisor works directly with the Career Services office on things like Career Expo and other related activities.

The Licensing Advisor is highly qualified practitioner who develops and maintains dialogue with a network of local practitioners, and is a resource for national trends in best practices. Prior to the current academic year, the Architect Licensing Advisor for both B.Arch and M.Arch programs was Doris Guerrero, a Senior Adjunct Professor, AIA member, and Interiors Design Director at Gensler. While Prof. Guerrero continues to teach our Professional Practice course, her increased level of responsibility at Gensler led her to reduce her involvement at CCA.

The current Architect Licensing Advisor for the B.Arch Program is Randy Ruiz, a Senior Adjunct Professor and principal of AAA Architecture. The Architect Licensing Advisor for the M.Arch Program is Andrew Kudless, a tenured Associate Professor, Associate Chair of Graduate Architecture, and principal of Matsys Design. Both faculty members integrate licensure advising into their career and internships advising, educating students about licensure in presentations and meetings and scheduling individual appointments with interested students. They continue our practice of making an annual presentation on licensing and AXP to B.Arch and M.Arch students, typically with an NCARB representative as a guest

presenter, and in coordination with our AIAS, NOMAS, and APX chapters. In addition, they use email to share news about AXP and ARE to students and recent graduates.

I.2.2 Physical Resources

Program physical resources

Campus

CCA is a two-campus institution, with all of CCA Architecture, BArch and MArch program classes and administrative offices housed on the San Francisco campus. The San Francisco campus is highlighted by the teaching spaces in the 1111 8th Street building, numerous spaces for making, and the high level of technological support. These three aspects help create a student learning environment of collegial interaction, a culture of supported making, and ubiquitous access to the tools and dialogues regarding contemporary digital design.

The campus' main building is a light-filled, 160,000-square-foot facility that occupies half a city block in the San Francisco's design district. Architecture studio spaces occupy part of the second floor, and are characterized by an open plan to foster interaction and flexible use. Classrooms are media-ready spaces for a variety of standard class sizes. The distinct making spaces offer the tools, space, and expert staff support for model-making, electronics, film, metal and wood, and digital craft. Finally, the so-called Nave space is a unique education space. Set in a former bus-repair hanger, this doubles as both most prominent and public space on the campus, and the most shared. Architecture, as well as other disciplines, use the Nave for class critiques, final reviews, as well as special exhibitions. It offers students, faculty, and visitors access to the school's student work and academic dialogues.

The majority of classes, all studios, and Architecture's staff and faculty offices are within the 1111 8th Street building. Additional classrooms are held within the Graduate Center, across the street from the main building on Hooper Street. The only exceptions are travel abroad electives and resource-specific electives, such as an architecture-ceramics class held at the Oakland kiln. The shared facilities on the San Francisco campus include the following.

- The campus's Simpson Library, containing the architecture and design library, and over 45,000 volumes and ninety-nine national and international periodicals on design, as well as Internet-accessible computers
- Timken Lecture Hall, a 133-seat lecture hall with computer projection capability and data and power ports at each seat.
- Four large shops, a spray booth, and drying room are located at one end of the studios
- The Rapid Prototyping Studio, with a range of digital CAD/CAM fabrication tools
- The Hybrid Lab, a supervised making space focused on electronics and iterative projects
- The Carmen M. Christensen Production Space, a black-box space for film and sound work.
- Digital Color Center, a digital print service bureau
- Media Center, providing media equipment for students and faculty
- The Materials Resources Center, a materials library
- Four air-conditioned computer labs, some used for teaching, some always open for individual student use.
- The Campus Center Student Lounge
- The Campus Center Student Galleries
- A2 Café

Technology

[Educational Technology Services \(ETS\)](#) manages all aspects of technology at both campuses and in virtual space. Their staff supports CCA faculty, staff, and students in their use of information technology and technological resources. The educational mission at CCA is to educate those who shape culture through their work as artists, architects and designers. This mission governs the goals for the use of technology at CCA. These fundamental goals, developed within the context of a strong history of exploration in traditional technologies, are: to establish strategic and productive methods for the use of new technologies, to encourage the exploration of new and innovative methods for the application of new media, to establish methods for determining fair and equitable distributions of limited resources, and to promote ubiquitous accessibility and seamless integration of new technologies

ETS employs 40 professionals in Technology Support Services, Networking and Infrastructure, Administrative Computing, Web and Mobile Services and Strategic Project Management. The fiscal budgeting process includes input from academic and administrative stakeholders, with focus on enterprise and creative technologies. ETS has an upgrade program that follows a refresh cycle based on the type of equipment. Projectors are on a 3-5 year replacement cycle and other technology varies, but the majority of our rooms have had updated tech added in the last 3 years. The College's 500+ academic workstations are refreshed on a 3-year cycle, which includes new hardware and the latest software versions, which are updated every semester. It also includes supporting technologies such as displays, rapid prototyping and virtual environments devices.

Recent projects include the [Render Farm](#) and Deltabot for 3D printing with clay. ETS has also worked with Facilities to update classrooms as A/V ready locations, and continue program to update software and hardware. Through their Projects, ETS develops and executes technology projects serving student, academic, and business needs. They've developed the infrastructure and offer support for web-based teaching services. They offer students recommendations on computer purchases per specific programs and training and support for technology issues.

CCA has about 108 spaces with installed AV, 69 in SF and 39 in Oakland. We have roughly 7 types of classroom spaces with technology, the majority of which have had updated tech added in the last 3 years. The types of rooms are:

- Lecterns w/ Projection: We have 5 in SF and 7 in Oakland. These spaces have a number of AV hookups, a computer at a lectern and a projector for display.
- BYOD w/ TV Studio: We have 30 in SF, 16 in Oakland. These are classroom spaces usually with multiple use cases that have a TV installed and cables for laptop/dvd/doc cam hookup. Room sizes vary and are sometimes typical 18 class size or are odd shaped and more for studio demonstration.
- BYOD w/ Projection: We have 11 in SF and 5 in Oakland. These rooms have a few types of analog and digital inputs and have projection for display. Rooms for around 18 students.
- Boardroom: We have one typical boardroom w/ microphones are a long table. This space is not just used for administrative meetings, but also is used for some classes. It has laptop inputs at the table, a rack of equipment and projection for display.
- Huddle/Meeting Space: We have 9 in SF, 1 in Oakland. Most of these are used exclusively for staff and admin purposes, but at least one is often used for class or student group work. These spaces are often smaller, fit up to ten and have a TV w/ laptop hookup and in some cases are mac mini for a stand alone setup or video conference.
- Lecture Hall : There is one in SF and one in Oakland. These are spaces used for events, classes and meetings. They have a projector for display, a booth, multiple hookups, audio mixer, lighting control, etc. for more involved presentations.

- Computer Lab Classrooms: There are 3 in SF and 8 in Oakland. These have projection for display, rows of desks with computers and a computer at the lectern.

Shops

Key to the mission and practice of a culture of making, the San Francisco Studio Resources manage the shops, plus other shared and dedicated making spaces requiring special equipment. This includes a dozen distinct making spaces, including traditional wood and model shops, the Rapid Prototyping Studio, the Hybrid Lab, other maker areas, plus use of the Back Lot. Each space is complimented with a dedicated staff of expert makers, faculty members, and a studio manager. The Studio Resources group manages budget for acquisitions of new equipment and maintenance of existing equipment. It executes ongoing projects to increase and modernize the types of tools and making facilities available. Examples include projects to create a digital operational systems, increases in rapid prototyping tools, and increasing capacity and use of the labs. It also designs and manages a best practices approach to training, safety, and sharing of the resources. A list of equipment and link to the Studio Resources, with a more full list of resources, instructional guides, and rules and policies, follows.

Links to specific making spaces equipment and resources:

- [Model Shop](#)
- [2D Studios \(Painting/Drawing Dept\)](#)
- [Back Lot](#)
- [Fashion Design Studios](#)
- [Film Studios](#)
- [Furniture Studios](#)
- [Hybrid Lab](#)
- [Lab Zero \(fabric, leather, and plastics\)](#)
- [Metal Shop](#)
- [Rapid Prototyping Studio](#)
- [Spray Booth / Casting Lab](#)
- [Welding Studio](#)

[San Francisco Studio Resources](#)

As part of a goal for an expanded presence in San Francisco, two recent or current projects create public interfaces between the College and public. In early 2013, the CCA Wattis Institute for Contemporary Art moved off campus and into a new home, the CCA Wattis Institute Kent and Vicki Logan Galleries, at 360 Kansas Street. The renovated street front building establishes public presence to this forum for the presentation and discussion of international contemporary art and curatorial practice. In fall 2016, the Hubbell St. Galleries will open, with the mandate to program student and faculty work within a storefront venue near school. CCA Architecture has participated in both the Wattis and student faculty galleries.

The [Back Lot](#), the large vacant parcel contingent to the main building and site of our future new academic building, is currently operating as an outdoor studio for learning, making, and recreation. It has gone through an environmental remediation and site improvements to be a secure, extensive paved areas with several shipping containers equipped with tools and furnishings. This significant expansion in outdoor space has allowed the College to host gatherings, art and craft fairs, student events. It has also hosted design-build classes, student project fabrication, and other academic activities.

Finally, the College continually invests in improvement and upgrade projects. This includes annual upgrades to shops and computing equipment and facilities, and periodic upgrades in studio spaces and

furnishings. Recent and current projects range from technology projects such as the implementation of a Salesforce CRM software system to integrate resources and knowledge bases for enhanced faculty, student, and alumni interactions.

Plans and images of physical resources

As CCA is completing a series of summer-fall 2016 renovations, the campus maps available to the public online do not show some areas of change. The links below show both the current public information and the plans being finished this summer and fall.

Existing campus maps and plans:

- [Overall San Francisco map](#)
- [Overall Oakland map](#)
- [1111 8th Street, Main building](#)
- [1111 8th Street, Main building, notated for Architecture Studios and Faculty Offices](#)
- [Hooper Street Graduate Center](#)
- [Back Lot](#)
- [Virtual tour](#)

2016 Renovation Projects:

- [Renovations of Beta Architecture Faculty Offices and MArch Studios](#)
- [Addition of new teaching pod and critique/presentation space in 1111 8th Street](#)
- [Graduate Center Renovation](#)

Changes in construction and planning

Since 1922, CCA's historic campus has been in Oakland on the four-acre former James Treadwell estate at Broadway and College Avenue. In 1995, we purchased an empty bus maintenance facility on 8th Street in San Francisco and undertook a four-year renovation to create a second campus for expanded offerings in art, architecture, design, and writing.

In 2011, CCA purchased a 2.5 acre-lot contiguous with its San Francisco campus, one of the last sizeable vacant blocks in the city. As a result, we own enough acreage to unify all activity there. After a multi-year planning process, involving representatives from across college and led by Gensler, MK Think, and Jensen Architects, CCA has developed a detailed plan to unite in San Francisco by 2021.

The institution's articulation of the planning process, the planning document, and current communications and news on planned projects are linked below:

- [Campus Planning website](#)
- [Campus Planning blog with regular updates](#)
- [Framing the Future Master Plan](#)

This strategic framework is articulated in the planning document *Framing the Future*. With input from students, faculty, alumni, and trustees, the document articulates the consensus values and mission statements that will form a 21st century school of art and design. It develops these into academic plan themes and stresses development of a sustainable and unified San Francisco campus.

In summer 2016, Jensen Architects completed a detailed programming analysis aimed at describing the College's needs and preferences for its expanded campus.

The architect selection process is underway for the design of a campus that will incorporate flexible and personalized education options, balance disciplinary clarity and multidisciplinary opportunities, blend

“the transparency of the SF campus with the patina of the Oakland campus,” and use best practices in sustainable design. Dean of Architecture Jonathan Massey is engaged in the selection process through participation in Senior Cabinet planning meetings and on the Ad-Hoc Committee selecting an architect.

Dean Massey along with Architecture Prof. Nataly Gattegno (Graduate Architecture chair) and Prof. Brian Price are members of the Faculty Campus Planning Committee, which Prof. Price co-chairs.

In the midst of this planning process, recent parallel and short-term projects continue to address challenging facing the school in term of student housing, offer opportunities for teaching, and a refinement of the existing spaces.

As the cost of living for students is one of the challenges facing the institution, CCA has developed and has in planning multiple brand-new student housing projects in San Francisco. The Harriet Street Residences opened in the fall of 2013, while the [Panoramic Apartments](#), a new student apartment facility, opened in the fall of 2015. In review by the San Francisco Planning Department, the 188 Hooper Street development, designed by Stanley Saitowitz / Natoma Architects is slated to open in the summer of 2019. Also in the planning and design process is a student apartment building just two blocks from our Main Building. Designed by Leddy Maytum Stacy Architects, this building on Arkansas Street will provide approximately 400 beds along with academic, dining, and social facilities, with a completion target of 2019. The College’s goal is to have 1,000 beds on or near the San Francisco campus by 2021.

Significant problems

Expansion and enhancement of our San Francisco campus in anticipation of campus consolidation is a positive, but it poses logistical challenges in the short and medium term as we accommodate construction. While construction is primarily completed during the summer while very few classes are in session, we anticipate low-level impacts on operations and services for the next few years as the College improves its facilities. Fortunately, we do not anticipate needing to relocate any of the Architecture Programs spaces or personnel until build-out is completed.

This campus planning proposals will address other problems impacting operations and services in the long-term. In the short-term, each challenge has been addressed by the institution or CCA in many ways. The dual campus causes issues with access to the Oakland library, one in which the school shuttles library resources between campuses each day upon request. A student often has difficulty making a workable schedule that includes an Oakland elective class, thus limiting the students’ access to resources like the Oakland kiln or darkrooms. Freshmen take all of their classes in Oakland. Those interested in architecture have limited exposure to the rest of the program until their sophomore year.

Faculty physical resources

Faculty have access to all of the physical, technological, and information resources noted elsewhere in section I.2.2 and I.2.4.

It is recognized by the administration of CCA that faculty office space is an important physical resource and one continually taking steps to evolve. CCA has institutional conditions similar with many urban schools which hinder the development of faculty offices. Space is at a premium, and a limited resource. Also, the school has a large adjunct faculty, with varying degrees of need for an office. The institution as a whole has been taking positive steps in the ongoing development of its physical plant toward fulfilling its commitment to supporting faculty and students. Office space is deemed to be necessary for full-time tenure/tenure-track and non-tenured ranked faculty to support the development of their work and research, and to enable faculty who have administrative and advising positions to be able to meet privately with students and other faculty members.

CCA Architecture has continually addressed this issue to insure full-time faculty have dedicated office spaces, while part-time faculty have the use of shared office space to work. At every opportunity, the CCA Architecture leadership has submitted budget proposals with building plans to assist in the further development of faculty offices. The summer 2016 renovations are the latest example of this, where Architecture was able to design and have built its current plan for faculty offices. In the new configuration, modeled on tech offices designed by current architecture faculty, includes a range of dedicated offices, flexible office space, plus private, bookable offices for confidential meetings with students and/or other faculty. The Architecture administrative suite includes a private faculty office for the Dean of Architecture, dedicated seats for staff, and dedicated seats for the Program Chairs. Full-time faculty have desks within faculty office suites in the main building on the San Francisco campus, adjacent to studios and shops. Faculty Coordinators and ranked faculty also have access to shared, flexible office spaces. A limited number of private meeting rooms, organized through on-line scheduling, allow all architecture faculty members to schedule private work time or confidential meetings.

Because of its urban campus location and large percentage of part-time faculty, CCA uses multiple strategies to ensure healthy interaction between faculty and students, and between faculty. To augment the description above, CCA faculty and their students make full use of communications technology. The use of email and websites such as Moodle allow students and faculty to be in constant contact and maintain a class presence online. Phone and texting is common, and of great use give students direct access to a faculty member. The culture is such that faculty and students are in communication through current media with great frequency.

International, Off-campus, and Online Formats

Face-to-face, on-campus teaching and learning are the core of CCA's approach. The majority of class and all classes meeting NAAB requirements are held within class, lab, or studio settings. While students may fulfill a small number of elective credits through study abroad, we do not employ off-campus centers or international programs to deliver our B.Arch and M.Arch curricula. Design-build classes with often have an off-site location, but will also have a campus setting. All study abroad and design-build classes are taught by CCA faculty, in the same faculty:student ratios as other classes.

Most faculty at CCA support their in-classroom and in-studio face-to-face teaching with online tools, in particular learning management systems such as Moodle and Google Classroom. The College recently piloted a section of a required undergraduate humanities survey course in a fully online format, but no courses in either the B.Arch or M.Arch program are offered in MOOC format or any other fully online format, and no SPCs are met through these means.

I.2.3 Financial Resources

Budget process

As a relatively small not-for-profit art college, CCA exploits economies of scale and overlapping divisional and programmatic needs through central budgeting for, we have centrally organized and funded administrative, advancement, enrollment, recruiting, library, student services, building resources, media technology and support services. For the 2016-17 fiscal year, CCA's operating budget is approximately \$85M, with over ninety percent coming from tuition and fees. The remaining revenue is generated through auxiliary income (namely, student housing), philanthropic resources and the distribution from the college's endowment, currently valued at a little over \$28M. Operating budgets, including academic and non-academic salaries and benefits, financial aid, support services, as well as technology and facilities costs are budgeted centrally. Technology and facilities proposals from the Architecture

Programs are initiated in fall, reviewed in winter, and approved in June at the start of the fiscal year. Operating fund requests for other categories are submitted in winter, reviewed in spring, and approved in June at the start of the fiscal year.

The fiscal condition of the college remains sound thanks to a strong financial leadership team focused on aligning sustainability with long-range strategic planning. College-wide enrollment has grown from 1807 FTE in 2010 to 1926 FTE in 2015. CCA received an upgraded rating from Moody's and awarded a positive outlook from S&P in 2014, and we have been [cited by Moody's](#) as a small college bucking the trend with its strong revenue growth. The college has also increased corporate donors from 21 (in 2010) to 48 (in 2015), with annual revenue from this sector growing from \$133,000 to \$343,000. Finally, in 2014-15 the CFO adjusted our fiscal year to better align with the academic calendar, relieving a major source of confusion, streamlining operations, and improving accountability.

In addition, CCA continues to develop strategies for maintaining fiscal health while preparing for the future, including:

- Extending the visibility and reputation of the college
- Reducing reliance on tuition revenue by expanding CCA's endowment, increasing annual giving, and creating more opportunities for corporate, cultural, and educational partnerships
- Maintaining a discount rate below 30% while maintaining the accessibility this rate signals
- Providing additional student housing in San Francisco with the launch in fall 2015 of the Panoramic student residence near the SF campus (capacity 200)
- Fostering conversations between the president, provost, and diverse groups of faculty to discuss the future of the college and long-range strategies
- Increasing alumni support of the college (68% year-over-year increase in the number of alumni giving to the college in FY 2015)
- Increasing operational and facilities planning for single-campus unification

At the time of our most recent NAAB accreditation review, CCA's operational expenses were increasing at a rate faster than revenues. Consistently for the past several years, CCA has compiled surpluses in its operating budget. With the expansion of the college's San Francisco presence over the next several years, these surpluses have been reserved rather than spent. However, since 2014 and continuing over the next several years, CCA is using surpluses to make targeted investments in four key areas: campus planning and facilities upgrades, improving brand visibility, diversifying revenue growth by developing new types of programming, and enhancing both internal and externally facing administrative systems. The provost and the CFO work closely together to consider these strategic investments as well as to confirm budget priorities each year. Budgeting generally prioritizes student learning and the student experience, followed by positioning the college to scale and diversify its revenue, especially in the current changing fiscal landscape of higher education.

Finally, in recent years CCA has seen a slight increase in cost per student due to both new compliance mandates (Title IX, Affordable Care Act, etc.) and the fact that CCA has increased its program offerings. The provost and the CFO are working with the deans to reduce this cost per student without negatively impacting the student experience.

Expense categories

Architecture Program	
Spend Category	Budget
Catering	1,000

Conference Registration Fees	3,600
Event Services	2,000
Food, Beverage, & Event Supplies (Non-Catered)	500
Hotels & Lodging: General Business	1,000
Hotels & Lodging: Professional Development	3,000
Instructional Materials	6,000
Meals & Entertainment: General Business	700
Office Supplies	500
Postage & Shipping	750
Promotional Materials	400
Speaker Fees	6,000
Travel: General Business	1,000
Travel: Professional Development	4,100
Federal Work Study	10,705
Total	41,255

Graduate Architecture Program	
Spend Category	Budget
Accreditation Fees	1,000
Advertising	1,800
Catering	2,000
Conference Registration Fees	1,600
Event Services	4,000
Food, Beverage, & Event Supplies (Non-Catered)	500
Hotels & Lodging: Professional Development	3,500
Instructional Materials	3,000
Meals & Entertainment: General Business	1,000
Postage & Shipping	425
Print Services	5,000
Speaker Fees	2,000
Teaching Assistant Stipends	26,000
Federal Work Study	5,402
Travel: Professional Development	7,500
Total	64,727

Architecture Division Administration	
Spend Category	Budget
Catering	3,500
Dues & Memberships	4,600
Editorial & Web Content Services	7,500
Event Services	1,750
External Relations	3,500
Food, Beverage, & Event Supplies (Non-Catered)	1,500
Hotels & Lodging: Professional Development	1,000
Meals & Entertainment: General Business	9,500
Office Supplies	500

Postage & Shipping	1,850
Print Services	12,600
Speaker Fees	10,000
Storage Rental Fees	6,500
Travel: Professional Development	3,000
Federal Work Study	20,378
Total	87,678

Revenue categories

The majority of our revenue comes from operating funds authorized by the provost and CFO and approved annually by the Board of Trustees. Program and divisional budgets are set annually through a process of proposal, review, and revision that culminates with a budget authorization mid-summer for the academic and fiscal year.

Fundraising from corporations, foundations, and individuals' supports student scholarships (both spend down and endowment), enhanced learning opportunities, faculty and student design research through our three labs, and public programs such as our lecture series. Contributed income to the Architecture Division (encompassing the BFA program in Interior Design and the post-professional MAAD program as well as the B.Arch and M.Arch programs) has risen consistently since the previous NAAB visit, with significant year-over-year increases in each of the past two years. By supporting sponsored studios and public programs such as our lecture series, these gifts have leveraged CCA's investments in teaching and learning while also relieving operating budgets to a degree.

Architecture Division Contributed Income

Year	Scholarships	Partnerships and Public Programs	Total	% Increase
FY 11-12	51,200	42,180	93,380	-
FY 12-13	86,150	26,715	112,865	21%
FY 13-14	91,150	34,269	125,419	11%
FY 14-15 (14 months)	105,150	106,570	211,720	69%
FY 15-16	173,200	206,550	379,750	79%
2011 to 2016	\$506,850	\$416,284	\$923,134	307%

Student financial resources

As discussed in section I.2.1., CCA is strongly committed to making education accessible and affordable to all students. The College has an average discount rate of 28% and approximately 68% of CCA students are awarded scholarships each year. In 2015-16 the total financial support for undergraduate students in architecture was \$3,524,212, \$2,254,293 of which was in scholarships. For graduate students in architecture total financial support was \$1,171,171, with \$591,599 given in institutional scholarships. The average scholarship per undergraduate BArch student was \$22,320, and per graduate student in architecture was \$14,429 in scholarship. In that year 71% of BArch students received scholarships, and 73% of MArch students received scholarships.

Undergraduate Student Financial Support (BArch)	2015-16	
CCA Need-based Scholarships	77 awards	\$1,099,579*
CCA Merit Scholarships	64 awards	\$597,875
CCA Named and Endowed Scholarships	22 awards	\$115,250
Federal Grants	57 awards	\$290,226
State/Local Grants	18 awards	\$151,423
Federal Student Loans: Subsidized (need-based)	66 loans	\$310,681
Federal Student Loans: Unsubsidized (non-need)	68 loans	\$405,911
PLUS* (Parent credit-based)	19 loans	\$282,180
Total Undergraduate Architecture Financial Support	391 awards	\$3,524,212
Total Undergraduate Architecture Students	142	
Total Average Scholarship/BArch Student	\$22,196	
Total Average Financial Support/BArch Student	\$34,893	

* Within the need-based total are 12 Diversity awards totaling \$206,814.

Graduate Student Financial Support (MArch)	2015-16	
CCA Need-based Scholarships	35 awards	\$382,025*
CCA Merit Scholarships	10 awards	\$172,374
CCA Named and Endowed Scholarships	6 awards	\$37,200
Federal Student Loans: Unsubsidized	29 loans	\$604,542
Federal Graduate PLUS Loan (student credit-based)	25 loans	\$475,060
Total Graduate Architecture Financial Support	105 awards	\$3,524,212
Total Graduate Architecture Students	55	
Total Average Scholarship/MArch Student		\$14,429
Total Average Financial Support/MArch Student		\$41,882

*Within the need-based total are 3 Diversity awards totaling \$61,410.

Faculty financial resources

As discussed in subsection I.2.1, Human Resources and Human Resource Development, above, under the heading “Resources Available to Faculty,” Architecture Program faculty benefit from modest support for travel, research, and curriculum development from College-wide sources accessible by competitive application. The chairs and the dean occasionally supplement these sources on a case-by-case basis with funds from Program and Division budgets.

Supporting faculty research and development at the level we would like is a challenge, and faculty are working with administrative leadership to increase funding for faculty work. The labs offer one path for further development in this regard. They have proven to be an effective framework for faculty development in part because of their ability to generate, attract, and retain funds outside the annual operating budgets of the Programs and the Division. Faculty and administrative leadership raise lab funding by securing private donations, industry sponsorship, and grants, as well as from workshop fees. These funds enable faculty to purchase equipment, hire research assistants, mount events, and support research, travel, publication, and dissemination activities.

Summary of anticipated changes

- College enrolment is stable, with a five-year target increase of 15%.
- B.Arch and M.Arch program enrolments fluctuate, but our aim is to maintain a steady state of 2 studio sections per year in the B.Arch program, 2 sections per year in the M.Arch program.
- We do not foresee specific changes in funding. With the adoption this fiscal year to Workday budget management tools, the College is beginning to apply enterprise thinking to its academic operations. While this has yet to change the budgeting process concretely, we anticipate an evolution toward programs gaining greater autonomy over salary budgets and greater latitude in balancing revenues with expenditures.
- Funding models for faculty compensation and instruction are likely to change as a result of non-ranked faculty unionization as bargaining concludes.
- Annual fundraising appeal supports scholarships, through both spend-down and endowment gifts.

- We are in the early stages of a major capital campaign that is not yet tailored to specific program needs.
- Campus consolidation is anticipated by 2021 to free up nearly \$500,000 currently spent on duplicated services and shuttle service between our two campuses, allowing the College to redirect funds toward other needs.

I.2.4 Information Resources

This section focuses on CCA libraries and library-related information resources. For discussion of our information technology resources and support, please see discussion of Educational Technology Services (ETS) in I.2.2 Physical Resources above.

Institutional context for library resources

To ensure students and faculty have the most efficient and current access to information, CCA maintains a library with visual resources as well as a developing set of digital and web-based infrastructures. All of these resources are available and used by the academic community, without one being predominant.

The Simpson Library on CCA's San Francisco campus was founded in 1986 and is the primary resource for the architecture program at the College. This library also serves the Design Division and Graduate Programs in all subject areas. The focus of the print architecture collection is on contemporary architecture with sufficient historical material to provide a context for understanding contemporary developments. We have always emphasized monographs on individual architects and practices, on building types, and on key theoretical and critical works. In recent years there has been increased emphasis on sustainability. The collection is tailored to the CCA curriculum, and new acquisitions take into account course offerings and faculty requests.

- [Collection Development Policy](#)

The San Francisco campus also houses the Materials Resource Center, which provides access to samples of innovative and currently manufactured materials used in architecture, landscape architecture, interior, industrial, and fashion design.

Meyer Library on the Oakland campus is the original library of the college, and has collections dating back to 1907. The Meyer Library houses a 44,000 volume collection concentrating on the fine arts, humanities, and sciences. It maintains 102 current periodical subscriptions, a games collection, several special collections and the CCA/C Archives. Regular courier service allows paged materials to be transferred between the two libraries daily.

Online access to the library collections is through the library website, at libraries.cca.edu. This site provides access to the library catalogue, and links to the library's database subscriptions. The website also includes an [A-Z list of databases and open access resources](#).

A subscription to the Artstor Digital Library provides the primary image resource for the libraries. Artstor contains many collections specifically dedicated to architecture, such as SAHARA, the Society of Architectural Historians Architecture Resources Archive. Additionally, we have built institutional collections from the photographic work of Stanley Abercrombie (2000 images) and Hank Dunlop (500 images). These are cataloged using Shared Shelf, and are accessible through Artstor. Beyond digital images we maintain an archive of the Architecture Public Lecture series conducted at the college. These are available on DVD in the library, and many are also made available through YouTube.

Online research guides, built using LibGuides, are also linked from the library website, and provide subject-specific research help. Architecture students and faculty make particularly heavy use of three from among these:

- [Architecture Research Guide](#)
- [GIS Research Guide](#)
- [Local Research Guide](#)

Collections, services, staff, facilities, and equipment

Staff

CCA Libraries are staffed with 5 professional librarians who divide their time between both the Simpson and Meyer Libraries. Librarians are available to answer reference questions from approximately 9am - 6pm, Monday through Friday. Simpson library is also staffed by two full-time library technicians, with additional support from Oakland technicians who work shifts in San Francisco.

Two of the librarians, the Instructional Services Librarian and the Digital Scholarship Librarian, work closely with CCA's Instructional Designer, whose reporting department is Educational Technology Services (ETS) but works out of the libraries. These three professional level staff comprise the basis of the Instructional Services and Technology team. The team's priority is to provide critical and just-in-time pedagogical and instructional support. With an eye toward improving the teaching and learning experience, it supports faculty in effective applications of a collection of physical and digital resources that support faculty and academic programs in the design, development, and delivery of in-person, blended/hybrid and online courses.

FACILITIES

Simpson library is housed on the first floor of the campus main building in a well-lit, easily accessible space. In addition to two catalog computers at the entrance of the library, there are 12 student-use computers and wifi, worktables, and electrical outlets for laptop use. A printer, photocopier, and three scanners are also available. We also have a light table, VHS and DVD players. The library collections are available in open stacks, giving students direct access to books and periodicals.

The [Materials Resource Center](#) on the San Francisco campus was given a major update this summer, and has been moved to the architecture / design studios area to improve visibility and student access. The space has two glass walls with display shelving, a wall of hanging racks for material samples, a workbench equipped with an iPad and microscope, and a staff desk. The entire collection is cataloged in the library catalog, making it searchable by material type and properties.

Library Budget and Collection Data

Budget

Books	
Architecture	\$4,664
Total (all libraries)	\$36,879
Periodicals	
Architecture	\$6,087
Total (all libraries)	\$27,478
Databases	
Total (all libraries)	\$46,941

Libraries Collections – May 2016	
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Total titles (all libraries)	60,048
Architecture and related books by LC call number	
HT (cities/urban planning)	910
NA (architecture)	8021
SB (landscape architecture)	455
TA (civil engineering)	541
TH (building construction)	310
Total	10,237
Number architecture videos	141
Number current architecture periodical titles	36
Total architecture periodical titles	77
Materials Library Samples	2071

Digital Information Resources

CCA increasingly uses digital and web-based resources to enhance access to information. These include standard uses in recruitment and advertising, and access to policies and curriculum. It also includes academic uses to increase opportunities for collaborative work and dialogue, archive the history of student work, and to protect rights of authorship. The Library uses of digital and web-based resources are described above.

CCA supports a variety of tools for faculty and students to engage in online teaching and learning. Faculty and students use the tools to post resources pertinent to others, collaborate on projects, and to facilitate discussion. CCA provides enterprise licenses to several teaching and learning tools:

- [Google Apps for Education](#), in particular Google Drive and Google Classroom
- [Lynda](#) (software training library)
- [Moodle](#) (learning management system)
- [Voicethread](#) (multi-media collaboration tool)
- [Zoom](#) (cloud meeting software)

Staff from the Libraries and Educational Technology Services (ETS) departments also provide limited support for a variety of freely available digital tools, such as configuration of a WordPress site.

Many courses create a website that has some level of public access, allowing students not in the class and potential students to get an abbreviated look at the course content. Examples include [Digital Craft Lab studios](#) offered to BArch and MArch students.

Digital Archive

Part of the valuable access to information for the program is the evolution of its students work. With the transition to digitally-based developmental work and presentations, it is easier for students to learn from their predecessors. Currently, the program has on-going procedures to archive, share and present student and faculty work. [VAULT](#), CCA's digital archive, is focused on capturing the creative and intellectual output of the college. Each semester, students upload their class work to VAULT, which is then classified by instructors for various types of merit. These are archived for use in exhibitions, for reference in future classes, and for accreditation demonstrations. Faculty also upload their syllabi to VAULT each semester.

Presentation of student and faculty work is done through digital and web-based methods, and in gallery presentations. CCA's Architecture website houses galleries for both student work and faculty work. Both groups are encouraged to submit their work for these galleries, which must meet criteria set by the department and College's web managers. Though not digital, the program puts on a public

exhibition of the previous semester's jury award nominees at the beginning of each term. This communicates the development of the program, as this exhibition presents the strongest studio projects from the previous semester's final reviews, as nominated by invited critics. This offers continuing and new students an opportunity to review a sample of the work from each studio, each semester. Much of this work is then uploaded to the Student Gallery section of CCA's Architecture website.

I.2.5 Administrative Structure & Governance

Administrative structure of Division and Programs

Administration, governance and curricular oversight within Architecture occurs through a three-tiered faculty structure of the Dean, Program Chairs, and faculty Coordinators, all of whom hold administrative appointments. The M.Arch Program leadership additionally includes an Associate Chair. The dean and chairs are appointed by the Provost, typically for renewable terms of three years. Coordinators are appointed by the chairs and dean, with provost review and approval, for renewable terms of one year (with occasional one-semester appointments to accommodate shared leadership and sabbatical vacancies).

These faculty leaders are integrated through two leadership committees. The Architecture Curriculum Committee (ACC), which consists of faculty Coordinators under the leadership of the Chairs, meets monthly during the academic year to integrate teaching and other operations with curricular structure and planning. The Architecture Executive Committee (AEC), which consists of the Dean and Chairs with the Assistant Director and the Chair of Interior Design, meets biweekly during the academic year, and intermittently during the summer, to plan program and divisional activities as well as to operationalize those plans.

The B.Arch Program is led by its faculty Chair, Mark Donohue, working directly and through the ACC with coordinators. Program Chairs set academic and operational program goals with the consultation of the dean and program faculty; oversee daily operations of their academic program; build educational partnerships with other institutions and programs; and follow Faculty Handbook procedures in order to work effectively with their faculty on evaluation, promotion, and tenure. They also provide orientation, information, advice, curricular support, and assessment for all faculty teaching in their program.

The M.Arch Program is led by its faculty chair, Nataly Gattegno, and its Associate Chair, Andrew Kudless. In addition to the responsibilities of undergraduate Program Chairs as described above for the B.Arch Program, graduate Program Chairs at CCA manage admissions and student recruiting (with support from Enrollment Services staff) as well as academic advising. The Associate Chair is a new position as of fall 2016, created to support the Chair in admissions, recruitment, and academic and professional advising. The position also prepares Prof. Kudless to succeed Prof. Gattegno as Chair beginning in fall 2017. Authorized as a one-year initiative to support the M.Arch and MAAD Programs at a time of growth, innovation, and leadership transition, the Associate Chair position will be evaluated in spring 2017 for potential renewal.

Faculty leadership is supported by a full-time staff of three. The Assistant Director of Academic Affairs, Dustin Smith, leads the administration of the Architecture Division. The Assistant Director (AD) is responsible for the ongoing administration of the division, working with the dean to administer the division's planning and development, faculty searches, resource development, annual curriculum and schedule development, and budget management and oversight. The AD supports and facilitates faculty hiring, peer review, and tenure and pre-tenure review processes, and is responsible for management and oversight of both divisional and college-wide accreditation documents. The AD is also the daily

supervisors of program managers to ensure smooth and effective programmatic operations and to provide responsive leadership. Supporting the Assistant Director are two Program Managers: Amanda Schwerin, Program Manager for Graduate Architecture, and Karina O’Neill, Program Manager for Undergraduate Architecture.

Administrative Structure of the College

CCA’s property is held in trust by, and its corporate powers vested in, the Board of Trustees, which includes leaders from the creative fields taught at the College as well as from other domains. Executive leadership comes from our president, Steve Beal, and a senior cabinet encompassing the the Provost, Chief Financial Officer, Senior Vice President of Advancement, Vice President of Enrolment Services, Director of Campus Planning and Research, and other key staff members.

The Architecture Programs and Architecture Division are nested within the Academic Affairs department, under the leadership of the Provost. The Provost, Tammy Rae Carland, is the chief academic officer of the college, with primary responsibility for faculty appointments and reviews, the academic divisions, and other programs primarily academic in nature. The Associate Provost, Thomas Haakenson, oversees assessment and accreditation, faculty development, interdisciplinary studies, diversity initiatives, and academic policy and procedure, while additionally serving as the College’s faculty ombudsperson.

Two staff members lead the administrative team of Academic Affairs. The Senior Director of Academic Operations, Lisa Stoneman, provides leadership in the areas of academic course scheduling, faculty contracting and records, academic support areas, and academic operations, collaborating with the provost and associate provost on other matters of curriculum and program development and faculty affairs. She manages the divisional Assistant Directors and their program manager teams. The [Senior Director of Educational Programs and Academic Partnerships](#), Erica Mohar, provides oversight and growth for Special Programs, the Center for Art and Public Life (CAPL), and the Exhibitions program, providing strategic direction for continuing education, executive programs, summer degree programs, and external partnership development.

For further information, please see the [Faculty Handbook](#), especially Chapter 1, “College Organization and Governance.”

Governance Opportunities

CCA faculty participate in College governance through mechanisms such as the Faculty Senate and its committees; standing and ad-hoc committees; administrative terms in Program Chair and other leadership positions; and--for non-ranked faculty, the SEIU bargaining unit. Formal faculty governance participation through the Faculty Senate is outlined in the [Faculty Handbook](#) sections 1.7, 1.8, and 1.9.

Primary forums for faculty governance participation are:

Executive Committee of the Faculty Senate

Comprised of the Faculty Senate president, vice president, and nine Senate members, the Executive Committee is the executive arm and representative body of the Faculty Senate, and it acts on behalf of the faculty as a whole. It functions as a forum for debate, discussion, and deliberation on all matters of interest to the college faculty. The Executive Committee serves as the primary vehicle of communication between the faculty and the administration, and it is charged with developing and implementing a timely assessment of faculty governance as a whole, including how representatives are selected; the number and distribution of

representatives from each area; and communication between Executive Committee, faculty, and administration as well as maintenance, revision, and ratification of the faculty handbook.

The Executive Committee reviews and may make recommendations to the administration on a broad range of college policies and activities that include but are not limited to strategic issues; policies and issues that affect faculty life at CCA; and the various resources and capacities of the college in the service of educational effectiveness, including its participation annually in the budget process. It may also initiate proposals for consideration as collegewide policies.

Appointment Promotion and Tenure (APT) Committee

This standing committee of 9 senate members reports to the provost and works with the Executive Committee on faculty policy and procedures, including all matters pertaining to advancement in rank, change in status, and assignment of tenure. It conducts faculty reviews relating to hiring, promotion, merit-based pay, and tenure.

Curriculum Committee

This standing committee of nine senate members reports to the provost, works with the Executive Committee and deans in consultation with program chairs and faculty on curricular policy, and provides oversight in changes to the college curriculum. Its purview encompasses collegewide academic initiatives, significant curricular revisions, cross-program degree requirements and new course offerings.

The president and other senior administrators also invite faculty to join college-wide committees to address major topics--examples include the President's Diversity Steering Group and the Faculty Campus Planning Committee--as well as ad-hoc committees to address matters of short-term need, such as the Architect Selection Ad-Hoc Committee. Faculty also have the option of creating at their own initiative "grassroots committees" to address any matters of common interest or concern.

Within the division, the Architecture Curriculum Committee is a major framework for faculty initiative. In parallel, the small size and collegial character of CCA promotes informal opportunities to participate in decision-making, whether in program / division / college faculty meetings or in conversations with members of the leadership team.

Charts

- [Academic Affairs organizational chart](#)
- [College organizational chart](#)

II.1.1 Student Performance Criteria

SPC Matrices

[Bachelor of Architecture Program SPC Matrix](#)

[Master of Architecture Program SPC Matrix](#)

Curricular Overview

CCA Architecture views its two accredited degree programs, BArch and MArch, as overlapping and mutually supportive. The BArch predated the MArch by more than 15 years, allowing us to establish a solid base for the graduate degree. Now that the MArch is a robust program, it has developed its own personality and is contributing new ideas, energy and strengths to the Division. Our current challenge is

to balance the development of the personality of each program with the desire to create pedagogical connections and curricular relationships between them.

CCA Architecture has carefully crafted degree curricula that combine undergraduate and graduate students where it is desirable, and that separate them when there are significantly different learning needs. Both degree programs have the following streams of coursework: Studios, Design Media (DM), History and Theory (HT), and Building Technology (BT). Each degree program has its own core sequence of Studios, Design Media, History, Theory and Professional Practice. The students are then combined in Advanced Studios and Integrated Building Design Studios. The Building Technology sequence combines undergrad and grad students for course lectures, then separates them into grad and undergrad lab and discussion sections.

Like the Advanced Studios, electives in all streams are mixed undergrads and grads, though the graduate program does offer a few graduate level electives that serve as open electives across all graduate programs. These Graduate Wide Electives (GELCT) therefore allow our MArch students to have classes with graduate students from other Divisions.

The MArch curriculum starts with 3 semesters of required core work in studios and courses. The students' remaining 3 semesters are comprised primarily of elective courses, or required courses that give students a selection among multiple choices [like in the Advanced and IBD Studios]. Students also are required to take Professional Practice and do a 0 credit Internship class after completing a 225 hour internship. The final semester of the MArch curriculum focuses on the Thesis Studio, with a pair of thesis preparatory courses (Architecture Research Seminar and Architecture Research Lab) the semester before.

- [MArch Curriculum Chart](#)

The BArch curriculum starts with four semesters of required core work in studios and co-requisite courses in the Design Media (DM), Building Technology (BT) and History Theory (HT) tracks. Once past the Comprehensive Review which happens in the beginning of the Spring semester of their third year, the students are allowed to take Advanced Studios for their fourth and fifth years in the program. The number of co-requisite classes in the DM, BT and HT tracks are more limited in the final two years of the program with students allowed to choose their architecture electives. The students also are required to take Professional Practice and do a 0 credit Internship class after completing a 225 hour internship. BArch students are allowed to replace one 6 credit Advanced Studio with a combination of two of the following 3 credit studios: Advanced Interdisciplinary Studios, 333 Studio, or Architecture Summer travel studio.

- [BArch Curriculum Chart](#)

Realm C Pedagogy

The IBD studios satisfy a majority of SPCs for both our BArch and MArch curricula. They are seen as a place for concerted integration and synthesis of design and practice and therefore seek to cover the SPCs in Realm C. Other courses, especially in the Building Technology sequence and upper level core studios, build capacity in our curriculum to allow students to achieve the integrative goals of Realm C.

The IBD Studios are conceived as the place where students move beyond the usual schematic design level of resolution into design development and construction documents. While these studios are offered in the same context as the Advanced Studios, all students are required to take at least one IBD Studio in order to complete their degree.

These studios are carefully coordinated with the Chairs of the BArch and MArch programs and have a dedicated Curriculum Coordinator every semester to ensure that the NAAB SPCs are met. These studios are taught by carefully selected instructors and local practitioners, who have extensive experience in the design and construction of buildings and therefore the studio platforms for these investigations vary in terms of scope and focus.

A series of workshops, tutorials, and lectures specific to the IBD studios build a student's ability to develop a fully integrated design solution:

1. In the course of developing their projects, students are given a series of workshops where outside consultants come in and red-line their projects while engaged in intensely instructive discussions. The consultants that are brought in are licensed working professionals with expertise in structural engineering, daylighting, sustainability, building energy and HVAC systems. (See binder for more specific list of consultants names and areas of expertise.)
2. In-studio tutorials cover code analysis (FAR, building type, occupancy loads, etc.), life safety analysis (egress and accessibility), daylighting strategies, building envelope design and detailing.
3. All students participating in the IBD studios are required to attend a building life safety lecture and related tutorial. Additional lectures are given by experts that are related to the specific building types under study in the studio (ie. biologists, museum curators, daylighting for museums, etc.) (See binder for studio specific list of experts.)

The final product of these studios is presented in 11" x 17" format that models a Construction Document set of drawings and gives the students a first taste of putting together such sets. This document is drafted a number of times throughout the semester, red-lined by consultants and faculty and assembled as a final submission document after the studio's final review.

Student Work Assessment Methodology

All architecture students are graded according to a letter grade system with associated grade point scoring.

A = outstanding achievement -- significantly exceed standards

B = commendable achievement -- exceeds standards

C = acceptable achievement -- meets standards

D = marginal achievement -- below standards

F = failing

A+ (4.3 grade points)

A (4.0)

A- (3.7)

B+ (3.3)

B (3.0)

B- (2.7)

C+ (2.3)

C (2.0)

C- (1.7)

D+ (1.3)

D (1.0)

F (zero)

The BArch program uses an A-F grading scheme based on a 4.3 scale. In all undergraduate coursework at CCA a minimum grade of "C" is required. A grade lower than "C" will require a student to repeat the course.

The MArch program uses an A-F grading scheme based on a 4.3 scale. In all graduate coursework at CCA a minimum grade of "C" is required. A grade lower than "C" will require a student to repeat the course. Though a grade of "C" is required in individual courses, all graduate students must maintain a GPA of 2.66 ("B-") or higher to remain in good academic standing. In addition to the above grading scheme, Master of Architecture students must earn a minimum grade of "C+" in the following studio requirements; Studios 1-3, Advanced Studio, Integrated Building Design, Thesis Studio, Research Seminar and Research Lab. A grade of "C" or lower will require a student to repeat the course

II.2.1 Institutional Accreditation

CCA is accredited by the Western Association of Schools and Colleges. Its most recent accreditation letter is linked [here](#).

II.2.2 Professional Degrees & Curriculum

NAAB Accredited Degrees

Bachelor of Architecture, BArch (159 credits)

- Prerequisite Education: High School Diploma
- Proof of English language proficiency (International applicants only)

Master of Architecture, MArch (90 credits, in addition to Bachelor's degree)

- Prerequisite Education: Bachelor's degree (minimum 120 credits)
- Proof of English language proficiency (International applicants only)

MArch Credit Distribution Table

	MArch NAAB required credits [Non-Preprofessional Plus]	CCA MArch credits
General Studies	Defined by baccalaureate required for admission	120
Optional Studies	10	12
Professional Studies	As defined by the program	78
Undergraduate Credits	As defined by the program	30
Graduate Credits	30	48
Total Credits	168	210

MArch Credit Distribution Breakdown

	Course Name	Credit Count	Subtotal
General Studies			
	Prior Baccalaureate Degree	120	
	General Studies Subtotal		120

Optional Studies		
	Elective	3
	Elective	3
	Elective	3
	Elective	3
	Optional Studies Subtotal	12
Professional Studies		
Undergraduate Credits	BT1: Materials and Methods	3
	BT2: Structures ¹	3
	BT3: Building Energy ¹	3
	BT4: Integrated Tech Systems ¹	3
	BT Elective	3
	Advanced Studio ²	6
	Integrated Bldg Design Studio ¹	6
	HT3: Architectural Theory ¹	3
	Undergraduate Credits Subtotal	30
Graduate Credits	Studio 1	6
	Studio 2	6
	Studio 3	6
	Thesis Studio	6
	Architecture Research [Thesis] Seminar	3
	Architecture Research [Thesis] Lab	3
	HT1: History 1	3
	HT2: History 2	3
	Architectural Analysis	3
	DM1: Design Media 1	3
	DM2: Design Media 2	3
	Professional Practice	3
	Graduate Credits Subtotal	48
	Professional Studies Subtotal	78
Total MArch Degree Credits		210

BArch Credit Distribution Table

	BArch NAAB required credits	CCA BArch credits
General Studies	45	51
Optional Studies	10	12

Professional Studies	As defined by the program	96
Undergraduate Credits	150	159
Graduate Credits	0	0
Total Credits	150	159

All admitted students (first time freshman or transfer students) entering the BArch program beginning in Fall 2016 will be required to 159 credits or units, rather than the 165 previously required, as part of a collegewide unit reduction discussed in Section 1 I.1.5 Long-Range Planning. The required number of credits in the major dropped from 99 to 96 with the elimination of an Architecture Elective (ARCHT-540 to 580) and H&S dropped from 54 to 51 by eliminating Advanced Geometry (SCIMA-308).

The change in credits has triggered a change in the Design Media course content as well as revisions to the curriculum of the foundation studio sequence (Studio 1-4) in the BArch program. Portions of the content of Advanced Geometry will be introduced into DM3: Design Media 3. The content of both DM1: Design Media 1 as well as DM2: Design Media 2 will also be changing to reflect the shift in content. BArch foundation Studio 1-4 which are tightly integrated with the Design Media courses are also being revised to account for the shift when certain skills are introduced and to take better advantage of the opportunities afforded by this change in curriculum. It was also time to refresh the approach of the BArch foundation Studio 1-4 to reflect the pedagogy of new instructors and current directions in architectural design.

The decrease in credit hours also meant that students could take fewer 18 credit hour semesters. This allowed for students to have one 15 and one 18 credit hour semester per year instead of back to back 18 credit hour semesters. This move also enabled us to move Professional Practice to an earlier point in the curriculum. Professional Practice was required to be taken in the Fall semester of the fifth year as a stepping stone into the working world. It has been moved to an earlier point in the curriculum in order to align with ability of students to earn credit towards IDP earlier in their education and prepare to take better advantage of their internship.

BArch Credit Distribution Breakdown

	Course Name	Credit Count	Subtotal
General Studies			
	Drawing 1	3	
	CORE 2D	3	
	CORE 3D	3	
	CORE 4D	3	
	Writing 1	3	
	Writing 2	3	
	Intro to the Arts (Antiquity to Early Mod.)	3	
	Introduction to the Modern Arts	3	

	Foundation in Critical Studies	3	
	Literary & Perf. Arts Studies (200 level)	3	
	Philosophy & Critical Theory (200 level)	3	
	Social Science/History (200 level)	3	
	Visual Studies (200 level)	3	
	Humanities & Science (300 level)	3	
	Diversity Studies Seminar	3	
	Diversity Studies Studio	3	
	Upper Division Interdisciplinary Studio	3	
	General Studies Subtotal		51
Optional Studies			
	Studio Elective	3	
	Studio Elective	3	
	Open Elective	3	
	Open Elective	3	
	Optional Studies Subtotal		12
Professional Studies			
Undergraduate Credits	Studio 1	6	
	Studio 2	6	
	Studio 3	6	
	Studio 4	6	
	Advanced Studio	18	
	Integrated Bldg Design Studio	6	
	DM1: Design Media 1	3	
	DM2: Design Media 2	3	
	DM3: Design Media 3	3	
	BT1: Materials and Methods	3	
	BT2: Structures	3	
	BT3: Building Energy	3	
	BT4: Integrated Tech Systems	3	
	BT Elective	3	
	HT1: History 1	3	
	HT2: History 2	3	
	Architecture Analysis	3	
	HT3: Architectural Theory	3	
	HT Elective	3	

	Physics	3	
	Architecture Elective	3	
	Professional Practice	3	
	Internship	0	
	Undergraduate Credits Subtotal		96
	Professional Studies Subtotal		96
Total BArch Degree Credits			159

Areas of Concentration

The BArch and MArch curriculums have been carefully structured to allow students to develop depth either within architecture or in another subject through additional coursework or through structured minors and concentrations.

Divisional Concentrations: The BArch and MArch programs support four areas of concentration in Design Media, Building Technology, History/Theory and Urban/Landscape. These concentrations are further supported by the corollary lab structures that support topical initiatives. Students interested in these concentrations can guide their elective and advanced studio choices to focus on one of these areas. Currently this concentration has not been formalized at the college level to appear on student transcripts. We have been working with Student Records and the Registrar to be able to formalize this.

Interdisciplinary Concentrations: For architecture students interested in developing a deeper understanding and ability in writing about architecture as a cultural practice they may take a series of courses in the Visual Studies or the Writing programs (for BArch students) to fulfill an undergraduate minor or Visual and Critical Studies program (for MArch students), to complete a concentration in Visual and Critical Studies.

Other degree programs

The Architecture Division at CCA encompasses two other degree programs in addition to its B.Arch and M.Arch programs.

Bachelor of Fine Arts in Interior Design

This CIDA-accredited 120-credit four-year undergraduate degree program has an average enrolment of about 80 students total. For an overview, please see the [Interior Design Program webpage](#).

Master of Advanced Architectural Design (MAAD)

This one-year 30-credit post-professional graduate degree, launched shortly before our most recent NAAB accreditation visit, offers students with a prior degree in architecture or a related field the opportunity to deepen their expertise through study at CCA. Students in this program, which this year has an enrolment of 8, follow one of three curricular tracks: Digital Craft, Urban Works, or History Theory Experiments. For an overview, please see the [MAAD Program webpage](#).

MOOCs

Not applicable.

Title changes

Not applicable.

II.3 Evaluation of Preparatory Education

BArch Program Admission Requirements, Procedures and Decisions

Admissions process is based on a combination of educational background (High School Degree) and academic record (review of transcripts), a personal essay / writing sample (250 words min), one letter of recommendation from previous faculty (additional letters may be academic, artistic, work, or volunteer sources related), and a portfolio (10-15 images for first time freshman, 15+ image for transfer or second degree students). The portfolio plays a central role in determining the acceptance of a candidate.

All materials are submitted to the undergraduate office of admissions. The material can be submitted in either original or digital format. Once an application is deemed complete it is reviewed by an admissions counselor. If the student is admitted to the college, the application and portfolio is reviewed for transfer credit and placement into the program. Students entering into the first year program are placed by academic advising. Admitted transfer student portfolios and transcripts are reviewed by the BArch Chair or Architecture Program Expert for placement and transfer credit.

The college practices rolling admissions. Applications are received and reviewed as they are completed for the upcoming term. Students are notified of admissions decisions within approximately three weeks of submitting all required admissions materials.

International applicants whose country's official language is one other than English, are required to provide verification of English language proficiency through submission of official test scores (TOEFL, IELTS, PTE), as explained in CCA's [online admissions process guide](#). An English language placement test is given at the start of each semester to determine placement into the required Writing courses.

BArch Program Transfer Credit Evaluation Process

Students applying to the BArch Program as a transfer student from a community college or another university are evaluated by the BArch Chair during the academic year and by the Architecture Program Expert during the summer for placement into the program. The applicant's transcript and portfolio (as provided by the applicant) are used in this evaluation process.

Transfer credit falls into one of two categories depending upon whether or not there is an articulation agreement between the college and CCA. CCA does allow the transfer of General Studies courses and some Professional Studies courses. [link to CCA website] The school periodically reviews course syllabi and content for equivalency. If an articulation agreement does not exist between the college and CCA for specific courses the transfer student is seeking credit for, a course description and/or syllabi and work samples may be required for evaluation. The evaluation is conducted by the faculty teaching the course, or the course coordinator responsible for that curricular stream to ensure content equivalency and that General Education Requirements and SPCs are met [per the BArch SPC matrix]. This information lives both in the student's curriculum plan, their degree audit and is also archived (with past syllabi and transcripts) in each student's digital academic folder.

MArch Program Admission Requirements, Procedures and Decisions

As a professional program for students who have previously completed a non-professional Bachelor's degree, the admissions process is based on a combination of educational background (Bachelor's Degree) and achievement (review of transcripts), a personal statement, two letters of recommendation

from previous faculty and/or professionals, and a design portfolio. The portfolio plays a central role in determining the acceptance of a candidate.

All materials are available to the Admissions Committee, which is made up of architecture faculty members appointed by the Graduate Architecture Chair. The material is all in digital format and all applicant evaluation takes place online as well.

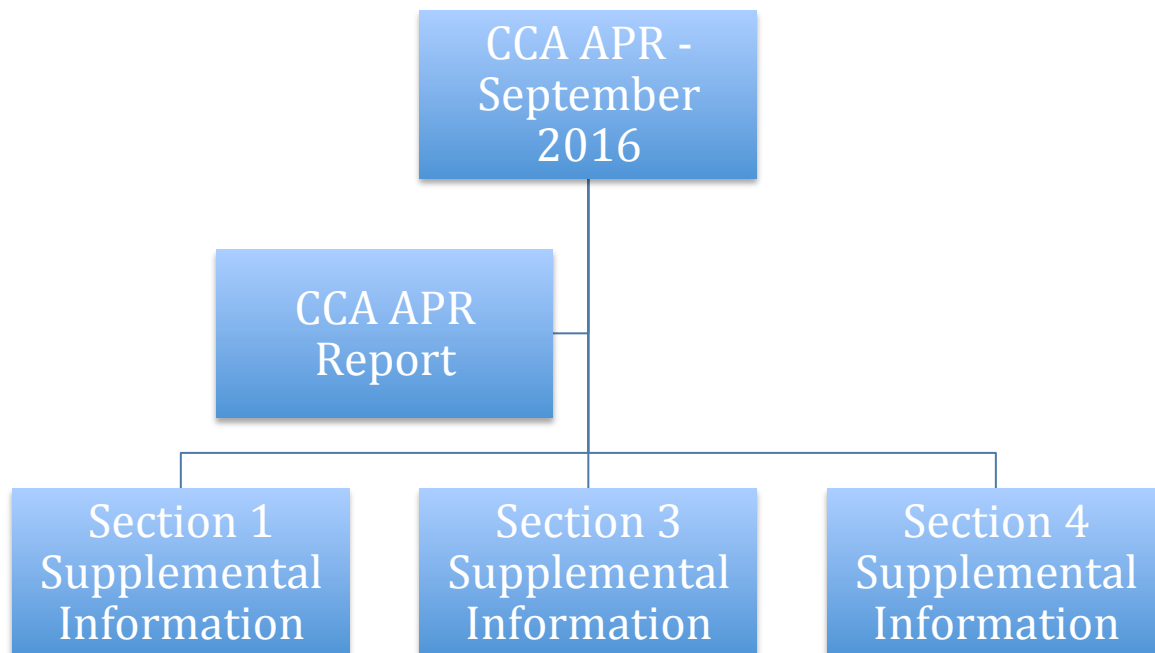
International students from non-English speaking countries must complete TOEFL, IELTS or PTE academic testing with top scores. An interview with an admissions committee member is sometimes used to determine language ability and in some cases participation in an English Language Summer Intensive course before the fall semester starts is required.

MArch Program Transfer Credit Evaluation Process

Students applying to the MArch Program with a degree from a pre-professional architecture program are evaluated for 'Advanced Standing' into the 3-year track. Advanced standing is granted only after close review of a student's courses to ensure content equivalency and that General Education Requirements and SPCs are met [per the MArch SPC matrix]. The applicant's transcript, course descriptions and in some cases work samples (as provided by the applicant) are evaluated by the faculty teaching the course, or the course coordinator responsible for that curricular stream. This information lives both in the student's curriculum plan, their degree audit and is also archived (with past syllabi and transcripts) in each student's digital academic folder.

II.4 Public Information

Diagram of layout of [Google Drive Folder](#)



III.1.1 Annual Statistical Reports

A statistical certification statement from Jerry Allen, Registrar, is linked [here](#).

III.1.2 Interim Progress Reports

To be provided by NAAB directly to the Visiting Team.

Section 4 – Supplemental Material

[Google Drive Folder](#)

1. Course Descriptions
2. Studio Culture Policy
3. Self-Assessment Policies and Objectives
4. Academic Integrity Code
5. Information Resources Policies including Collection Development
6. CCA's Policies and Procedures Relative to EEO AA for faculty staff and students
7. Policy regarding Human Resource Development Opportunities
8. Policies for faculty appointment, promotion, tenure
9. Branch Campus Questionnaire - B.Arch
10. Branch Campus Questionnaire - B.Arch