University of South Florida
School of Architecture and Community Design

Visiting Team Report

Master of Architecture

Track I – (65 undergraduate credit hours + 105 graduate credit hours [non-baccalaureate] – total 170 credit hours)

Track II – (pre-professional undergraduate degree + 51 graduate credit hours – total 171 credit hours)

Track III – (non pre-professional undergraduate degree + 105 graduate credit hours – total 225 credit hours)

The National Architectural Accrediting Board
23 February 2011

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. p

Table of Contents

Section		Page
I.	Summary of Team Findings	1
	1. Team Comments	1
	2. Conditions Not Met	1
	3. Causes of Concern	1
	4. Progress Since the Previous Site Visit	3
II.	Compliance with the 2009 Conditions for Accreditation	5
	1. Institutional Support and Commitment to Continuous Improvement	5
	2. Educational Outcomes and Curriculum	17
III.	Appendices	30
	1. Program Information	30
	2. Conditions Met with Distinction	44
	3. Visiting Team	45
IV.	Report Signatures	46
V.	Confidential Recommendation and Signatures	47

I. Summary of Team Findings

1. Team Comments & Visit Summary

The team wishes to thank Dean Ron Jones, Director Bob MacLeod, and all persons associated with the University of South Florida, School of Architecture and Community Design (SACD), for their cooperation and assistance before and during the visit. We found the entire school community respectful and supportive of each other, and especially their students. The administration, faculty, and students were enthusiastic about the SACD and were clearly open and candid in their communication of information to the visiting team.

Without question the SACD has experienced periods of uncertainty throughout its history, both its standing within the university at large, and with its own leadership. This team was very pleased to find the program [illegible]

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

se[(J (t)-13(0 t)-13egon)-12d-13( )-12n12(e g(ne-8(ul)-8( )-8(ti)3(aho 39.i)3(a)-3ac)--13(i)3(o)-1)8(t)-11-128s th(ad q)-12ulonsvertty

i42(.928s t)3-6(1.7(E3(t-de0.001 Tw 0.952ec)-8(47 Td 7.626 0 Td [(i)-8(e-125r)c)-8(t)F1(5(ai)3(au19 0]TJ253)-8(tD22)3(()3(5(y)e-1.

in remarks above, the SACD is now located in a newly remodeled building. While the facility is not ideal space in all respects, it does appear to be adequate. This team concurs with the 2008 Focused Evaluation report and considers 1998 Condition 7, Physical Resources now "Met."

II. Compliance with the Conditions for Accreditation

Part One (I): INSTUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

Part One (I): Section 1. Identity and Self- Assessment

I.1.1 History and Mission: The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context. itshis(1.)-1ry,norond chisurierw th3 desib'n6(o)-n [(hiefnd)-1 a8

engage in performance and visual arts activities. Student participation in these activities seems minimal at this time and thus, there is great room for improvement.

The travel opportunities provided through the studio curriculum are great assets to the global thinking and understanding of cultural diversity for the SACD students. This is made apparent in the spatial awareness and diagrammatic skills in the student exhibits. Students are also actively engaged with the local professional community through their adjunct faculty and visiting jurors. Student work has also been displayed to the community through AIA and governmental initiatives.

Although the SACD Studio Culture Policy is neither well developed nor well distributed, the culture among students appears to be quite healthy and fosters both competition and collaboration. Recognizing the weakness of the existing Studio Culture Policy, the new director has established a seminar to revisit the Studio Culture Policy and adapt it to the current and incoming student/faculty needs.

This camaraderie spills into the various student organizations (AIAS, CSI, GBC) that organize activities for architecture students as well as campus-wide events. The director meets on a semi-regular basis with student leaders as representatives of the student body to offer advice and counsel regarding student wide activities. While these student leaders voiced concern that engagement in such activities are limited based on available time students feel they can take away from their SACD studies, goals for new initiatives are being developed nonetheless.

C. Architectural Education and the Regulatory Environment. That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

[X] The program has responded to this perspective.

2011 Team Assessment: SACD students have a history and ongoing connection to the issues of architectural practice/regulation through regular and active engagement with the professional architectural community across the Tampa Bay region. Architectural practice within the Tampa Bay area is very diverse, and as such this education/practice connection establishes the framework for an understanding of the practice of architecture within the international, national, State of Florida, and local context. The SACD Professional Practice coursework (2 classes taught in sequence) also explores issues regarding the interaction of architectural practice within the myriad of regulatory environments.

During the school-wide meeting with the students, an overwhelming majority expressed a desire to be licensed, practicing architects. Given their exposure to licensed architects within both the full-time and adjunct faculty, the student's obviously benefit from and increa1(ec)-8(6( )-56(kr)-1.157 TD [(u(ar)-6(c)

architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

[X] The program has responded to this perspective.

2011 Team Assessment: The SACD's upper level design studio sequence offers multiple student involvement and research opportunities where students engage in community focused design projects. Specifically, Advanced Design 'C' Studio focuses on relevant urban design issues within the context of the Tampa Bay region. In doing so, the program stresses the importance of creating engaged citizen architects. There are also elective options w Td 69 Td [(s)-i25(y)16(f)-13(c

requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.

- An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.

[X] Human Resources (Students) are approp riate (or adequate) for the program

I.2.3 Physical Resources: The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:

- Space to support and encourage studio-based learning
- Space to support and encourage didactic and interactive learning.
- Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.

[X] Physical Resources are appropriate (or adequate) for the program

2011 Team Assessment: As noted in this team's discus sion of "Progress Since the Previous Site Visit", the SACD is now housed in a newly renovated HMS-Architecture building. The building is a four story structure with central core design studio/classrooms on the 2nd and 3rd floors. Access to these rooms is via a perimeter walk area and as such the rooms do not have windows. The 4th floor consists of design studio/classrooms that do project to the outside wall and have windows; however the plan layout of the 4th floor is somewhat complicated and confusing to navigate. Unfortunately, the HMS-Architecture building is also located some distance away from other College of the Arts buildings so any cross disciplinary initiatives are difficult at best. While there is a general feeling the renovation could have better addressed some of these issues, the building's location is fixed. The team sensed the USF administration feels they addressed the NAAB's Physical Resources deficiency as best as possible given their recent past and current economic conditions. Director MacLeod expressed a desire to make modifications to the HMS-Architecture building as funding resources are available. One such renovation project was underway during the visit that involved the conversion of three adjacent storage rooms on the 4th floor into an exhibition gallery. -p(t)3u6s3dec]T72(t)-1(uas)-rak

develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.

[X] Information Resources are appropriate (or adequate) for the program

2011 Team Assessment: The library collections for SACD are housed in the main USF library (Tampa Library) and supported by a designated College of the Arts librarian. Discussions with the librarian have revealed significant growth in the collections since the 2005 NAAB Visit (106% increase in architectural serials; 76% increase in architectural monographs). Students are informed on the availability / use of the library's resources through a seminar in the first year of the program. This includes orientation to the inter-library loan program that students may use to access resources that may not be available at USF. As described in the APR, students and faculty can learn more about the available resources at http://usflibraries.typepad.com/arts/. The recently developed Learning Commons, within the USF library, has integrated tutoring and support services by means of grant monies for all students.

PART I: SECTION 3 –REPORTS

I.3.1 Statistical Reports[3]. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- Program student characteristics.
  - Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the student population for the institution overall.
  - Qualifications of students admitted in the fiscal year prior to the visit.
    - Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.
  - Time to graduation.
    - Percentage of matriculating students who complete the accredited degree program within the "normal time to completion" for each academic year since the previous visit.
    - Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.

- Program faculty characteristics
  - Demographics (race/ethnicity & gender) for all full-time instructional faculty.
    - Demographics compared to those recorded at the time of the previous visit.
    - Demographics compared to those of the full-time instructional faculty at the institution overall.
  - Number of faculty promoted each year since last visit.
    - Compare to number of faculty promoted each year across the institution during the same period.
  - Number of faculty receiving tenure each year since last visit.
    - Compare to number of faculty receiving tenure at the institution during the same period.
  - Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.

2011 Team Assessment: As required by the 2009 NAAB Conditions for Accreditation, statistical reports were provided in the SACD APR and in the team room during the visit.

I.3.2. Annual Reports: The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically

PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

PART TWO (II): SECTION 1 – STUDENT PERFORMANCE -- EDUCATIONAL REALMS & S

A.4. Technical Documentation: ***Ability*** to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

[X] Met

2011 Team Assessment: Criterion A. 4, Technical Documentation is considered "Met" based upon evidence found in the following studios and/or courses: ARC – 6365 Advanced Design and ARC – 6481 Design Development

A.5. Investigative Skills: ***Ability to*** gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

[X] Met

2011 Team Assessment: Criterion A. 5, Investigative Skills is considered "atsin dvanceeriD 1 >>BDC -35(d)-5(co)-5(2

2011 Team Assessm ent: Criterion B.9, Structural Systems is considered “Met” based upon evidence found in the following studios and/or courses: ARC – 5470 Intro to Technology, ARC –

The team also finds that B.3 Sustainability is Met With Distinction . Student projects are addressing

C. 5. Practice Management: ***Understanding*** of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

[X] Met

2011 Team Assessment: Criterion C.5, Practice Management is considered "Met" based upon evidence found in the following studios and/or courses: ARC – 6287 Professional Practice I and ARC – 6288 Professional Practice II

dnskalchce s687 0 Td ( )Tj -(h)1(a)-6(s)6(fi)5Tc -084 2 >>Bfc6(p)1-6 elTw (w-3(i)3(104 Tck)67.687 0-20 Tw2P)2(r)-6(

Realm C. General Team Commentary: The Student Performance Criteria required from

III. Appendices:

1. Program Information

[Taken from the Architecture Program Report, responses to Part One: Section 1 Identity and Self-Assessment]

A. History and Mission of the Institution

As the 21st Century begins, the State of Florida is the fourth most populous state and the Florida's population grew from 2 million to 18 million between 1950 and 2010. The growth has made Florida a cosmopolitan, mostly urban state, with extensive cultural, economic and social transformation. Along with the achievements of the boom years have come

esid3(t)o7((an])]TJ 0 Tc 0 Tw ( )Tj -0.002 Tc 0.001 Tw6.4587 0 Td[(T)-17(r)-6u(s)-8t>>BDe(es)-8(r)-6(ph)-

promotion and tenure guidelines, and

- Encourage and reward student engagement in the community and explore the feasibility of acknowledging community engagement and other co-curricular activities on the official transcript.

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

- Refine business practices to ensure a strong and sustainable economic foundation at USF,
- Promote and sustain a positive working environment, significantly improve service quality, and improve staff support through providing competitive salary structures, expanding professional development opportunities, and building cross-functional teams,
- Build USF's fundraising enterprise and endowment to a level commensurate with that found at a pre-eminent research university by completing a comprehensive campaign to support capital projects, endowed professorships and scholarships, and to supplement operating needs,
- Expand USF's national identity through developing and implementing a comprehensive, cutting-edge branding campaign grounded in the discovery and disse(')3(s)-fa nded ng a3ln2(a)]TJ -TJ -0.001 Tc --0.001 h.349 0 Tdv4001 h.30 Tw 37.

state and nation while ensuring necessary levels of autonomy and preserving the distinctive regional and strategic identities of all member campuses and entities,

- An environment of collegiality based on the principles of academic freedom, respect, integrity, civility, the freedom to engage in debate, the exchange of ideas and intellectual discovery, and professional responsibility,
- Mutually beneficial partnerships and community engagement that increase the understanding of, and present solutions to, local and global challenges, with a mind to strengthening the economy and building sustainable healthy communities,
-

University of South Florida
Visiting Team Report
19-23 February, 2011

applied research to assist Florida's growing communities. The Center employs faculty and graduate students from numerous academic disciplines and receives between $1.3 - $1.5 million in contracts and grants annually (although this number was lower in the 2009-10 AY due to the economic downturn and the inability for local/regional governmental entities to fully fund on-going research projects). The Florida Center serves as a primary vehicle for interdisciplinary community engagement at the University of South Florida. The Center has four fulltime research faculty, affiliated faculty from USF, and numerous full-time support staff and graduate students.

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

SACD MISfor stud2/P <</M. sttemisis 6(ed en)-12n 3(and gu)-12(nc)-8(e)-9(n a)-12(l)3(er)-o(at)-1(uco)-1

- Research scholarship, critical inquiry of faculty, research based inquiry and critical praa

Associate Professor: Architecture/Design/Materiality
This position will bring an area of expertise in architectural design, materials and methods of construction, architectural detailing, and theory / materiality.

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

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

Renovation of existing facilities:
This section of the Compact Plan focuses on the renovation of the areas within the existing Fine Arts Building to be vacated by the Music School's move to a new building in the late fall 2010. Included in the planned renovation is a new digital fabrication lab for the college, largely built around a new 5-axis CNC router. The College has twice submitted for University funds, generated through a student technology fee, to purchase this equipment and associated software. A decision is expected from the University in Fall 2010.
There is, additionally, the desire on the part of the SACD faculty to renovate the existing facility in order to improve the quality, versatility and efficiency of the building.

Interdisciplinary Thrust (Cluster Hire Initiative)
The "Cluster Hire Initiative" looks to enhance the educational and research opportunities for students and faculty across the university. This proposal is to recruit and search four regular tenure earning faculty positions which would be interdisciplinary in appointment and expectation and search for 2 research and non-tenure earning faculty. These appointments would be generally described as:
Architecture + Geography
Architecture + Eng2(on)](l)-21(8(i)3(l)3(i)3(t)[(t)-1(e)-12(neTw -13.325 -1.157 Td [(and)-12(ex)-8(pec)-8(t)-1

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

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

D. Self-Assessment

The process of self-assessment is both continual and well developed within the School of Architecture and Community Design. A number of methods are used for self-evaluation / reflection and consideration of future directions. Among these are University and School reports and reviews; school committees; ad-hoc committees and task forces; group and individual meetings between administrators, faculty and students; the school's advisory council; NCARB licensing examination reports; regular feedback from professionals, alumni, and recent graduates; meetings with administrators and faculty of other accredited programs; previous accreditation reports; and the current generation of the Architecture Program Report.

To begin the academic year the faculty holds a series of meeting to not only address the upcoming year in administrative terms, but to assess the state of the program and propose both short-term and long-term initiatives. These goals are revisited and set as action items in regular faculty meetings.

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

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

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

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

1. List 3 areas in need of nurturing/development in the SACD
2. List 3 areas of focus for our next faculty hires
3. List 3 ways in which our presence in the College of the Arts can work to our advantage
4. List 3 changes in the curriculum worthy of consideration
5. List 3 changes/upgrades/alterations to the physical plant / facilities
6. List 1 new program, degree or certificate we should consider developing (and why should we consider this specific idea)
7. List 3 continuing education classes/educational opportunities the SACD could offer to regional architects
8. List 3 new areas of community engagement the SACD should consider
9. List 3 ways in which we can immediately improve our School
10. List 3 ways through which the SACD can fundraise

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

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

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

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

3. The Visiting Team

Team Chair, Representing the NCARB
C. William Bevins, FAIA
FreemanWhite, Inc.
8845 Red Oak Boulevard
Charlotte, NC 28217-5593
(704) 523-2230
(704) 523-8958 fax
wbevins@freemanwhite.com

Representing the ACSA
Michael J. Buono, AIA, LEED® AP
Director and Professor
Hammons School of Architecture
Drury University
900 North Benton Avenue
Springfield, Missouri 65802
(417) 873-7288 office
(417) 873-7446 fax
(417) 818-2425 mobile
mbuono@drury.edu

Representing the AIAS
Becky Joyce
3201 Arch Street
Philadelphia, PA 19104
(484) 809-2043
rjoyce0131@gmail.com

Representing the AIA
Joe Douglas Webb, AIA
Principal
Webb Architects
3701 Kirby Drive
Suite 916