California Polytechnic State University, San Luis Obispo
Architecture Department

Visiting Team Report

Bachelor of Architecture (5 years)

The National Architectural Accrediting Board
2 March 2005

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I.   Summary of Team Findings

1.   Team Comments

The visiting team observed the following strengths of the architecture program of California Polytechnic State University:

- **Quality of students.** The intelligence, commitment, and maturity of the students are reflected in the craft and sophistication of their work.

- **A faculty dedicated to teaching.** A hallmark of this program is a faculty dedicated to teaching as evidenced by their excellent performance under the constraints of limited resources.

- **New administrative leadership.** The arrival of a new dean has reinvigorated the faculty, staff, and students through his activities in pursuing private funding, promising the realignment of university resources and connection to the community and profession.

- **Off-campus experiences.** The provision of national and international study programs provides the opportunity for students to acquire a range of cultural and professional experiences. A variety of locations available leverages a whole new dynamic on the campus and is enthusiastically embraced by the students.

- **University support for the program.** The team was impressed with the recent recognition by the university administration of the proportionately higher cost of the architecture program to other university programs.

- **Commitment to making things.** From the design details developed in studio to the student projects in Poly-Canyon and the annual Design Village, the care and artisanry reflect a continued commitment to the tradition of making, thus reaffirming the mission statement of the institution.

2.   Progress Since the Previous Site Visit

All conditions were marked "met" in the 1999 California Polytechnic State University, San Luis Obispo *Visiting Team Report* (*VTR*).

3.   Conditions Well Met

12.20   Building Envelope
12.27   Detailed Design Development

4.   Conditions Not Met

12.29   Comprehensive Design

5. **Causes of Concern**

- The previous reductions in state funding have resulted in a financial strain on the Architecture Department. There is a concern that the Architecture Department college-based fees are not a viable long-term solution for covering state funding shortfalls.

- There is a concern about the hiring and retention of faculty created by the number of recent retirements, cost of housing, and the university's financial constraints. This is most evident in the inability to obtain a permanent department head.

- While advising services are available, they are inadequate in supporting the needs of the majority of the students.

- There is an ongoing concern about the limited range of opportunities for on-campus studios and instructors for the fourth year. While progress has been made in this area since the last visit, more can be done to improve the situation for students who do not participate in off-campus programs.

II.   **Compliance with the Conditions for Accreditation**

1.   **Program Response to the NAAB Perspectives**

Programs must respond to the relevant interests of the five constituencies that make up the NAAB: education (ACSA), members of the practicing profession (AIA), students (AIAS), registration board members (NCARB), and public members

1.1   Architecture Education and the Academic Context

The program must demonstrate that it both benefits from and contributes to its institutional context.

Met	Not Met
[X]	[ ]

1.2   Architecture Education and Students

The program must demonstrate that it provides support and encouragement for students to assume leadership roles during their school years and later in the profession, and that it provides an interpersonal milieu that embraces cultural differences.

Met	Not Met
[X]	[ ]

1.3   Architecture Education and Registration

The program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure.

Met	Not Met
[X]	[ ]

1.4   Architecture Education and the Profession

The program must demonstrate how it prepares students to practice and assume new roles within a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base.

Met	Not Met
[X]	[ ]

1.5   Architecture Education and Society

The program must demonstrate that it not only equips students with an informed understanding of social and environmental problems but that it also develops their capacity to help address these problems with sound architecture and urban design decisions.

Met	Not Met
[X]	[ ]

2.   Program Self-Assessment

The program must provide an assessment of the degree to which it is fulfilling its mission and achieving its strategic plan.

Met   Not Met
[X]   [ ]

3.   Public Information

The program must provide clear, complete, and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2, which explains the parameters of an accredited professional degree program.

Met   Not Met
[X]   [ ]

4.   Social Equity

The program must provide all faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with equitable access to a caring and supportive educational environment in which to learn, teach, and work.

Met   Not Met
[X]   [ ]

5.   Human Resources

The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.

Met   Not Met
[X]   [ ]

Limited staffing impedes access and/or use of the photo lab, the shop, and the Media Resource Center (MRC). The university administration indicates that these issues are in the process of being resolved.

6.   Human Resource Development

Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.

Met   Not Met
[X]   [ ]

7.   Physical Resources

The program must provide physical resources that are appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each full-time student; lecture and seminar spaces that accommodate both didactic and interactive learning: office space for the exclusive use of each full-time faculty member; and related instructional support space.

	Met	Not Met
	[X]	[ ]

Current studios are filled to capacity with 18 students per section. These studios do not currently accommodate space for in-class reviews. This is a hardship. Due to the lack of gallery space, final project reviews are difficult.

8.   Information Resources

The architecture librarian and, if appropriate, the staff member in charge of visual resource or other non-book collections must prepare a self-assessment demonstrating the adequacy of the architecture library.

	Met	Not Met
	[X]	[ ]

9.   Financial Resources

Programs must have access to institutional support and financial resources comparable to those made available to the other relevant professional programs within the institution.

	Met	Not Met
	[X]	[ ]

10.   Administrative Structure

The program must be a part of, or be, an institution accredited by a recognized accrediting agency for higher education. The program must have a degree of autonomy that is both comparable to that afforded to the other relevant professional programs in the institution and sufficient to assure conformance with all the conditions for accreditation.

	Met	Not Met
	[X]	[ ]

11.   Professional Degrees and Curriculum

The NAAB only accredits professional programs offering the Bachelor of Architecture and the Master of Architecture degrees. The curricular requirements for awarding these degrees must include three components—general studies, professional studies, and electives—which respond to the needs of the institution, the architecture profession, and the students respectively.

	Met	Not Met
	[X]	[ ]

12.   Student Performance Criteria

The program must ensure that all its graduates possess the skills and knowledge defined by the performance criteria set out below, which constitute the minimum requirements for meeting the demands of an internship leading to registration for practice.

12.1   Verbal and Writing Skills

Ability to speak and write effectively on subject matter contained in the professional curriculum

Met	Not Met
[X]	[ ]

12.2   Graphic Skills

Ability to employ appropriate representational media, including computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[ ]

12.3   Research Skills

Ability to employ basic methods of data collection and analysis to inform all aspects of the programming and design process

Met	Not Met
[X]	[ ]

12.4   Critical Thinking Skills

Ability to make a comprehensive analysis and evaluation of a building, building complex, or urban space

Met	Not Met
[X]	[ ]

12.5   Fundamental Design Skills

Ability to apply basic organizational, spatial, structural, and constructional principles to the conception and development of interior and exterior spaces, building elements, and components

Met	Not Met
[X]	[ ]

12.6   Collaborative Skills

Ability to identify and assume divergent roles that maximize individual talents, and to cooperate with other students when working as members of a design team and in other settings

Met	Not Met
[X]	[ ]

12.7   Human Behavior

Awareness of the theories and methods of inquiry that seek to clarify the relationships between human behavior and the physical environment

Met   Not Met
[X]   [ ]

12.8   Human Diversity

Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures, and the implications of this diversity for the societal roles and responsibilities of architects

Met   Not Met
[X]   [ ]

12.9   Use of Precedents

Ability to provide a coherent rationale for the programmatic and formal precedents employed in the conceptualization and development of architecture and urban design projects

Met   Not Met
[X]   [ ]

12.10   Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape, and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met   Not Met
[X]   [ ]

12.11   Non-Western Traditions

Awareness of the parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met   Not Met
[X]   [ ]

12.12   National and Regional Traditions

Understanding of the national traditions and the local regional heritage in architecture, landscape, and urban design, including vernacular traditions

Met   Not Met
[X]   [ ]

12.13 Environmental Conservation

Understanding of the basic principles of ecology and architects' responsibilities with respect to environmental and resource conservation in architecture and urban design

Met	Not Met
[X]	[ ]

12.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met	Not Met
[X]	[ ]

12.15 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and design of a project

Met	Not Met
[X]	[ ]

12.16 Formal Ordering Systems

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met	Not Met
[X]	[ ]

12.17 Structural Systems

Understanding of the principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate applications of contemporary structural systems

Met	Not Met
[X]	[ ]

12.18 Environmental Systems

Understanding of the basic principles that inform the design of environmental systems, including acoustics, lighting and climate modification systems, and energy use

Met	Not Met
[X]	[ ]

12.19   Life-Safety Systems

Understanding of the basic principles that inform the design and selection of life-safety systems in buildings and their subsystems

	Met	Not Met
	[X]	[ ]

12.20   Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems

	Met	Not Met
	[X]	[ ]

12.21   Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems

	Met	Not Met
	[X]	[ ]

12.22   Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design

	Met	Not Met
	[X]	[ ]

While there was overall evidence of the ability to integrate various building systems, there was only general evidence of the ability to integrate mechanical systems. The team found this criterion minimally met.

12.23   Legal Responsibilities

Understanding of architects' legal responsibilities with respect to public health, safety, and welfare; property rights; zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice

	Met	Not Met
	[X]	[ ]

12.24   Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure

	Met	Not Met
	[X]	[ ]

12.25   Building Materials and Assemblies

Understanding of the principles, conventions, standards, applications, and restrictions pertaining to the manufacture and use of construction materials, components, and assemblies

Met   Not Met
[X]   [ ]

12.26   Building Economics and Cost Control

Understanding of building economics, and construction cost control within the framework of a design project

Met   Not Met
[X]   [ ]

12.27   Detailed Design Development

Ability to assess, select, configure, and detail as an integral part of the design appropriate combinations of building materials, components, and assemblies to satisfy the requirements of building programs

Met   Not Met
[X]   [ ]

12.28   Technical Documentation

Ability to make technically precise descriptions and documentation of a proposed design for purposes of review and construction

Met   Not Met
[X]   [ ]

12.29   Comprehensive Design

Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections, and building assemblies, as may be appropriate and to assess the completed project with respect to the program's design criteria

Met   Not Met
[ ]   [X]

So little evidence was found of the physical manifestation of mechanical systems required by the comprehensive design criterion that the team found this condition not met.

12.30   Program Preparation

Ability to assemble a comprehensive program for an architecture project, including an assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and an assessment of their implications for the project, and a definition of site selection and design assessment criteria

Met	Not Met
[X]	[ ]

12.31   The Legal Context of Architectural Practice

Understanding of the evolving legal context within which architects practice and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities

Met	Not Met
[X]	[ ]

12.32   Practice Organization and Management

Awareness of the basic principles of office organization, business planning, marketing, negotiation, financial management, and leadership, as they apply to the practice of architecture

Met	Not Met
[X]	[ ]

12.33   Contracts and Documentation

Awareness of the different methods of project delivery, the corresponding forms of service contracts, and the types of documentation required to render competent and responsible professional service

Met	Not Met
[X]	[ ]

12.34   Professional Internship

Understanding of the role of internship in professional development and the reciprocal rights and responsibilities of interns and employers

Met	Not Met
[X]	[ ]

12.35   Architects' Leadership Roles

Awareness of architects' leadership roles in project execution from inception, design, and design development to contract administration, including the selection and coordination of allied disciplines, post-occupancy evaluation, and facility management

Met	Not Met
[X]	[ ]

12.36   **The Context of Architecture**

Understanding of the shifts which occur—and have occurred—in the social, political, technological, ecological, and economic factors that shape the practice of architecture

Met	Not Met
[X]	[ ]

12.37   **Ethics and Professional Judgment**

Understanding of the ethical issues involved in the formation of professional judgments in architecture design and practice

Met	Not Met
[X]	[ ]

III.   Appendices

Appendix A: Program Information

1.   History and Description of the Institution

The following text is taken from the 2004 California Polytechnic State University, San Luis Obispo, Architecture Program Report.

Overview

From its founding until today, Cal Poly has continually emphasized disciplines and teaching methods that enable graduates to succeed in the professional workplace. Particular concern for the development of the individual student is given a high priority in an environment, which encourages students to "learn by doing" through internships, cooperative education, enterprise projects and numerous co-curricular activities. An equally important manifestation of the emphasis at Cal Poly is that many of the academic and professional programs of the University are imbued with a sense of the applied and the practical, without diminishing the importance of principle and theory.

Through historical development, Cal Poly clearly holds a distinctive position in the California educational system. Founded in 1901 as a vocational high school and evolving into a modern polytechnic university, Cal Poly has kept a keen sense of direction and purpose. Its distinctive mission of emphasis on undergraduate instruction is mandated by a special section of the State Education Code.

Over the 40 years from 1963 to 2004, the University grew to its current size of 17,257 full-time and part-time students. Architecture and the related Environmental Design disciplines were added as important areas of emphasis consistent with the historical mandate to stress occupational, applied and professional fields of study.

Background

Today's University, with its emphasis on education in applied fields, remains true in many respects to the original intent of its founding legislation, establishing in 1901 a polytechnic school to "at all times contribute to the industrial welfare of the State of California."

The founders' desire to establish a school that educates the hand as well as the head is still emphasized, in the University's continued commitment to a unique blend of traditional classroom instruction and applied learning outside of class ("learn-by-doing").

It is also preserved in Cal Poly's steady and enthusiastic commitment to an extraordinarily broad and varied co-curricular program—expressed in a myriad of student activities and organizations and a vibrant campus residential community.

On March 8, 1901, Governor Henry T. Gage signed a bill establishing the California Polytechnic School. The event marked the successful culmination of a campaign led by San Luis Obispo journalist Myron Angel and leading members of the area's merchant, agriculture, dairy and ranching interests.

Angel, who initially came to California with the Gold Rush of '49, had sought to bring to the Central Coast "a place…for the practical application of the arts and sciences." His vision—an institution for men and women that would "teach the hand as well as the head"—defined the new school's focus and set its course for the future. Eventually

restated as "Learn by Doing," Angel's concept for the school reflected progressive views about education that emphasized addressing society's critical needs.

Leroy Anderson was appointed as the first director of the school in June 1902. On January 31, 1903, the cornerstone for the original Administration Building was laid. Construction followed on the boy's dormitory, land was designated for student farms and construction began on farm buildings.

Guided by its initial directors and supported by the local community, the California Polytechnic School enrolled its first class of twenty students in 1903. The student body tripled in size within two years, and tripled again three years later.

Eight students received diplomas in the first commencement, 1906, at California Polytechnic School.

A robust calendar of sporting events and community activities enlivened the spirit and character of the School. A Farmer's Institute and Basket Picnic first held in May 1904, for example, attracted over three thousand visitors to the campus by 1910 and inaugurated an annual tradition that officially became known as Poly Royal in 1933.

In response to State Legislation, compulsory military training for men was instituted in 1915. Military discipline and uniforms were required in the dormitories as well as the classrooms. An Academic Department for college preparatory work was added to the three original departments of Agriculture, Mechanics, and Household Arts. In 1917, students began to enlist to fight in World War I. Remaining students participated in war relief projects.

Drastic budget cuts in 1923 forced a reduction in the number of classes offered. Only classes in agriculture, mechanics and printing remained. Nine female students enrolled in printing classes after their former courses of study were eliminated.

In 1927, the School added a two-year Junior College Division to the four-year secondary vocational program. Engineering/Mechanics was the principal course of study. Aeronautics was also offered. The name "Cal Poly" came into popular use.

Women students were excluded from attending Cal Poly by legislative act beginning in 1930 because of lack of on-campus housing for women.

In 1932–33, the State Board of Education directed a major reorganization of the school, abolishing the Junior College Division and the high school courses designed for university transfer. The mission of the school was changed to a two-year technical and vocational school.

With Julian McPhee (1933–1966) at the helm, Cal Poly stood poised to move to a new stage of its development and place on the landscape of California public education. The first annual Poly Royal was sponsored by the Future Farmers of America.

Urged by alumni/ae, prospective students and employers to seek collegiate status for Cal Poly, President McPhee succeeded in obtaining approval from the State Board of Education to initiate a full baccalaureate degree program in 1940. The California Polytechnic State College subsequently awarded its first bachelor of science degrees to twenty-six graduates in 1942.

In the meantime, the United States' entry into World War II inaugurated an important interlude in Cal Poly's history. During the war years, the college served as state headquarters for the Food Production War Training Program, providing instruction to 120,000 California farmers. Cal Poly also implemented war-preparedness training programs, for both men and women, in welding, machine shop, aircraft sheet metal and radio.
From January 1943 through November 1944, Cal Poly served as one of 17 Naval Flight Preparatory Schools in the nation, graduating more than 3,600 naval aviation cadets. In July 1944, Cal Poly was chosen as one of eight colleges to conduct a new naval aviation training program, the Naval Refresher Unit. This program continued until February 1946, serving 1,121 trainees.

Immediately after World War II, enrollment expanded to 819 students due to an influx of veterans studying under the G.I. Bill.

At the war's end, Cal Poly returned to its peacetime educational mission. In 1947, the California Polytechnic School was renamed the California State Polytechnic College.

In 1949, the W.K. Kellogg Foundation donated an 812-acre horse ranch in Pomona to the college, which was located near the Voorhis campus. By 1950, the joint operation of the two campuses was known as the Kellogg-Voorhis Unit.

The first Cal Poly float was entered in the Tournament of Roses Parade in Pasadena, California. This tradition continues today.

The prospect of higher enrollments influenced development of the College's first facilities master plan and inaugurated an ambitious building program on the campus. Enrollment rose to 2,909 students at the San Luis Obispo campus.

A graduate program leading to a master of arts degree in education began.

The Dexter Library, completed in 1949, offered two large reading rooms plus sixty study carrels that gave a seating capacity of 574. The stack rooms accommodated 120,000 books. By the mid-1950s, the north mountain dormitory complex had been built, signaling Cal Poly's commitment to a substantial residential program.

In 1956, female students were again readmitted to the College.

As the 1960's began, Cal Poly's enrollments and reputation continued to grow. The student body nudged toward 5,000 and would exceed 9,000 by the decade's end.

The California Master Plan for Higher Education included Cal Poly within the newly established California State College System.

Sadly, though, the new decade also witnessed the most tragic event in Cal Poly's history. On October 29, 1960, a chartered plane carrying the Cal Poly football team crashed on take-off in Toledo, Ohio, after a game against Bowling Green University. Sixteen Mustang players and six others perished in the crash.

Upon his mandatory retirement in 1966, Julian McPhee was succeeded by Robert E. Kennedy. Just as had been the case upon McPhee's assumption of the presidential mantel in 1933, Cal Poly was set for another major transition in its history.

In 1972, the State Legislature changed Cal Poly's name to the California Polytechnic State University.

Following attainment of university status, over the next several decades, under two presidents, Robert E. Kennedy (1967 to 1979) and Warren J. Baker (1979 to present), Cal Poly remained faithful to its polytechnic mission and learn-by-doing educational philosophy. The annual rhythms of campus life preserved many well-established traditions. At the same time, Cal Poly developed in response to rapid change in the economy and society.

National championship academic teams and student projects like the first human-powered helicopter exemplified the enduring vitality of learn-by-doing. A significant portion of upper-division learning continued to occur outside the classroom and every graduate had to complete an independent senior project. In an era of dramatic scientific and technological breakthroughs, new curricula and research initiatives were launched. General education was revised and strengthened. Cal Poly developed a modern, robust university educational program.

Defining features of campus student life included the Week of Welcome for new students, a student residence hall community housing nearly 3,000 students, an intercollegiate athletics program that transitioned to Division I status, and a vital student government with responsibility for running a multimillion dollar student corporation, more than 400 student clubs, the annual Poly Royal (briefly suspended, then reintroduced as Open House).

Faculty, student and alumni/ae achievements brought growing recognition to Cal Poly, culminating in annual selection as the best public comprehensive university in the Western United States in the "America's Best Colleges" issue of *U.S. News & World Report*, from 1993 forward. The 1999 rankings declared Cal Poly's College of Engineering the best public largely undergraduate engineering school in the country. In fall 2000 the Computer Science Department was proclaimed best in the nation among its peers.

Over 20 major capital projects transformed the campus during the University Years. Individual, foundation and corporate gifts played a growing role in capital and program development. Among important examples: the industry-supported Dairy Products Technology Center; alumnus Al Smith's bequest of the Swanton Pacific Ranch; the partnership among the University, City of San Luis Obispo and private donors to establish the Performing Arts Center's Christopher Cohan Center; the foundation and corporate-funded Advanced Technology Laboratories; and the $16 million gift from Kinko's founder Paul J. Orfalea and his family to benefit and name the College of Business and the campus Children's Center.

The composition of Cal Poly's student population changed to reflect the growing diversity of the state's population. By fall 1999, nearly 30 percent of Cal Poly's students were from non-white groups and Cal Poly had become among the nation's leading educators of Hispanic baccalaureate graduates in architecture, agriculture and engineering.

At century's end, a new campus master plan provided a comprehensive vision of the University's future. Cal Poly, while growing, would preserve its polytechnic, undergraduate, residential character and learn-by-doing educational philosophy. It would expand access for California's diverse students to opportunities in the new global, technological economy. Reflecting proudly on its first century, it would advance confidently into the new millennium, with *A Tradition for the Future*.

University Recognition

For the 12th year in a row, Cal Poly has been rated the best public largely undergraduate university in the West by *U.S. News & World Report*, in its *2005 America's Best Colleges* guidebook. Cal Poly retained its No. 5 position overall in the magazine's list of the West's best universities, including private institutions, that "provide a full range of undergraduate and master's-level programs but few, if any, doctoral programs." (*U.S. News* ranks colleges which grant doctoral degrees, such as those in the University of California system, in a separate category.)

2.   Institutional Mission

The following text is taken from the 2004 California Polytechnic State University, San Luis Obispo Architecture Program Report.

As a predominantly undergraduate, comprehensive, polytechnic university serving California, the mission of Cal Poly is to discover, integrate, articulate, and apply knowledge. This is done by emphasizing teaching; engaging in research; participating in the various communities—local, state, national, and international with which it pursues common interests; and where appropriate, providing students with the unique experience of direct involvement with the actual challenges of their disciplines in the United States and abroad.

Cal Poly is dedicated to complete respect for human rights and the development of the full potential of each of its individual members. Cal Poly is committed to providing an environment where all share in the common responsibility to safeguard each other's rights, encourage a mutual concern for individual growth and appreciate the benefits of a diverse campus community.

3.   Program History

The following text is taken from the 2004 California Polytechnic State University, San Luis Obispo Architecture Program Report.

The Trustees granted approval for the 5-year Bachelor of Architecture Degree to be offered, effective Fall 1963. With the 1964–65 Catalog, the Architectural Engineering Department changed to Architecture and Architectural Engineering Department, and the 5-year B. Arch. curriculum appeared for the first time in a catalog. There were 6 first graduates from the B. Arch. program in 1964–65. The first two years of B. Arch. and B.S. ArcE are the same. The B.S. Architectural Engineering program and department became effective with the 1947–48 Catalog. Prior to that time the department was called Architectural Drafting with a technical certificate. In 1976 B. Arch. was changed into a four-year B.S. and two-year M. Arch. Due to low numbers of students going into the two-year accredited program, the M. Arch. program was changed in 1979 back to the B. Arch.

Program Recognition

For two years in a row, Cal Poly's architecture program has ranked very high nationally, by *Design Intelligence*, published by the Design Futures Council, a Washington, D.C.–based think tank dealing with architecture, engineering and building technology. In 2003 the program was ranked as one of three top programs offering a B. Arch. degree in the country, and in 2002 as one of two top programs (second to Harvard).

A Brief History of the College of Architecture and Environmental Design's Poly Canyon

The late Dean George Hasslein strongly encouraged students to build structures on campus to experiment and develop through the campus's motto, "learn by doing." The then campus President, Robert Kennedy, still preferred to have the structures removed shortly after having been built. Dean Hasslein asked repeatedly for land on campus where he could leave some structures up on a more permanent basis so students could learn from their example. Approval for land came slowly for Dean Hasslein, so he lobbied off-campus with Alex Madonna (of Madonna Inn fame) for a piece of property alongside the main freeway in town, Highway 101. Shortly after Madonna approved a parcel for architecture students to build attention-grabbing experiments in front of his attention-grabbing Inn, the University decided to dedicate the piece of land known as "Poly Canyon" to the CAED. In 1963, Cal Poly through a cooperative agreement between the College of Agriculture and the School of Architecture and Environmental Design, assigned nine acres of Peterson Ranchland in a nearby canyon to the College to use as an ongoing construction site. Hans Mager described how certain aspects of the site worked together: "The Canyon now is a small village with many kinds of experimental buildings where cows walk around. One sculpture specifically made by George Hasslein's fifth-year students was in the shape of a big, stylized banana tree. We found the cows liked to use it to scratch their necks."

In the last forty years, many structures have been designed and built on the parcel. As part of the Introduction to Environmental Design (EDES 101) course offered to incoming first-year students every Fall, students often work on a project in the "Canyon" in need of repair.

4.   **Program Mission**

The following text is taken from the 2004 California Polytechnic State University, San Luis Obispo Architecture Program Report.

CAED Mission Statement

The mission of the College of Architecture and Environmental Design is to be the premier undergraduate emphasis college of planning, design, and construction in the United States. In order to achieve that position, the College will provide the best possible education for the future generations of men and women who will be responsible for planning, designing, constructing, managing, and preserving the physical environment, which includes:

•   The built environment at all scales, from rooms and interiors to single structures and complexes to site planning to urban and regional systems

•   The visual and spatial relationships among elements of the physical environment, including open space as well as built features

•   The natural environment to which the built environment must respond and within which it must function.

To provide that education, the CAED will offer degree programs in each of its five departments—Architectural Engineering, Architecture, City and Regional Planning, Construction Management and Landscape Architecture—that realize to the greatest extent possible the synergistic affinity among them by creating a teaching/learning

environment based on collaboration, and by conducting research and related creative activity that enhance interdisciplinary modes of practice.

Architecture Department Mission Statement

The mission of the Architecture Department is to provide diverse and comprehensive educational opportunities for persons preparing to serve society as responsible, ethical and creative individuals involved in the design of the built environment and the profession of architecture. The department achieves its mission through excellence in teaching, scholarship, creative work, and service, with a strong commitment to providing a learning environment that develops the ability to make design judgments that integrate and synthesize technical, contextual and experiential issues in the creation of the built environment.

Departmental Goals

- To create a teaching/learning environment that develops an ability and passion for the lifelong pursuit of knowledge and understanding in the design of the physical environment and the practice of architecture.

- To create teaching, learning and work environments that support physical and mental health and personal and professional growth.

- To provide educational opportunities to pursue design excellence, technical knowledge and contextual understanding in the creation of the built environment.

- To provide educational opportunities to gain an understanding and appreciation for the interdisciplinary nature of design and the profession of architecture.

- To provide educational opportunities to gain an understanding and appreciation for the diversity manifest in the people, societies and cultures in relationship to the design and use of the built environment.

5.   **Program Strategic Plan**

The following text is taken from the 2004 California Polytechnic State University, San Luis Obispo Architecture Program Report.

The program's strategic plan was developed from the College's strategic plan (see E2) developed in 1999, and updated in 2001. The Architecture Department's strategic plan has been in development for a number of years, but was finally adopted June 2002. The Department's strategic plan has eight total goals that are divided into three broad categories: Integrated Academic Community, Practice-Oriented Community, and Knowledge-Based Learning Community.

A.5a   **Strategic Plan, A.5b Measures of Success, A.5c Time Line for Implementation**

The strategic plan below shows the objectives of each goal regarding the following:

- Priority (high, medium or low)
- Time Line
    - Date—Completed or Proposed for Completion
    - Outcome Assessment Levels—"not met," "weakly met," "met," "well met," or "in progress"
    - Measures—For carrying out objectives of goals

- On page 9, under Goals and Objectives Overview, the measures title listed in the strategic plan is expanded with a narrative and where possible sample activities are listed.

CATEGORY # 1 INTEGRATED ACADEMIC COMMUNITY:

GOALS & Objectives		Priority	TIME LINE [Outcome]	Measures

GOAL A: ADVANCE OPPORTUNITIES FOR INTERDISCIPLINARY ACTIVITY

To provide educational and professional opportunities for students and faculty to engage in off-campus domestic and international educational programs.

		Priority	TIME LINE [Outcome]	Measures
Objective A.1	Identify common skills and course content to serve multiple majors within the CAED	M	2002 [Met]	A.1.1—Courses/ Skills
Objective A.2	Develop and support opportunities for design studio collaboration and exchanges	H	1999 [WellMet]	A.2.1—Studio Collaborations/ Exchanges
Objective A.3	Support cross-disciplinary field trips and activities	M	2000 [Met]	A.3.1—Field Trips/Activities
Objective A.4	Prepare comprehensive plan for expanded 5th year – disciplinary and interdisciplinary program	M	2006 [In-progress]	A.4.1— Disciplinary and Interdisciplinary Plans

GOAL B: SUPPORT OFF-CAMPUS EDUCATION OPPORTUNITIES

To provide educational and professional opportunities for students and faculty to engage in off-campus domestic and international educational programs.

		Priority	TIME LINE [Outcome]	Measures
Objective B.1	Evaluate and coordinate program requirements, approval process and performance expectations for off-campus programs	H	2002 [Met]	B.1 Policy Changes

GOAL C: ENCOURAGE UNIVERSITY, COMMUNITY AND PROFESSIONAL SERVICE

To participate as a major partner in evaluating, contributing to and directing the future physical planning and development of the University, and the surrounding region and community.

		Priority	TIME LINE [Outcome]	Measures
Objective C.1	Increase the involvement of faculty as an expert pool with campus physical planning	H	2001 [WellMet]	C.1 Faculty Involvement with Campus Physical Planning
Objective C.2	Increase community involvement activities that support instructional goals	H	1999 [WellMet]	C.2 Community Activities

CATEGORY # 2 PRACTICE ORIENTED COMMUNITY:

GOALS & Objectives		Priority	Time Line [Outcome]	Measure

GOAL D: ENRICH PROFESSIONALLY-BASED CURRICULA

To encourage strong professionally-based curricula that include interdisciplinary opportunities

		Priority	Time Line [Outcome]	Measure
Objective D.1	Expand faculty opportunities with discipline related firms and agencies	L	1999 [WeaklyMet]	D.1 Faculty opportunities
Objective D.2	Continue to support means/opportunities for practitioners to participate in educational programs	M	2003 [WeaklyMet]	D.2 Practitioner Programs
Objective D.3	Establish and support inter-college, inter-departmental degree programs, minors, concentrations and courses	H	2000 [Met]	D.3.1 Inter-college/ inter-department degree programs D.3.2 Minors/ Concentrations Courses
Objective D.4	Expand and enhance lecture series	H	2002 [WellMet]	D.4 Hearst Lecture series

GOAL E: ENHANCE CONTENT INTEGRATION

To provide a framework that provide integration opportunities for integrating content across a range of courses

		Priority	Time Line [Outcome]	Measure
Objective E.1	Develop and implement a plan to integrate course content.	H	2003 [Met]	E.1 Faculty meetings re curriculum changes

CATEGORY # 3 KNOWLEDGE-BASED LEARNING COMMUNITY:

GOALS & Objectives		Priority	Time Line [Outcome]	Measures
GOAL F: DEVELOP SUPPORTIVE ENVIRONMENT FOR SCHOLARLY WORK:				
To create an academic environment which promotes faculty, staff and student development by encouraging and supporting the pursuit of teaching excellence, scholarly work, and challenging professional development and responsible service.				
Objective F.1	Define criteria and support faculty in developing their scholarship of teaching	H	2003 [In Progress]	F.1 Innovations In Teaching Fund, F.2 CAEDF Teaching Award
Objective F.2	Define criteria and support faculty in developing their scholarship of discovery, integration, and/or application	H	2003 [In Progress]	F.2 University's Center for Teaching and Learning
Objective F.3	Define criteria and support faculty in developing departmental, college, university, community and professional service	H	2003 [In Progress]	F.3 Community Development Grants
Objective F.4	Formulate a plan that will develop and maintain diversity (e.g., pluralism of cultures, values, philosophies) among students, faculty, and staff in order to build a strong and effective learning environment	L	2003 [Weakly Met]	F.4 University's Diversity Plan
GOAL G: IMPROVE FACILITIES AND EQUIPMENT:				
To acquire and develop facilities and equipment for educational needs, technological change and future program growth.				
Objective G.1	Develop a long range plan for maintaining and enhancing physical facilities and furnishings	H	2007 [In Progress]	G.1 Renovation Plans (JCA IIb)
Objective G.2	Articulate comprehensive technology applications and implementation plan	M	2005 [In Progress]	G.2 Interim Computer Policy

GOALS & Objectives		Priority	Time Line [Outcome]	Measures
GOAL H: ENHANCE COLLEGE ADVANCEMENT				
To plan, coordinate and implement fundraising and outreach programs to secure supplemental public support and increased private support to meet priority needs of the College				
Objective H.1	Develop a plan for improving communication strategies for highlighting the successes of the department	M	2003 [Met]	H.1 Role of Associate Advancement Director
Objective H.2	Identify short-term and long-term needs, prioritize needs and update program for support of important initiatives	M	2004 [In Progress]	H.2 Dean's meetings w/ Department Heads

Goals and Objectives Overview

CATEGORY #1 Integrated Academic Community

GOAL A: Interdisciplinary Activity

A.1.1 Courses/Skills—2002 [Met]

EDES 101 Course – Overview of CAED disciplines for first-year students. Range of activities that expose students to the other disciplines of Architecture, City and Regional Planning, Construction Management, Landscape Architecture and Architectural Engineering (e.g., structural engineering). There is a range of collaborative projects required in this course that require the different disciplines to work together, as a way of building collaborative skills for future courses.

The new ArcE 211 Structures 1 Course, starting Fall 03, and focuses on the structural design process in the creation of buildings. This course includes both Construction Management and Architectural Engineering students working alongside Architecture students.

The Arch 106 Course has Construction Management working alongside Architectural Engineering students.

Next year, Architectural Engineering students will take the entire Arch 121, 122 and 123 "Beginning Design and Drawing" course sequence alongside Architecture students.

The Environmental Design Minor provides students from all major programs with the knowledge and ability to integrate such broad concerns as design, construction, history, urbanization, sustainable development and historic preservation with their major field of study. This minor involves six architecture prefix courses.

A.2 Design Studio Collaborations / Exchanges (refer to C6 & E13)—1999 [Well Met]

A selected list of activities includes:

- The Solar Decathlon Project—Architecture and Mechanical Engineering faculty/students collaboration

- Prof. Fowler's Immersive Visualization Collaboration w/ Computer Science Department, 1999–2001

- Prof Mueller's Downtown Studio

- Profs. Cabrinha, Fowler, Muller Vertical Housing Studio of 2nd, 3rd & 4th year students

A.3 Field Trips / Activities—2000 [Met]

Field Trips:

The Construction Management and Architecture Departments organized College field trips for faculty to visit projects under construction in Los Angeles and San Francisco during 2000 and 2001. Faculty toured projects and were given overviews of project development. A sampling of projects visited in Los Angeles included: Frank Gehry's Disney Concert Hall and José Rafael Moneo Catholic Cathedral. In San Francisco, a

sampling of projects included: Hellmuth, Obata + Kassabaum's Asian Art Museum and Herzog & de Meuron's De Young Museum and in San Jose, a visit to the Santana Row mixed-use, boutique village.

Activities:

- Recent Poly Canyon Projects (e.g., Tensile Structure, and in-progress Concrete Flower, etc.; refer to E13 & 16) have involved both students and faculty from different departments.

- Faculty invite colleagues from different departments for lectures and reviews.

A.4 Expanded 5th Year Disciplinary/Interdisciplinary Program—2006 [In Progress]

There are some individual fifth year faculty that have made strides in starting the development of a comprehensive plan for fifth year. A sampling of individual faculty efforts that have been successful includes the following:

- A range of projects from Professor Reich's 2003–04 Housing Studio addressed the sustainability of housing regarding the interaction of the architecture with the natural and built environments. The studio focus required students to consult with a number of disciplines (e.g., planners, politicians, structural engineers, construction managers, etc.) in the development of their projects. Two successful projects were: Rob Hawthorne's SLO Living: Mixed-Use Housing In Downtown San Luis Obispo, and Lucinda Tay's Architecture As Prosthetic Cambodia.

- Professor Lucas's 2003–04 Design Build/Educationally Themed Architecture connected his students to a range of experts outside architecture to assist them in their project development.

The development of a comprehensive plan is projected for completion in 2006.

GOAL B: Support Off-Campus Education Opportunities

B.1 Off-Campus Policy Changes—2001 [Well Met]

Over half of the Architecture Department students, before they graduate, participate in one or more of the following off-campus programs: San Francisco Urban Studies Internship Program, Washington Alexandria Center Consortium, or one or more of the exchange or visiting student programs (refer to C1.2). The Off-Campus Programs Committee voted in March of 2002 to implement two policy changes regarding off-campus programs. They are as follows:

Fall Exhibition of Student Work:

> To have each program display a representative sample of the previous year's student work as an annual and formal part of the off-campus programs. The committee's intention is to educate the students before the orientation meetings (presentations to prospective students) in the Fall. The exhibits help students see the range of the program and what they could expect. Those exhibits will begin in Fall Quarter with each program having a week of exhibits in the main architecture office, room 05-212.

Sunsetting Small Programs and Renewed Emphasis on More Popular Programs

A decision of the Off-Campus Programs Committee in June of 2002 was made to not renew those exchange programs which have small numbers of students participating (refer to C9.1).

GOAL C: Encourage University, Community and Professional Service
C.1 Faculty Involvement with Campus Physical Planning—2001 [Well Met

Since the last visit the Department's faculty, have been more visible and effective in impacting the University's decision making process regarding the campus' future physical planning.

Some selected examples include:

- Professor Lucas' authored an Academic Senate Resolution (adopted 05/29/01) on: Energy Efficiency and Sustainable Design and Construction Principles for Cal Poly Buildings, Landscape, and Infrastructure (refer to E23).

- SEE Group faculty (e.g., Pena, M. McDonald, Muller, P. Cooper, Professor Emeritus) have provided input to the campus regarding the importance of incorporating building sustainability principles in developing the "Student Housing North" Project and the new Center for Construction Excellence Building that is part of JCA IIb.

- Professor Fowler's Third Year Architecture Design Studio in Fall 2000 developed Time Capsule Proposals in celebration of the University's 100 year old birthday. These academic projects were exhibited for 8 months and included 13 proposals for time capsules, along with interviews/items collected/and voting by the campus community on the favorite project (refer to E13).

At an April 23rd, 2004 public convocation entitled "Education for Sustainability: Engaging the Polytechnic University" President Warren Baker declared Cal Poly a signatory to the Talloires Declaration, a ten point pledge to make the university an agent for practicing, improving and teaching methods of sustainable resource use and environmental protection signed by over 300 university chancellors and presidents worldwide. This event highlighted Cal Poly's emerging interdisciplinary and interdepartmental efforts to address problems created by outdated environmentally damaging technologies and to promote both innovative and traditional alternatives to solving them. One immediate offshoot of this is a $100,000 CAED Research Project called the Cal Poly Sustainable Technology Park Design that is being funded through the Office of Research and Graduate Programs and which involves six architecture faculty as well as faculty from the CM and LA departments.

C.2 Community Activities—1999 [Well Met]

There has been a dramatic increase in the number of faculty community-based projects that is incorporated in the architecture design studio. Many of these community projects have been highlighted in the community via the local media of television news and newspaper coverage. A selected list of projects includes (refer to E13):

- Loh/M. McDonald (Spring Quarter '99: EDes 420) Downtown Historic Structures Study

- Crotser/M.McDonald (Spring Quarter '03: Arch 472) Downtown Historic Structures Study

A partial list of community-based projects during the 2003–04 academic year includes:

- Community Development Grants:
  – A. Mueller (Fall/Winter/Spring Quarters: Arch 351) Downtown Studio SLO
  – T. Fowler/B. Muller (Winter/Spring Quarters: Arch 252/231/352/307) High Density Housing SLO

- Other Community Activities:
  – A. Cooper (Fall '03: Arch 351) Cal Poly's Student Housing North
  – D. Brodie (Winter Quarter: Arch 352/452) Dunes Interpretive Center Guadalupe
  – K. Macdonald (Winter Quarter: Arch 452) Shandon Community Development Project
  – M. Lucas (Fall/Winter/Spring Quarters: Arch 481) Language School SF Tenderloin District
  – J. Reich (Fall/Winter/Spring Quarters: Arch 481) Prosthetic Limb Center Cambodia
  – J. Reich (Fall/Winter/Spring Quarters: Arch 481) Site Selection for Cal Poly's Student Housing North & Library Expansion
  – M. Lucas (Fall/Winter/Spring Quarters: Arch 481) Homeless Center Richmond CA
  – M. Lucas (Fall/Winter/Spring Quarters: Arch 481) Jamestown Center SF Mission District
  – M. Cabrinha (Winter/Spring Quarters: Arch 452/3) Cal Poly Research Park
  – E. Speidel (Fall/Winter Quarters: Arch 231) Habitat for Humanity Cambria, CA

Category #2 Practice Oriented Community

GOAL D: Enrich Professionally-Based Curricula

D.1 Faculty Opportunities—1999 [Weakly Met]

Even though there have been a few faculty that have taken advantage of working with discipline related firms and agencies over the years, opportunities to involve more faculty seem to be limited. The department will explore expanding opportunities for faculty, so more will get involved. Here is a list of activities:

- Summer Faculty Internships, which have involved the following faculty:
  (i) Professor Don Swearingen worked several summers at The Watry Design Group in Redwood City, CA
  (ii) Professor Merrill Gaines worked several summers at AVRP in San Diego, CA

- KTGY Group, Inc. has recently inaugurated a faculty/practitioner "joint venture" that would include one or more of the following:
  (i) Cal Poly faculty participation in KTGY training seminars and other continuing education programs;
  (ii) Cal Poly faculty presentations at KTGY on recent travel experiences, design theory, or visualization techniques including 3-D presentation "fly-throughs", etc.;
  (iii) Cal Poly faculty participation in KTGY's IDP mentorship program;
  (iv) Establishing a Cal Poly design/planning studio located on the KTGY campus;
  (v) KTGY requesting topics for Cal Poly faculty and students to research (e.g., researching how to maximize high-density infill housing development given

current building code constraints, researching how to convert "grey fields" into housing, etc.)

D2. Practitioner Participation—2003 [Weakly Met]

Even though a very successful pilot program was tested Fall 2003, where the Department invited three practitioners to teach two fourth year design studios, additional practitioner involvement in the classroom has not been planned.

The practitioners that taught Fall 2003 are:

*   Las Vegas Studio: Practitioner, Eric Strain, Principle, Assemblage Studio and Jeff Hartnet, Assistant Professor from the University of Nevada at Las Vegas co-taught a studio.
*   Avila Beach Studio: Timothy Chappelle, Principle of Arcanum Architects in San Francisco, CA, taught a studio looking mixed-use facility in the water.

There is the potential of both the George Hasselin Chair and the Universal Traveler Programs to assist the Department in improving practitioner involvement in the classroom, but to date these programs have not had any impact.

D3. Inter-college/Inter-departmental degree programs, minors, concentrations and courses—2000 [Met]

Refer to C11.1 for both D3.1 & D3.2 below:

*   D.3.1 Inter-college/inter-departmental degree programs
*   D.3.2 Minors/Concentrations/Courses

D4. Expanded and Enhanced Lecture Series—2001 [Well Met]

Hearst lecture series, starting in Fall 2002, developed a range of workshops and field trips for students and faculty to participate in (refer to C6).

GOAL E: Enhance Content Integration

E.1 Course Content Integration—2003 [Met]

*   The 2005–07 catalogue changes to the curriculum improve the integration of course content in the structures series (New ArcE courses), the new professional practice sequences of courses in first & second year and the consolidation of professional practice course into the fifth year (refer to C11).

*   More work is needed to refine the integration of course content across the entire curriculum once the new sequence of courses starts in 2004–05.

Category # 3 Knowledge-Based Learning Community

Goal F: Develop Supportive Environment for Scholarly Work

Even though the criterion has been developed as part of the draft Annual Review for Promotion and Tenure (ARPT) Document, the Department's Tenured Faculty have not adopted this new criterion that more clearly defines the scholarship of teaching;

discovery, integration, and/or application; along with the criterion for developing departmental, college, university, community and professional service (see below – F1, F2, F3).

There is a concern that the dwindling Department budgets for professional development and field trip expenditures (refer to C6, 1998–2003 Expenditures Chart, page 14), will adversely impact the future of faculty scholarship and community service.

F1. Faculty Scholarship of Teaching—2003 [In Progress]

See E4, Draft Guidelines for ARPT.

F.2 Faculty Scholarship of discovery, integration/application—2003 [In Progress]

See E4, Draft Guidelines for ARPT. On average, 34 WTU's per year were awarded over the past five years for assigned time for proposal development within the University. For example, the Dean has recently awarded several Department faculty assigned time for participation in both the Solar Decathlon Competition and the Sustainable Technology Park Design. In addition to this, the University has awarded the College eight State Faculty Support Grants over the past five years. Finally, the University makes available approximately $75,000 each year through the Faculty Development Grants and University Services Summer Grants Programs. Since 1998–1999, the University has received 88 proposals from 40 faculty from within the College with the result that faculty from within the College have been recipients of 72 University-funded grants between 1998 and 2003.

F.3 Faculty involvement in departmental, college, university, community and professional service—2003 [In Progress]

See E4, Draft Guidelines for ARPT.

F.4 Diversity Plan—2003 [Weakly Met]

See C4, University Guidelines for diversity. The Department has not yet formulated a discipline specific framework that ties into the University's plans for improving the demographics of students and faculty. However, the Department continues to maintain Student Academic and Support Services advising that improves access, retention and graduation of students who have been historically, economically and/or educationally disadvantaged. The department also regularly offers courses such as Arch 401 "Toward a Barrier-Free Environment," Arch 320 "History of Asian Architecture and Built Environment" and ArchX370 "Native American Architecture and Place," which help give students a deeper understanding of those who are physically disabled or culturally more diverse.

Goal G: Develop Supportive Environment For Scholarly Work

G.1 Physical Facilities Long Range Plan—2007 (In Progress)

- The Joint Cooperative Agreement (JCA) IIb, projected for completion in 2007, provides plans for improving the physical facilities for the Department (refer to E12).

G.2 Computer Plan—2005 [In Progress]

- Refer to E17, the Interim Computer Policy, 7/04. This document is the first step in developing this plan.

Goal H: Enhance College Advancement

H.1 Developing a Plan for Improving Communication Strategies for Highlighting the Successes of the Department—2004 [Met]

- With the hiring of the College's Associate Director for Advancement in 2001, the Department's ability to communicate the activities in the Department locally has improved.
- The Department needs to take the next step to look at strategies for improving the national and international coverage of activities.

H2. Identify short-term and long-term needs, prioritize needs, and update program for support of important initiatives—2004 [In Progress]

- The Dean's Department Head Meetings during 2003–04 required each department to set long- and short-term priorities regarding the budget reduction process. The Department Head/Associate Heads in conjunction with the Dean and Associate Dean will formulate clear short- and long-term support for 2004 important initiatives.

Appendix B: The Visiting Team

Team Chair, Representing the AIA
Ronald L. Skaggs, FAIA
HKS Architects
1919 McKinney Avenue
Dallas, TX 75201-1753
(214) 969-3370
(214) 969-3397 fax
rskaggs@hksinc.com

Representing the ACSA
Lance Jay Brown, FAIA
Architecture + Urban Design
147 West 22 Street 10S
New York, NY 10011-2452
(212) 242-7966
(212) 650-6566 fax
LBrown147@aol.com

Representing the AIAS
Beverly Frank
1711 Tanglewood Drive, NE
St. Petersburg, FL 33702-4731
(727) 521-6790
frank@arch.usf.edu

Representing the NCARB
Barbara A. Sestak, AIA
Portland State University
Office of Graduate Studies and Research
P.O. Box 751
Portland, OR 97207-0751
(503) 725-3243
(503) 725-3416 fax
sestakb@pdx.edu

Appendix C: The Visit Agenda

Saturday, 26 February

p.m.   Team arrival and check-in

4:00 p.m.   Team orientation in the Apple Farm Garden Room

6:00 p.m.   Dinner with Interim Department Head Will Benedict; Associate Heads Thomas Fowler and Michael Lucas, and Past Heads Allan Cooper and Margot McDonald; Dean R. Tom Jones; and Assoc. Dean K. Richard Zweifel at Grappolo

Sunday, 27 February

7:30 a.m.   Breakfast with department head, associate heads, and past heads at the Apple Farm

9:00 a.m   Tour of support/department facility: Photo Lab and Studio (Joseph Kasperovich) in Room 05-115

9:30 a.m.   Tour of support/department facility: Support Shop (Bart Alford) in Room 21-136E

10:00 a.m.   Introduction to the team room (Thomas Fowler) in Room 05-106/105A

10:30 a.m.   Team time in the team room

12 p.m   Box lunch in the Poly Canyon and brief tour [Attending—Department head, associate heads, past head, and student caretaker, R. Ben Ross]

1:30 p.m.   The Solar Decathlon Project overview in the Gallery [Attending—Rob Pena, Sandy Stannard, Tom DiSanto, architecture students and mechanical/electrical engineering students/faculty]

2:30 p.m.   Meeting and tour with CAED's Media Resource Collection (MRC) Director Vicky Aubourg in the Media Resource Center

3:30 p.m.   Meeting and tour with University's Kennedy Library Staff Member Mary M. Somerville, Ph.D., Assistant Dean (filling in for CAED Librarian Sariya Talip Clay, who is on sabbatical WQ 05) in the Kennedy Library Lobby at the front desk

4:30 p.m.   Meeting with the entire architecture faculty in Room 05-100

5:30 p.m.   Reception (by invitation only) with faculty, students, administration, staff, alumni/ae, and local practitioners in the Gallery

7:00 p.m.   Team-only dinner at the Apple Farm

Monday, 28 February

7:00 a.m.	Breakfast and entry meeting with Dean R. Tom Jones and Associate Dean K. Richard Zweifel at the Apple Farm
8:30 a.m.	Entry meeting with Provost and Vice President for Academic Affairs Robert C. Detweiler, and Vice Provost for Academic Programs and Undergraduate Education W. David Conn in Room 01-305
9:45 a.m.	Meeting with Campus Self-Study Group—Steve Kaminaka, Linda Bomstad, and others in Room UU-219
11:00 a.m.	Meeting with CAED Career Counselor and Cooperative Education Coordinator Carole Moore in Room 124-224
11:30 a.m.	Meeting with Student Academic Services (SAS) Counselor Trish Stewart, in Room 124-224
12 p.m.	Lunch with faculty area coordinators at the Vista Grande (Attending: ECS—Rob Pena; Practice—Pat Hill; History/Theory—Chris Yip; Digital Tools and Design Visuals and 1st–Yr. Design—Brent Freeby; 2nd-Yr. Design—Howard Weisenthal; 3rd-Yr. Design—John Lange; 4th-Yr. Design—Margot McDonald; 5th-Yr. Design—Jonathan Reich)
1:30 p.m.	Meeting with CAED department heads in Room 05-201a (Attending: LA: Walt Bremer; CM: Al Hauck; CRP: William Siembieda; AE: Abe Lynn*)*
2:30 p.m.	Team review of student work in the team room and visit to studios
6:00 p.m.	Meeting with entire architecture student body at Philllips Hall (PAC)
7:15 p.m.	Team dinner with selected alumni/ae at the Vista Grande

Tuesday, 1 March

7:30 a.m.	Team-only breakfast at the Apple Farm
8:30 a.m.	Team review of student work, team room, and visit classes
11:00 a.m.	Meeting with staff in Room 05-201a (Attending: Roxana Lopez, Office Manager; Yvonne Lynch, Administrative Assistant; Tess Serna, Receptionist; Staci Wellman, Scheduler; CAED Computer Technicians: Steve Spencer, Danny Feuerstein; Joseph Kasperovich, Photo Presentation Facility; Bart Alford, Manager and Doug Allan, Assistant Manager, CAED Support Shop; Ellen Notermann, Director CAED Advising Center; Vicky Aubourg, Director CAED Media Resource Center, Tanya Kiani, Director and Ray Ladd, Assistant Director, CAED Advancement)
12 p.m.	Lunch with College Base Fee Committee (CBF) and selected student leaders (Attending—CBF: Sara Troy, President (and also 5th-Yr. Rep.); Franklin LaPointe, Vice President (and also 5th-Yr. Rep.); Laing Chung, Co-Secretary (and also 5th Yr. Rep.) Marya Mikati, Co-Secretary (and also 1st-Yr. Rep.); David Huber, 1st-Yr. Rep.; Stephanie Simonds and Erin Ward, 2nd-Yr. Reps.; Megan Dorrian and Deric Mizokami, 3rd-Yr. Reps.; Stephanie Petersen and Trixie Castillo, 4th-Yr. Rep. **Clubs***: Renewable Energy Club, Chris Oestreich (ME); CAED Ambassadors Program, Karl Johnson; Student Council, Karl Johnson; Alpha Rho Chi, Mary Lawrence; AIAS, Todd Duncan

1:30 p.m.   Team report writing time in the team room

7:30 p.m.   Team-only dinner at the Big Sky

Wednesday, 2 March

7:00 a.m.   Exit meeting breakfast with interim department head, associate heads, and past heads at the Apple Farm

8:30 a.m.   Exit meeting with Dean Jones and Associate Dean Zweifel in the Dean's Office

10:00 a.m.   Exit meeting with Provost Detweiler and Vice Provost Conn in Room 01-305

11:30 a.m.   Exit meeting with the faculty, staff, administration, and students in Chumash
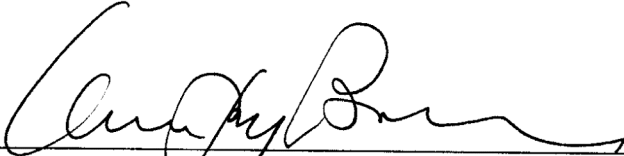
12:30 p.m.   Team departures

IV.   Report Signatures

Respectfully submitted,

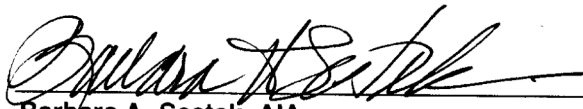Ronald L. Skaggs, FAIA
Team Chair

Representing the AIA

Lance Jay Brown, FAIA
Team member

Representing the ACSA

Beverly Frank
Team member

Representing the AIAS

Barbara A. Sestak, AIA
Team member

Representing the NCARB