National Architectural Accrediting Board

# Architecture Program Report (APR) – Two Programs

*2020 Conditions for Accreditation / 2020 Procedures for Accreditation*

| **Institution** | California College of the Arts |
|---|---|
| **Name of Academic Unit** | Architecture Division, California College of the Arts |
| **Date of APR Submission** | September 8, 2025 |
| **Degrees Described in the APR**<br><br>**Track(s)** *Include all tracks offered by the program under the respective degree, including total number of credits required for completion.*<br><br>*Examples of tracks:*<br>• *150 semester undergraduate credit hours*<br>• *Undergraduate degree with architecture major + 60 graduate semester credit hours*<br>• *Undergraduate degree with non-architecture major + 90 graduate semester credit hours* | ☒ Bachelor of Architecture<br>Track: 159 credit hours<br><br>☒ Master of Architecture<br>Track: 90 credit hours<br>Track: minimum 60 credit hours for students with Advanced Standing<br><br>☐ Doctor of Architecture<br>Track: |
| **Application for Accreditation** | Continuing Accreditation |
| **Year of Previous Visit** | 2017 |
| **Current Term of Accreditation**<br>*(refer to most recent decision letter)* | Continuing Accreditation (Eight year term): 2017–25 |
| **Program Director/Administrator**<br>*Name, Title, Email* | B.Arch: Prof. Mark Donohue, Program Chair, mdonohue@cca.edu<br><br>M.Arch: Prof. Irene Cheng, Program Chair, icheng@cca.edu (until Jan 15, 2026)<br><br>M.Arch: Prof. Nataly Gattegno, Program Chair, ngattegno@cca.edu (after Jan 15, 2026) |
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# INTRODUCTION
**(limit 5 pages)**

## Progress Since the Previous Visit

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met cited in the most recent VTR.

*The APR must include the exact text quoted from the previous VTR, as well as the summary of activities.*

*Responses which are applicable to both programs can be included as 'Overall' statements, with any information which is distinct to the respective programs included separately.*

**Program Response:**

The most recent NAAB Visiting Team Report, issued in February 2017, stated that "The B. Arch and M. Arch programs met all conditions." As such, there were no "Conditions Not Met" requiring formal response or corrective action at that time.

Nevertheless, CCA Architecture has continued to advance and evolve its programs in alignment with the NAAB Conditions for Accreditation and in response to the changing landscape of architectural education and practice. Since the 2017 visit, we have implemented a number of initiatives designed to strengthen student learning, deepen our research and external partnerships, and expand our impact as a community of designers, scholars, and educators. These include:

- **Curricular Innovation**: Refinement of design studio and design media sequences to integrate ecological thinking, technological fluency, and interdisciplinary approaches.
- **Research and Partnerships**: Expansion of externally funded research and industry alliances—including with Autodesk and Gensler—that support faculty innovation and student opportunity.
- **Diversity, Equity, Inclusion, and Belonging**: Strategic efforts to center DEIB in curriculum, pedagogy, faculty hiring, and student experience.
- **Facilities and Infrastructure**: Upgrades to digital fabrication and robotics capabilities, including the launch of a new Digital Craft Lab studio.
- **Assessment and Continuous Improvement**: Ongoing development of assessment processes and program review to support data-informed improvement and transparency.

These efforts reflect our commitment to continuous advancement, institutional learning, and preparing students for ethical, adaptive, and impactful practice.

Below is a summary of key curricular changes made in the B.Arch and M.Arch programs since 2017. Many of these assessments and improvements are described in greater detail in Section 3, Program and Student Criteria.

**B.Arch/M.Arch:**

- Schedule changes: In 2017–18, following two years of study, gathering feedback from faculty and students, and a pilot, the Architecture Division began implementation of a new studio schedule,

shifting from three 4-hour meetings per week to two 6-hour meetings per week for Advanced / Integrated and M.Arch Core studios. In 2019–20, B.Arch Core studios were also converted to the two-meeting-per-week schedule. This change was made in order to create larger time blocks for pin-ups, reviews and field trips; to enable students to engage in more independent development of their projects in between studio sessions; and to improve work/life balance for both students and faculty. In fall 2025, the College carried out a global schedule change across all courses to slightly shorten studio class sessions from 6 to 5.5 hours, undergrad seminars from 3 to 2.5 hours, and graduate seminars from 3 hours to 2 hours and 50 minutes.

- Since 2017, we have hired two ranked faculty in Building Technology (BT), allowing us to bring more stability and oversight to our BT curriculum, as well as improve integration of the BT curriculum with studio.

- While the 2017 NAAB Visiting Team found our Professional Practice courses to have met all required conditions, in our closing meeting, the team suggested that we strive to make our Professional Practice courses as innovative as the rest of our curriculum. We have revised our Practice courses accordingly, as described in Section 3.

- Starting in fall 2023, the Internship shifted from a required 0-unit course that students registered for, to a graduation "accomplishment." This was largely an administrative change, as students still must complete an Internship in order to graduate.

**B.Arch:**

- In 2018, we introduced "concentrations" to the B.Arch program, allowing students to earn optional concentrations in specific areas of the curriculum that are aligned with our research labs (Digital Craft, Urban Works, and History Theory Experiments).

- In 2017–18, the Practice course was moved from fifth to third year to better align with students' internship, among other reasons.

- Starting in 2023–24, the Building Technology Core sequence changed: Now students take Building Energy in second year and Structures in the third year (previously they took Structures first). This change was made to better accommodate community college transfer students.

- Starting in 2025-26, Physics and Architecture History 1 were moved from the second year into the first year to allow students who were majoring in architecture to start taking classes in their major as part of the first year experience. The goal of the change was to support retention and better engagement with the major early on. The Introduction to the Arts requirement was also replaced with an Open Elective, to give students more choice in their course selection.

- In 2020 B.Arch Urban Analysis (formerly Architectural Analysis) changed to Design Media 4, to better support B.Arch Core Studio 4.

**M.Arch**:

- In Fall 2020, fall Thesis preparation courses were reduced from two 3-unit courses to one 3-unit Thesis Seminar. This change enabled students to take one additional elective, while still enabling students to undertake structured research in preparation for their spring Thesis Studio.

- In 2020–21, M.Arch Studio 1 and 2 were divided into four mini-studios in order to expose students to a wider range of distinct architectural methodologies in their first year.

- In 2024–25, we introduced a new research-based workshop course enabling a small group of students to work under the supervision of a CCA faculty member while in residence at Autodesk Research Facility and earning CCA course credits.

### Program Changes

Further, if the Accreditation Conditions have changed since the previous visit, the APR must include a brief description of changes made to the program as a result of changes in the Conditions.

**Program Response:**

Since our last accreditation visit in 2017, the Accreditation Conditions have been updated from the 2014 NAAB Conditions for Accreditation to the 2020 Conditions. Our reading of the 2020 Accreditation Conditions indicates three key changes:

1. The 2014 "Student Performance Criteria" were updated in 2020 to become Program Criteria and Student Criteria (PCs and SCs).

2. The 2020 Program and Student Criteria include an increased emphasis on ecological knowledge and responsibility. Under the 2014 Conditions, "Stewardship of the Environment" was a Defining Perspective, and "environmental stewardship" was mentioned in Realms B and C. Under the 2020 Accreditation Conditions, Environmental Stewardship remains as a Shared Value, but Ecological Knowledge and Responsibility are now their own PC.3.

3. The 2020 Conditions include a greater emphasis on how programs carry out self-assessment and continuous improvement. The Conditions now require that programs provide "evidence that each criterion is assessed by the program on a recurring basis, and must summarize the modifications made to its curricula and/or associated program structures and materials based on the findings from these assessment activities since the previous review."

We have responded to these changes in the following ways:

1. **Update to Program and Course Learning Objectives**
   In 2024, the B.Arch and M.Arch Chairs undertook a comprehensive revision of the shared Program Learning Objectives (PLOs) to make sure they covered all the requirements of the 2020 PCs and SCs. This was also an opportunity for us to revisit our PLOs, which had not been comprehensively updated since the 2014 accreditation, to reflect what was happening in the classroom. As a result of this revision, we went from four to five primary PLOs, adding a new PLO, "Design Process and Representation," to better respond to PC.2 Design and PC.5 Research and Innovation. We also added "Environmental Stewardship" and learning about how architects can mitigate climate change and understand the relationship between built and natural environments to our PLO on Building Practices and Technical Knowledge. We incorporated specific sub-PLOs that mirror NAAB's new conditions.

   The Program Chairs shared draft revised PLOs with faculty in spring 2024, and solicited their feedback. This feedback was incorporated, and the final revised PLOs were adopted in May 2024. In summer and fall 2024, the Program Chairs worked with individual faculty to "tier" these revised PLOs into individual course learning outcomes (CLOs), and to update all CLOs to reflect the 2020 NAAB conditions. In early 2025, we also updated our B.Arch junior review and M.Arch mid-program review assessment reforms to correspond with the revised 2024 PLOs, so that students would be assessed against PLOs that correlate with NAAB's 2020 Conditions. We also incorporated the revised PLOs into feedback forms for external critics at the final reviews and the most recent graduating student exit survey. This ensures that we are making assessments based on our updated PLOs, which reflect the current NAAB accreditation criteria.

2. **Increased Emphasis on Ecological Knowledge and Responsibility**
   In carrying out the above changes, we made updates to our PLOs and CLOs that specifically reflected the 2020 Conditions' increased emphasis on Environmental Stewardship and ecological knowledge. In many ways, this represented a codification of shifts that had already occurred in the past eight years within our courses, as faculty and students have increasingly placed ecological questions at the center of their teaching and research. (See Section 2, Shared Values: Environmental Stewardship and Professional Responsibility and Section 3, PC.3 Ecological Knowledge and Responsibility)

3. **Expanded Assessment Methods**
   Although we already had quite robust assessment practices, we have followed NAAB's guidance on the need to practice both direct and indirect assessments, and to ensure that assessments lead to curricular changes that are then assessed again for effectiveness. The undergraduate and graduate Architecture chairs have attended several NAAB trainings on assessment best practices over the last two years. Based on the information learned in those sessions, we have augmented our pre-existing assessments (which included mid-program and junior review; an end-of-year assessment meeting attended by core faculty, chairs, and dean; annual year-end assessment reports written by chairs and submitted to the Provost's office; and student course evaluations administered by the college) with some additional points of assessment, including:

   - A graduating student exit survey
   - Soliciting written feedback from external guest critics who attend final reviews
   - Supplementary faculty course assessments of student learning, pegged to the course learning outcomes. These ask faculty to identify how each CLO is being met, assess student learning in each CLO, and identify strengths and areas for improvement.
   - Supplementary student course assessments, pegged to the course learning outcomes. These ask students to assess their own learning in each CLO.

   The Program Chairs have also encouraged faculty to increase use of grading rubrics for assessment, especially in studio courses. We were led to make this change both by NAAB and by student feedback in recent years, as many students have asked for more formal mid-semester feedback to enable them to better understand where they stand, and how they can improve their work. Some faculty had already started incorporating rubrics and written feedback in studios prior to 2024. Since then, we have encouraged universal adoption of these practices by discussing them in program meetings, sharing sample rubrics with faculty to help them develop their own evaluation tools, and working with individual faculty to develop their assessment methods. For more on our assessment methods and how they connect to curricular revision, see Section 5.3 Curricular Development.

## 1—Context and Mission

To help the NAAB and the visiting team understand the specific circumstances of the school, the program must describe the following:

The institutional context and geographic setting (public or private, urban or rural, size, etc.), and how the program's mission and culture influence its architecture pedagogy and impact its development. Programs that exist within a larger educational institution must also describe the mission of the college or university and how that shapes or influences the program.
*Program must specify their delivery format (virtual/on-campus).*

**Program Response**:

**An Architecture Division in a College of Art and Design**
California College of the Arts (CCA) is a private, independent, nonprofit institution in San Francisco with approximately 1,250 undergraduate and graduate students across programs in Architecture, Design, Fine Arts, and Humanities & Sciences. Founded in 1907 in the Arts and Crafts tradition, the college has long fused practice and theory, art making and civic engagement. Originally established as the California Guild of Arts and Crafts, the school relocated to Oakland in 1922, and expanded into San Francisco in 1996. In 2024, the college consolidated all programs onto a single campus, featuring the new 80,000-sf Simpson Family Makers Building designed by Studio Gang, with goals to foster interdisciplinary collaboration, deepen community engagement, and maximize access to shared resources.

CCA's pedagogy reflects three defining strengths of the Bay Area: technological innovation, ecological sustainability, and social justice. The College's mission is to educate students to shape culture and society through the practice and critical study of art, architecture, design, and writing. The college prepares students for lifelong creative and impactful work by cultivating innovation, community engagement, and social and environmental responsibility. These commitments are amplified by collegewide values of intellectual curiosity, risk-taking, collaboration, integrity, diversity, and sustainability.

The Architecture Division's mission is to prepare students to design for a world in flux, where social inequity, environmental precarity, and technological acceleration are the very ground of practice.The Division includes two NAAB-accredited degree programs—the Bachelor of Architecture (B.Arch) and the Master of Architecture (M.Arch)—as well as the one-year post-professional Master of Advanced Architectural Design (MAAD) and the BFA Interior Design program. As part of a specialized art and design institution located in the heart of San Francisco's innovation corridor, the Division benefits from meaningful exchange across disciplines, with architecture students working alongside peers in industrial design, interaction design, fine arts, and emerging media. CCA's scale and interdisciplinary structure foster close faculty-student relationships and a tight-knit design culture that encourages risk-taking and real-world engagement. Architecture students also gain from the college's numerous engagements with the Bay Area's rich ecosystem of arts venues, architecture and design firms, community and activist organizations, research institutions, and technology incubators.

The Division's engagement with the design of the built environment extends nearly sixty years. Teaching of Environmental Design, and subsequently Interior Architecture, began in 1966, establishing a lineage of programs focused on spatial, material, and civic concerns. In 1984, CCA acquired the architecture program of Cogswell College, leading to the establishment of the Bachelor of Architecture program, which graduated its first class in 1990 and received initial NAAB accreditation in 1992. In 1987, the Architecture and Design programs moved into leased space on 17th Street in San Francisco, relocating in 1996 to a former Greyhound bus facility that became the first building of what is now CCA's consolidated San

Francisco campus. The Master of Architecture program was established in 2004. Today, the B.Arch and M.Arch programs, along with the MAAD and BFA Interior Design programs, form the core of the Architecture Division, the smallest of CCA's divisions yet central to the college's identity. All programs are delivered in person on CCA's San Francisco campus.

The program's role in and relationship to its academic context and university community, including how the program benefits–and benefits from–its institutional setting and how the program as a unit and/or its individual faculty members participate in university-wide initiatives and the university's academic plan. Also describe how the program, as a unit, develops multidisciplinary relationships and leverages unique opportunities in the institution and the community.

**Program Response**:

CCA's Architecture Division contributes significantly to the intellectual and cultural life of CCA. Faculty and students participate in shared governance, curriculum development, and academic planning, with Architecture faculty regularly serving on the Faculty Senate Executive Committee, Curriculum Committee, and Appointments, Promotion, and Tenure Committee. The Division benefits from CCA's consolidated San Francisco campus and its proximity to cultural institutions, design industries, and civic partners. Shared campus resources—including shops, studios, and digital fabrication facilities—support cross-disciplinary collaboration, while the Division's vision aligns with and advances CCA's academic mission and values of purposeful creativity, interdisciplinary collaboration, diversity, and sustainability. The Division's long-standing leadership in the areas of craft and technology is also foundational to the college's new Craft & Creative Technologies concentration, an interdisciplinary initiative expanding opportunities for students across divisions.

The Division's mission is enacted not only through studio instruction but also through its four faculty-led research and teaching labs, which are tied to concentrations in both the B.Arch and MAAD programs and are central to the Division's pedagogy.

- Digital Craft Lab (DCL) — Advances architectural design through computational and parametric modeling, robotic and advanced fabrication techniques, material innovation, AR/VR simulation, and artificial intelligence.
- Urban Works Agency (UWA) — Leverages architectural design to influence urban systems, housing, and infrastructure, addressing issues of social justice, ecological vitality, and economic resilience.
- Architectural Ecologies Lab (AEL) — Operates at the intersection of architecture, fabrication, and ecology, bringing designers, scientists, and manufacturers together to explore material systems, resilient infrastructures, and environmental futures through collaborative research and public engagement.
- History Theory Experiments (HTX) — Serves as a platform for advanced interdisciplinary research and critical engagement in architecture, expanding the ways we think about buildings and landscapes.

Collectively, the labs model alternative forms of practice that are civic-minded, speculative, and collaborative, positioning architectural education at CCA as a site of inquiry into both design's disciplinary tools and its social and environmental responsibilities. Extending this commitment to critical inquiry and public engagement, the Division also established ***CCA Architecture Books*** in 2018. The imprint provides a platform that amplifies the Division's voice within the College, the Bay Area, and the global design community.

The Division is also home to the **M. Arthur Gensler Jr. Center for Design Excellence**, established in 2022 with a ten-year, $10 million gift from Art Gensler's family and firm.The Center is a cornerstone of the Division's academic and professional ecosystem: it provides scholarships that expand equity and diversity, funds lab directors to sustain research and pedagogy, supports summer research fellowships, and facilitates mentorships and internships at Gensler's San Francisco office. Launched with the event *Climate as Praxis*, the Center underscores the Division's commitment to the social, environmental, and civic responsibilities of architects and designers.

The Division also benefits from the **Autodesk Academic Alliance,** the first academic partnership of its kind with Autodesk, one of the world's leading architectural technology firms. The Alliance anchors research in computational design, robotics, and fabrication and provides access for students and faculty to Autodesk's San FranciscoTechnology Center. This Alliance has enriched collaboration across the Division's labs and with external partners such as UCSF, advancing research and teaching in biomaterials. CCA students and faculty have participated in the international **Biodesign Challenge**, receiving awards in each of the past three years. This growing area of inquiry culminated in the *Pioneering Biomaterials* symposium and exhibition held at CCA in February 2025, which convened designers and researchers from around the world. Together, these efforts extend the reach of the Division's mission while connecting its work to the Bay Area's culture of technological innovation and global conversations in design and science.

Community engagement is integral to the Division's mission and curriculum. In design studios and seminars, students routinely collaborate with nonprofit community organizations across the Bay Area, engaging real-world contexts and challenges that link design education to civic responsibility. This ethos is exemplified in a multiyear partnership with the town of Greenville, California, where students and faculty have worked since the Dixie Fire of 2021 on recovery and resilience projects. The Division also pursues a wide range of external engagements, including research collaborations with San Francisco's Planning Department and SPUR, public programming partnerships with cultural institutions such as the San Francisco Museum of Modern Art and the Museum of Craft and Design, and professional engagement with AIA San Francisco. CCA Architecture's joint initiatives with the AIASF's Center for Architecture + Design not only expand opportunities for students to connect with the profession but also provide the Bay Area professional community with direct access to the work of our students and faculty.

External recognition reinforces the Division's impact. In each of the past five years, multiple students from our graduate and undergraduate architecture programs (and our interior design program) have been named to the *Metropolis* Future 100, affirming the program's success in cultivating graduates who are both professionally accomplished and civically engaged.

The ways in which the program encourages students and faculty to learn both inside and outside the classroom through individual and collective opportunities (e.g., field trips, participation in professional societies and organizations, honor societies, and other program-specific or campus-wide and community-wide activities).

**Program Response**:

CCA Architecture fosters a learning culture that is collaborative, experimental, and outward-looking. Our studios double as cultural laboratories, our shops as philosophical forums, and our classrooms as launching pads for real-world impact. Field trips to building sites, firms, civic projects, exhibitions, and public events extend learning beyond the studio, while faculty mentoring, peer-to-peer exchange, and lab-based collaborations remain integral to the program's pedagogy.

Students engage with professional networks through active chapters of the American Institute of Architecture Students (AIAS), the National Organization of Minority Architecture Students (NOMAS), and Alpha Rho Chi (APX), as well as through participation in AIA San Francisco programs. Mentorships, internships, and sponsored studios—supported by the Gensler Center for Design Excellence and other partners—create direct professional pathways. The Gensler Center funds summer fellowships that support faculty research and student or alumni learning, extending the reach of the Division's research culture. It also supplements college-supported field trip funds, enabling student travel to sites across the Bay Area and beyond. Faculty-led summer travel studios further expand this horizon: In recent years, Architecture Division faculty offered summer studios to Japan, Mexico, and Spain.

Public programs enrich both student and faculty learning. The *Architecture Lecture Series*, brings established and emerging architects, scholars, and designers to CCA. Faculty also curate symposia and exhibitions in collaboration with CCA's Exhibitions team. The exhibition *Drawing Codes* originated at CCA before traveling nationally, while *Pioneering Biomaterials* inaugurated the new Novack Gallery in the Double Ground. Architecture students also participate in the collegewide Year-End Exhibition, which showcases the range of creative practices at CCA, and all students are invited to propose and mount exhibitions in collaboration with the Exhibitions team. Many of these initiatives are paired with publications—such as *Drawing Codes*—that extend the impact of the Division's teaching and research to broader audiences.

The Division also organizes community-building events that bridge students, faculty, and alumni with external partners. Meetups organized with institutions such as SFMOMA and the Eames Institute create opportunities for learning, leisure, and networking that extend the reach of the curriculum and strengthen ties to the Bay Area cultural community.

Through these opportunities, graduates emerge as skilled practitioners and design thinkers, prepared to engage communities, professions, and publics with creativity and responsibility.

**Summary Statement of 1 – Context and Mission**
*This paragraph will be included in the Visiting Team Report; limit 250 words.*

**Program Response**:

Our mission stems from our context at California College of the Arts, a private,non-profit institution in San Francisco whose enduring ethos is to "make art that matters." For nearly sixty years, the Architecture Division has advanced professional and pre-professional programs in architecture and interior design that reflect the Bay Area's culture of social activism, ecological consciousness, and technological innovation. Within this setting, the Division aligns with CCA's mission to shape culture and society through art, architecture, design, and writing.

The Division is committed to rigorous professional education and to research and teaching that address the intertwined challenges of social and political inequity, environmental instability, and rapid technological transformation. Our pedagogy emphasizes collaboration, critical inquiry, and creative, hands-on learning through making. Studios, seminars, and faculty-led research labs function as incubators where experimentation and reflection converge, linking disciplinary knowledge with cultural, ecological, and technological contexts. We cultivate a diverse community of students and faculty whose perspectives strengthen the Division's capacity to confront complexity with purpose. Graduates are prepared as both practitioners and design thinkers—rigorous in craft, bold in imagination, and guided by civic responsibility—translating the college's ethos into practice as they make futures that matter.

## 2—Shared Values of the Discipline and Profession

- The program must report on how it responds to the following values, all of which affect the education and development of architects.
- The response to each value must also identify how the program will continue to address these values as part of its long-range planning.
- These values are foundational, not exhaustive.

**Design:** Architects design better, safer, more equitable, resilient, and sustainable built environments. Design thinking and integrated design solutions are hallmarks of architecture education, the discipline, and the profession.

**Program Response**:
Design is central to the architectural education at CCA, shaping how students think, make, and engage with the world. Drawing on our context within a multidisciplinary art school, the B.Arch and M.Arch programs cultivate a lively and intense studio culture where experimentation, making, and critical thinking are celebrated. The Architecture programs embrace design as an iterative, integrated, and contextually responsive process that takes place through studio-based learning, interdisciplinary inquiry, and real-world application. Above all, we emphasize that design is a process, not just a product. As outlined in our program learning objectives (PLOs), graduates from the B.Arch and M.Arch programs will "approach design as a process entailing inquiry, research, thinking, knowledge creation, innovation, synthesis, and representation."

Students learn about the process of design through a carefully scaffolded curriculum anchored in the design studios. A core sequence of studios in both the undergraduate and graduate programs introduces students to the organization of form and space; the integration of program, occupation, and site conditions; tectonic articulation; and the synthesis and integration of building systems. Projects grow in scale and complexity as students move through the studio sequence. Core studios are supported by parallel courses in Design Media, which teach not only modeling and rendering skills but also expose students to critical, historical, and contemporary practices and thinking around representation. By their second year of studio, students are challenged to develop original responses to complex spatial, ecological, and cultural conditions, reinforcing the notion that design is a situated and responsive practice. From the outset, the design process is treated as an act of research, where form-making, material experimentation, and critical reflection are in constant dialogue.

As students advance in the program, they engage in upper-level design studios that are research-intensive and thematically focused. These vertical studios bring together advanced undergraduate and graduate students, promoting cross-level learning and collaboration. In a typical semester, each of CCA Architecture's design-based research labs—our Digital Craft Lab, Architectural Ecologies Lab, or Urban Works Agency—runs an affiliated upper-level studio, ensuring that students can choose from a wide range of design approaches and agendas. Advanced studios allow students to define their own design trajectory, selecting topics that align with their emerging interests and professional aspirations. All students also take at least one Integrated Studio, in which they learn to develop solutions that integrate design, structure, occupation, life safety, building systems performance, environmental impact, and more. The advanced and integrated studios encourage deep research and exploration, risk-taking, and the synthesis of knowledge gained across earlier coursework.

CCA's cutting-edge fabrication facilities, including digital and robotic tools, serve as extensions of the design studio and enable students to learn through making. The school's 80,000-sf campus expansion includes a brand-new Digital Fabrication Studio, Digital Craft Lab (featuring two Kuka robotic arms),

Hybrid Lab, wood shops, outdoor maker yards, and other shops and maker spaces. This wealth of tools and spaces for making reinforces the value of iteration, material engagement, and innovation in design development.

CCA's rich culture of design is fostered by our faculty, the majority of whom are active, award-winning practitioners who exhibit, lecture, and publish around the world. In the last eight years, faculty members Neal Schwartz (Schwartz and Architecture) and Craig Scott (Iwamoto Scott) have been named among the100 Best Architecture Firms in the United States by Architizer; Neeraj Bhatia (Open Workshop) and Janette Kim have received prestigious Emerging Architects Awards from the Architectural League of New York; and Neeraj Bhatia, Margaret Ikeda, Evan Jones, Adam Marcus, and Antje Steinmuller have received awards from ACSA for Creative Achievement, Faculty Design, Architectural Education, and Collaborative Practice. Our students have similarly received national recognition for their achievements in design: In the last three years, a total of twelve CCA Architecture Division students have been named as *Metropolis* Future 100 awardees, an annual selection of top students in architecture and interior design in North America.

Beyond these external recognitions, design outcomes are continually evaluated through final studio reviews, a mid-program review, and end-of-year curriculum assessment meetings and evaluations. Faculty engage in regular discussions to assess curriculum, and student work is reviewed collectively to assess the effectiveness of pedagogical strategies and studio prompts. The program's commitment to continuous reflection, equitable critique practices, and cross-disciplinary integration reinforces that design is a process that evolves through dialogue, making, and intellectual engagement. Our core principles relating to the importance of design thinking in bettering our built environment are a central part of CCA Architecture's recently completed Vision Plan, and will inform the next college-wide Strategic Plan, which will be undertaken in the coming year.

**Environmental Stewardship and Professional Responsibility:** Architects are responsible for the impact of their work on the natural world and on public health, safety, and welfare. As professionals and designers of the built environment, we embrace these responsibilities and act ethically to accomplish them.

**Program Response**:
CCA's Architecture programs actively engage with the challenges of climate change, energy consumption, ecological balance, and resource equity—issues that are both urgent and central to architectural education and practice today. We also recognize the relationship of environmental stewardship to social equity, and have worked to actively explore the relationship of climate issues to social justice.

Environmental stewardship is a core value across CCA's programs. The college's mission statement emphasizes the relationship between creative practice and ecological thought: "We value sustainability and believe that as a school of the arts we have a unique ability and an ethical responsibility to shape a culture that is more environmentally responsible." The college has organized an Ecological Theory and Practice course stream, connecting students across programs to broader discourses around sustainability and environmental justice. These courses bring together a robust network of faculty, events, and projects that advance ecological literacy. An interdisciplinary undergraduate minor in sustainability and a concentration in ecological practice in the B.Arch program give students avenues to gain deeper specialization in this area.

The college's commitment to sustainability is exemplified in our own built environment, including our recently completed Double Ground project by Studio Gang. The new campus includes goals for net zero buildings, solar energy integration, heat recovery, and rainwater reuse, making visible the systems that support environmentally responsible design. These infrastructure choices serve not only functional purposes but also act as living laboratories and teaching tools.

Addressing the climate crisis is also central to the pedagogy and mission of the Architecture programs. The M.Arch and B.Arch PLOs state that "Graduates from the BArch/MArch program will strive to design better, safer, more equitable, resilient, and sustainable built environments. They will understand how their designs impact the natural and human worlds, and take responsibility for those environmental and social impacts." Environmental stewardship is fostered within the curriculum in the Building Technology sequence, core studios, and Integrated Studio. In these courses, students learn to analyze and incorporate sustainable design strategies including passive systems, embodied energy considerations, and material sourcing. Our partnership with local experts such as Atelier Ten ensures that students gain insight from experts actively working in the field. Representatives from noted firms engage with the students' work, bringing state-of-the-art knowledge into the studio, reinforcing the relevance and immediacy of sustainable practices. Student projects generated in the Integrated Studio were recognized as finalists in the AIA COTE Top Ten Awards in five consecutive years from 2016 to 2020.

The work of the Architectural Ecologies Lab (AEL), one of the Architecture division's four research centers, is squarely focused on cultivating ecological research. In recent years, the lab has focused on two main areas of research: collaborating with scientists on the prototyping of resilient coastal infrastructure, and developing new biomaterials that offer a more sustainable and renewable approach to building construction. Student work generated in AEL-affiliated courses has been recognized with three consecutive awards at the international BioDesign Challenge.

We also recognize that addressing the climate crisis is not just a matter of technological innovation and well-designed building systems but is also inextricably linked to social justice. In 2022–23 the Architecture Lecture Series focused an entire year of programming on the theme of Climate/Justice, culminating in a symposium on "Climate as Praxis." The division's Urban Works Agency has been especially active in exploring the relationship between climate resilience and social justice, as exemplified in a series of studios led by UWA codirector Janette Kim that have explored how collective ownership of land can support social equity and resilience in the face of climate risk. These issues were foregrounded in a multiyear collaboration led by Kim and other CCA faculty with the community of Greenville, a town destroyed by wildfire in 2021, investigating how to rebuild in a more resilient and sustainable way.

At CCA, environmental stewardship and professional responsibility are not treated as isolated concerns but as essential, integrated aspects of architectural education and practice. Situated in the Bay Area—a region shaped by activist movements for climate justice and equity—CCA Architecture actively engages with the public good through community partnerships, civic-minded design, and projects that address real-world challenges. Through a rigorous, ethics-driven pedagogy and active engagement with local and global communities, we prepare future architects to act with foresight, integrity, and accountability in service of both people and the planet.

For more on how environmental stewardship and professional responsibility are integrated into the curriculum, see Section 3.1, PC.3 Ecological Knowledge and Responsibility.

**Equity, Diversity, and Inclusion:** Architects commit to equity and inclusion in the environments we design, the policies we adopt, the words we speak, the actions we take, and the respectful learning, teaching, and working environments we create. Architects seek fairness, diversity, and social justice in the profession and in society and support a range of pathways for students seeking access to an architecture education.

**Program Response**:
CCA is located in one of the most diverse regions of the country and serves an equally diverse student population, and our college has long had a deep commitment to advancing equity, diversity, and inclusion. This commitment is manifested at all levels of the institution—from college-wide initiatives to divisional efforts to pedagogy within the classroom. Within the Architecture Division, we believe that advancing justice entails acknowledging the ways that architecture historically has been allied to power and used to enact inequality and exclusion, as well as working to build a new discipline that can redress and repair that history. Our approach is two-pronged: first, an internal-facing goal to create a learning environment that embraces and supports all students; and second, an external-facing mission to explore how architecture can help advance fairness, diversity, and social justice in our community and the wider world.

*College-wide DEIB Initiatives*
This commitment to equity, diversity, and inclusion starts at the institutional level. CCA's mission statement promotes diversity and social justice as two of its five key values, explicitly stating that the college should be a "proponent of social justice and community engagement," and "promote diversity on our campus by improving access and opportunities for underrepresented groups." These broad values are supported by specific college-wide diversity goals, which include increasing the racial, socioeconomic, and global diversity among students, staff, faculty, and trustees; developing pedagogy and curriculum to reflect social and cultural diversity; and building a campus community that supports and values diversity. In 2020, CCA created an institutional plan for action and accountability in the areas of anti-racism, equity, and social justice—an effort spearheaded by the President's Diversity Steering Group and advanced by the Equity Advancement Council (EAC). The college's work on these goals is also supported by several campus affinity groups (including the Staff of Color Alliance and the Faculty of Color Alliance) and by the DEIB Community Engagement grants program. One of the most transformative and important initiatives has been the Decolonial School, an interdisciplinary initiative, launched in 2020, that sponsors curriculum development and shares resources across the college focused on decolonial praxis, teaching, and learning. The college also devotes considerable attention and resources to addressing the needs of students with disabilities as well as BIPOC, multilingual, international, and queer and transgender students through its Office of Student Belonging and Inclusion, Teaching Lab, and Access/Disability Services team. In 2019 the college held a faculty retreat on Global Pedagogy to focus on teaching in a global context. The college's DEIB efforts are also reflected in required diversity training for all incoming staff, faculty, and students.

*Divisional DEIB Initiatives*
CCA's Architecture Division has long upheld social justice and diversity and inclusion as part of its mission. In 2024, the Division updated its program learning objectives to include: "Understand how the built environment can advance inclusion and justice for people of different backgrounds, resources, and abilities." In 2020–21, faculty, staff, and students of CCA's Architecture Division engaged in a series of workshops and meetings that culminated in the codification of the Diversity, Equity, Inclusion, Belonging (DEIB) Commitments, a set of clear and actionable changes in our pedagogy. These commitments can be summarized as follows:

- To redefine and expand what constitutes the "core knowledge, methods, and skills" of the architectural discipline, to encompass not only formal and technical competencies, but also

situated practices premised on collaboration, empathy, plural perspectives, and inclusive modes of communication.
- To expand the range of historical and contemporary references across courses to become more diverse and inclusive.
- To diversify teaching and review formats so as to foster student agency, inclusivity, and decentering of authority in critiques—for example, by promoting a sense of discussion rather than judgment as part of reviews.
- To explore new frameworks for partnerships with community-based partnerships with community-based organizations and other institutions that are reciprocal, enrich student learning, and amplify community voices.
- To increase the diversity of sites studied in studio and other courses, and to approach these sites with consideration for the diverse, complex histories and people who have inhabited them over time.

Since 2021, we have worked to implement these commitments through follow-up actions. These include a syllabus peer review process through which instructors suggest new references to their peers to help diversify syllabi; a concerted shift in final review formats, away from traditional juries toward more collaborative formats for discussion; and increasing the number of studios that engage community partners, as well as deepening the nature of those community collaborations. Since 2020, diversity and equity have become more centrally integrated into the course learning outcomes and pedagogies for the history/theory courses, B.Arch Studio 3, M.Arch Studio 4, and in the Urban and Architectural Analysis courses that students take in parallel with these studios. In particular, community engagement and social and urban justice have been added as explicit elements in B.Arch Studio 3 and M.Arch Studio 4, with recent studios working alongside community partners such as the Black Liberation Walking Tour and Piedmont Racial Equity Campaign. Through the structured pedagogy of these required studios alongside our robust history/theory sequence, we guarantee that all students learn about the histories of racism, colonialism, and inequality shaping the built environment, as well as exploring how designers can help build more just futures through critical analysis and collaborative design.

Diversity, equity, and justice are central to the work of two of the division's research labs: the Urban Works Agency (UWA) and History Theory Experiments (HTX). The UWA seeks to leverage design to promote social justice and economic resilience—a goal reflected in its research initiatives and studios tackling property and housing, as well as its engagement with community partners in the Mission district, Oakland, and Greenville. HTX has sponsored several events focused on racial equity, including an elective seminar on Architecture and Race taught in 2018, 2017, and 2014; the symposium "Reckoning: Monuments and Racial History" in 2018; "Make, Act Resist" (a teach-in on borders and migration) in 2020; and a town hall on Art, Design, and Activism in Asia in 2020. In 2019, CCA faculty members Sandra Vivanco and Irene Cheng received ACSA Diversity Achievement Awards for their work in bringing diversity in curricula.

The Architecture Division has also partnered with the AIASF Latinx in Architecture on lectures and exhibitions. In 2021, the division inaugurated the Sandra Vivanco Memorial Lecture in honor of a longtime faculty member, which annually brings a Latin American architect to speak as part of the Architecture Lecture Series.

CCA also has an active National Organization of Minority Architects student chapter (NOMAS). Representatives of CCA NOMAS, accompanied by a faculty adviser, attended the national NOMA conference in 2023 and 2024, and participated in and won recognition in the NOMA student design competition in 2024. CCA began sending a representative to the NOMA graduate school fair in 2023, in an effort to recruit more minority students to our graduate Architecture programs. From 2023–25 the

Division had a DEIB coordinator whose role included advising the NOMAS chapter; working in partnership with the chairs, dean, and students to advance DEIB initiatives in the Architecture programs; and membership on the college's Equity Advancement Council.

For more on the Division's efforts to increase the diversity of its faculty and student bodies, see Section 5.5 Human Resources and Human Resource Development.

**Knowledge and Innovation:** Architects create and disseminate knowledge focused on design and the built environment in response to ever-changing conditions. New knowledge advances architecture as a cultural force, drives innovation, and prompts the continuous improvement of the discipline.

**Program Response**:
Located in an epicenter of technological innovation, the Architecture programs at CCA foster a rigorous academic environment where students critically engage with and contribute to the creation of new, groundbreaking architectural knowledge. The program places a strong emphasis on the integration of architectural research and design thinking.

CCA's four architectural research labs are integral to this mission of fostering meaningful, cutting-edge research. The labs serve as incubators for innovation, providing opportunities for faculty and students to explore, create, and refine new ideas that address the complex challenges facing the built environment today—from technological advancements and material innovations to pressing issues of social justice and ecological sustainability. Each of the labs consists of a cluster of faculty members who carry out their own research, as well as teaching advanced studios and elective courses related to their work. All four labs disseminate their research by organizing exhibitions, publications, symposia, lectures, and installations.

The Architectural Ecologies Lab (AEL), directed by Margaret Ikeda, Evan Jones, and Alex Schofield, addresses one of the most urgent challenges of our time—ecological resilience in the face of climate change. This lab fosters collaborative research between designers, scientists, and manufacturers to develop architectural solutions for global issues such as sea level rise, habitat restoration, and climate change. In 2019, the lab capped several years of research by launching a prototype of a Buoyant Ecologies Lab in the San Francisco Bay. In recent years, AEL has focused its attention on biomaterials research. In 2025, the AEL and Digital Craft Lab collaborated to organize a major symposium on Pioneering Biomaterials, accompanied by a groundbreaking exhibition.

The Digital Craft Lab (DCL), directed by Jason Kelly Johnson and Negar Kalantar, is a central hub for experimentation with emerging digital technologies, such as digital fabrication, architectural robotics, physical computing, and generative design. Through research in these areas, the DCL redefines the processes by which architecture is designed and constructed, pushing the boundaries of what is possible with current technologies. The lab fosters hands-on exploration in advanced fabrication, material science, and data visualization, creating new knowledge that informs both the practice and pedagogy of architecture. Recent studios have explored how techniques such as nesting, 3D printing, and computational design can be utilized to create more sustainable structures.

History Theory Experiments (HTX), led by Irene Cheng and James Graham, rethinks the role of history in architectural practice through experimental research and spatial activism. HTX critically engages with alternative historical narratives, counter-histories, and the media of discourse, questioning the conventional understandings of buildings and landscapes. By focusing on methods such as spatial activism, reconstructions, and exhibitions, HTX pushes the boundaries of how historical research is incorporated into contemporary design practice.

The Urban Works Agency (UWA), directed by Neeraj Bhatia and Janette Kim, undertakes research to address the complex and often invisible forces shaping cities today. By focusing on issues such as social justice, ecological vitality, and economic resilience, UWA investigates how architecture can be used as a tool for positive social change at the urban scale. The lab engages with interdisciplinary partners to produce original design and research projects that explore new organizational and formal strategies to engage laws, markets, and publics. Recent UWA-affiliated studios have explored how practices of commoning and alternative configurations of property might be utilized to generate more just and resilient forms of housing and infrastructure.

All four labs draw on CCA's location in the San Francisco Bay Area and proximity to a wealth of research institutions and innovative community organizations. An example is the ongoing Academic Alliance between the DCL and AEL and Autodesk, begun in 2021. The alliance enables CCA students, working under the supervision of CCA faculty, to become residents and undertake research at Autodesk's state-of-the-art Technology Center in San Francisco.

In addition to the labs, the M. Arthur Gensler Jr. Center for Design Excellence further strengthens CCA's commitment to knowledge creation by funding research and initiatives that focus on sustainability, social equity, and design excellence, particularly for underrepresented groups in architecture.

Through the research and learning fostered by our labs, partnerships, and coursework, students are exposed to a dynamic understanding of architecture as both a cultural force and a practical tool for addressing the pressing challenges of our time. Our goal is to prepare students with technical expertise, rigorous methods, and curiosity that will enable them to continue developing research agendas after their time at CCA—helping them become leaders capable of addressing some of the thorniest challenges that society faces.

For more on how knowledge and innovation are integrated into the curriculum, see Section 3.1, PC.5 Research and Innovation.

**Leadership, Collaboration, and Community Engagement:** Architects practice design as a collaborative, inclusive, creative, and empathetic enterprise with other disciplines, the communities we serve, and the clients for whom we work.

**Program Response**:
CCA Architecture believes that architects have a responsibility to practice design as a collaborative, inclusive, creative and empathetic enterprise. We see the work that happens inside the academic context as fully enmeshed with the world outside. These values are embedded in the college's mission statement: "As a global citizen and good neighbor, CCA believes in its role as a proponent of social justice and community engagement." CCA's commitment to fostering socially engaged creative practice is exemplified in the Creative Citizens in Action initiative (CCA@CCA), which promotes creative activism and democratic engagement through public programs and curricular connections, as well as the Center for Art and Public Life's annual Impact Awards. CCA's ENGAGE courses, a part of the Undergraduate Core Curriculum, emphasize interdisciplinary learning and community engagement, often addressing local issues through a global lens.

A commitment to leadership, collaboration, and community engagement are also embedded in the Architecture programs' learning objectives, which state that graduates from CCA's B.Arch and M.Arch programs "will be committed to architecture as a multifaceted and expansive practice that serves the good

of the client, society, and the public," and that students will "approach design as a collaborative, inclusive, creative, and empathetic practice." In meeting these goals, we strive to train graduates who can collaborate in multidisciplinary teams with diverse stakeholders, clients and communities to solve complex problems.

While studying at CCA, students have the opportunity to develop their leadership and collaboration skills in multiple ways. In many of our courses, students work in teams to produce a project—a practice that is built into our Building Energy, Integrated Studio, and Professional Practice coursework as well as many other studios. These collaborations often extend beyond the school, and include consultations or engagements with professionals and experts. In Integrated Studio, for example, student teams meet with structural, building energy, and fire safety consultants repeatedly over the course of the semester to develop their projects.

Leadership, collaboration, and community engagement are also exemplified in CCA Architecture's numerous research initiatives and projects undertaken in partnership with a wide array of experts, firms, institutions, communities, governmental, and non-governmental organizations. Our Academic Alliance with the Autodesk Technology Center gives students the opportunity to learn from world-class researchers and industry experts in architectural technology. As part of CCA's Gensler Center for Design Excellence, students gain access to research fellowships, mentorships, and internships at one of the world's leading firms. Travel abroad summer studios enable students to broaden their learning and networks internationally. More regionally, as part of a partnership with the community of Greenville and the Dixie Fire Collaborative from 2022 to 2024, CCA Architecture students learned from and worked with residents of a California community destroyed by wildfire, to explore strategies for rebuilding more resiliently in the face of climate change. Other institutional partners over the last eight years have included University of California San Francisco researchers, SPUR, the Port of Oakland, Kreysler & Associates, the Eames Institute, Benthic Labs, San Francisco Planning Department, AECOM, David Baker Architects, CMG Landscape Architecture, SKEO, UC Berkeley, Haight Street Commons, East Oakland Collective, SOMOS Mayfair, East Bay Permanent Real Estate Cooperative, California High-Speed Rail Authority, and Sunset Green Benefits District.

Students also have opportunities to develop their leadership and collaboration skills through participation in a robust and active set of student organizations, many affiliated with national and international groups. By engaging with National Organization of Minority Architects student chapter (NOMAS), Alpha Rho Chi, American Institute of Architects student chapter (AIAS), and the Architecture Division Student Council, students gain professional contacts and networks while still in school.

Through these multiple avenues and opportunities, CCA students learn to approach architecture as a collaborative, empathetic, and creatively impactful enterprise.

For more on how leadership and collaboration are integrated into the curriculum, see Section 3.1, PC.6 Leadership and Collaboration.

**Lifelong Learning:** Architects value educational breadth and depth, including a thorough understanding of the discipline's body of knowledge, histories and theories, and architecture's role in cultural, social, environmental, economic, and built contexts. The practice of architecture demands lifelong learning, which is a shared responsibility between academic and practice settings.

**Program Response**:

CCA Architecture aims to equip students not only with the skills to become licensed professionals, but also, as the college's mission statement puts it, to prepare students for a "lifetime of creating work that matters." This goal is reflected in the B.Arch/M.Arch program learning objectives, which state that graduates will "value lifelong inquisitiveness and learning that spans academic and practice settings." A critical part of achieving this goal entails cultivating in our students values such as intellectual curiosity, risk-taking, collaboration, innovation, compassion, and integrity that will stay with them throughout their careers.

We prepare students to be lifelong learners through a curriculum that trains students about architecture both broadly and deeply. The core curriculum consists of four main streams—studio, design media, history/theory, and building technology—that are carefully coordinated and sequenced to ensure that students develop important design skills as well as gain a thorough understanding of architecture in its many dimensions. Throughout this core sequence, students come to see architecture's embeddedness in historical, cultural, social, and environmental contexts. These curricular streams are augmented by CCA Architecture's four research labs, which are affiliated with advanced studios and electives in which students gain specialized knowledge in digital technologies, urbanism and social justice, critical history and theory, and ecology and sustainable practices. Across the curriculum, faculty organize field trips, site visits, and engagements with professional consultants and community partners that ensure students understand that the world of architecture extends far beyond the classroom and studio.

These connections between the academic world and practice are further enhanced by the Gensler Center for Design Excellence, which facilitates opportunities for CCA students to interface with the professional community. CCA frequently partners with the American Institute of Architects San Francisco (AIASF) and other local institutions on events and exhibitions—connecting our students to our city's community of architecturally-minded practitioners and citizens—and a CCA student serves as a student representative on the AIASF board. These connections, along with a robust internship program and professional practice courses, assist students in making the transition from their academic to their professional careers.

The Architecture programs also emphasize to students and alumni that their education and involvement with CCA does not stop once they graduate. As a small and tightly knit community, we are fortunate to have highly engaged alumni who return frequently for public lectures and events. Alumni bridge the academic and professional worlds in other ways: Many return to CCA to participate in portfolio workshops where they offer feedback to current students, speak at the annual "Alumni Talks" event about their career trajectories, sit on reviews, or act as consultants to Integrated Studio teams. We are currently in the process of forming an Architecture Division Alumni Council and Alumni Network, which will bring a more formal structure and further opportunities for robust alumni engagement.

## 3—Program and Student Criteria

These criteria seek to evaluate the outcomes of architecture programs and student work within their unique institutional, regional, national, international, and professional contexts, while encouraging innovative approaches to architecture education and professional preparation.

### 3.1 Program Criteria (PC)

The program must provide:

- A narrative description of how the program achieves each criterion.
- Evidence that each criterion is assessed by the program on a recurring basis, and
- A summary of the modifications made to its curricula and/or associated program structures and materials based on findings from these assessment activities since the previous review.

**PC.1 Career Paths**—How the program ensures that students understand the paths to becoming licensed as an architect in the United States and the range of available career opportunities that utilize the discipline's skills and knowledge.

**Program Response:**

Preparation for licensure as an architect in the United States is a high priority for both the B.Arch and M.Arch programs. A large proportion of our students aspire to and succeed in becoming licensed architects, and this orientation towards professional practice seems to have grown in recent years. At the same time, CCA has long embraced the idea that an architectural education prepares students for a wide range of career opportunities. Especially in a region such as the Bay Area, these paths can include careers in art, design, landscape, urban planning, technology firms, community organizing and activism, and more.

In both the B.Arch and M.Arch programs, the two pillars of professional development and preparation are a 3-unit professional practice course and a required internship. Students learn about licensing and career paths in the professional practice course. They also gain direct experience and a preview of architectural practice through the internship program, which is supported by two faculty coordinators (one for the graduate program and one for the undergraduate program) as well as the college's Professional Engagement and External Partnerships Office (PEEP), which subsumed the previous Career Development Office. We also have a designated faculty member who serves as the NCARB Licensing Advisor for both programs and helps advise students on paths to licensure. Lastly, the college, division, programs, and student organizations annually host a range of events—including a Career Expo, portfolio workshops, a lecture series, and alumni panel—alongside other mentorship opportunities that expose students to a wide range of practitioners, firms, and organizations. Together, these robust offerings ensure that students are well-versed in the paths to licensure and the range of career opportunities available to them post-graduation.

Fore more information on CCA's professional development resources for students, see Sections 5.4.2 and 5.4.4.

**Curricular Evidence:**

**B.Arch:**

**ARCHT 4190 Practice**

B.Arch students learn about the paths to licensure in ARCHT-4190 Practice, which they take in spring of their third year. This course covers the essential elements of architectural practice, as well as paths to licensure and a range of careers. The instructor, Randy Ruiz, who also serves as CCA's NCARB

Licensing Advisor, shares NCARB's "Destination Architect" presentation with students as part of the course. Students read about licensure in Chapter 1 of the textbook (Paul Segal, *Professional Practice*), and their learning is assessed through a quiz. In Week 2, the instructor invites several CCA alumni to share how they have crafted their diverse paths both inside and outside of architecture. Guest speakers offer students an overview of a range of ways of practicing and describe their own experiences with licensure. In Week 3, a panel of CCA faculty presents their work. Lectures and presentations in subsequent weeks are supported by several assignments addressing career paths: Assignment 1 asks students to prepare a cover letter, resume, and portfolio. Assignment 2 asks students to research a firm, conduct an informational interview, and prepare a presentation on the firm. Students report back to the class on their interviews. Lastly, Assignment 6 asks students to craft an essay reflecting on their own professional aspirations, in the context of what they have studied.

**Self-Assessment**
Student learning in ARCHT 4190 is assessed through a series of graded assignments or "work products," including crafting a cover letter, resume, and portfolio; researching and presenting on a firm; and drafting a response to an RFP. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors also complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. ≈Key findings from these assessments include:

- During our 2017 NAAB Accreditation review, it was suggested that the Practice course be revised to reach the same high level of creativity and inventiveness evident in other areas of the curriculum. In 2017–18, the undergraduate Chair worked with faculty to identify three desired changes: 1) to strengthen the relationship of the course to Bay Area architectural practices and to the internship program; 2) to make students aware of alternative ways of practicing their craft, including non-profit work, fabrication, entrepreneurship, and design strategy; and 3) to replace a previous focus on the IMPACT Award project (a college-wide initiative that changed formats).
- Before 2018, students voiced a desire to take Practice earlier in the curriculum (instead of the final year) to better support their internship.

**Summary of Modifications:**
- See Section 3, SC.2 Professional Practice, for a list of modifications to ARCHT 4190 on the basis of previous NAAB Accreditation review.
- In recent years, Professor Ruiz has introduced new videos and podcasts that address key changes in the profession, including those instigated by the shifting landscape around equity and social justice, workplace culture, labor issues, the increasing influence of artificial intelligence, and new models of entrepreneurship in the practice.
- Professor Ruiz added Assignment 6, which asks students to reflect on their own professional aspirations and on the range of practice types they have studied, as a course requirement (previously it was extra credit), in order to ensure that students understood the range of career opportunities that utilize the discipline's knowledge and skills.

**M.Arch:**

**MARCH 6190 Professional Practice**
MARCH 6190 covers the essential elements of conducting an architecture practice. The process of architectural licensure, as well as its history, evolution, and challenges related to equity, are thoroughly covered in Lecture 1, and addressed again in Lecture 13, at the end of the course.

Students create NCARB accounts and learn about the process of documenting their AXP hours and advocating for themselves to obtain a range of experience. MARCH 6190 has a particular focus on the wide range of careers and practices, including alternative and entrepreneurial paths, that an architectural education can open up. As part of the course, each student conducts an interview and visit to an architectural firm. Students present on these visits, developing a collective archive and awareness of a wide range of practices, including "traditional" architecture firms, design-build practices, non-profit and community advocacy, data science/research, government/public policy work, and software and digital hardware prototyping.

**Self-Assessment**
Within MARCH 6190, student learning is assessed primarily through a series of graded and ungraded assignments. These include creating a resume, portfolio, and "leave-behind"; conducting a firm interview and presenting a firm profile; and a group project to develop a hypothetical firm that includes a cost/operations worksheet and RFP response. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- During our 2017 NAAB Accreditation review, it was suggested that the Practice course be revised to reach the same high level of creativity and inventiveness evident in other areas of the curriculum.

**Summary of Modifications:**
- Starting in 2018–19, the Practice course underwent a revision to address the recommendations from the 2017 NAAB Accreditation review. Starting in 2020, the central framework of the course shifted to a new group project that asks students to create a hypothetical design office and create a response to an RFP. In course assessments, this project was found to be very successful and the students were exceptionally engaged.
- As students have become increasingly interested in architecture that serves communities and social justice aims, the instructor of MARCH 6190 has devoted more time to understanding how firms can be structured differently to achieve those goals, in terms of organization (week 3), sustainability (week 4), entrepreneurship (week 5), and non-profit financial models (week 8).

**Co-curricular Evidence:**

**B.Arch / M.Arch:**

**Internship Requirement**
All B.Arch and M.Arch students are required to complete an internship as a graduation requirement. The purpose of the internship program is to enable students to access grounded, real-world experience in a professional work environment. To fulfill the internship requirement, students must work a minimum of 225 hours at an approved site. Interns are required to be compensated, except in instances where students volunteer at an approved non-profit organization. In accordance with NCARB's changing guidelines for the Architecture eXperience Program (AXP), students may work with a licensed architecture practice, as well as for contractors, engineers, non-profits (such as community-based design centers or collaboratives), and other organizations conducting work "in

support of building or planning projects." Students are encouraged to start an AXP record with NCARB upon the start of their internship.

The internship program is overseen by two faculty Internship Coordinators, and supported by CCA's PEEP office. For the M.Arch program, the Associate Chair of Graduate Architecture serves as the Internship Coordinator. The Internship Coordinator's responsibilities include:

- Holds an annual internship workshop, where they introduce student to the purpose of the CCA Architecture Internship program
- Maintains a database of firms where CCA Architecture students have completed their internships
- Advises students searching for internships, reviews portfolios, sample work, resume, and cover letters, and provides support for interviewing, negotiation, and networking
- Corresponds with interested employers regarding job opportunities and directs them to CCA's Handshake job board, and emails students about opportunities
- Collaborates with the Chairs and college's PEEP office to promote the Career Expo, portfolio workshops, resume workshops, and CCA's Handshake job board
- Coordinates with local professional organizations on career development events and industry internship requirements
- Works with the Office of International Student Services to guide international students on working in the United States

**NCARB Licensing Advisor**

CCA's NCARB Licensing Advisor is Randy Ruiz. (He also teaches the B.Arch Practice course and is the B.Arch Internship Coordinator.) In his role as the NCARB Licensing Advisor, Mr. Ruiz attends biannual NCARB conference, gives presentations on the licensure process in the B.Arch Practice course and at an M.Arch internship kickoff meeting, and advises students on licensure. In 2025, Siow Fang Tan began serving as CCA's Student Architect Licensing Advisor. Both Mr. Ruiz and Ms. Tan attended the NCARB Licensing Advisor Summit in the summer of 2025.

**Career Expo**

CCA hosts an annual job fair in the spring for CCA students and alumni to meet local and national employers. Beginning in 2025, rather than one large college-wide fair, the school hosted a job fair devoted specifically to Architecture and Interiors, the Architecture and Interiors Emerging Talent Job Fair. Students and alumni are able to have one-on-one conversations with recruiters to showcase their resumes and portfolios, and to explore internship and employment opportunities. The job fair is timed to coincide with the season when firms typically hire summer interns, and many students report success in finding internships through the job fair.

**Career Development Resources**

The Career Expo is organized by CCA's Professional Engagement and External Partnerships Office (PEEP), which also provides a variety of other career development opportunities and resources related to writing a cover letter, CV, or resume; creating a portfolio; interviewing; and networking. Students have access to coaches at the on-campus Learning Resource Center for one-on-one assistance with writing resumes, cover letters, personal or professional statements, and grant applications. CCA students have access to Handshake, a job platform connecting users with prospective employers and internships. The college's International Students Services office advises international students on procedures related to visas and working in the United States.

**Portfolio Workshop and Networking Events**

The Architecture Division hosts a range of other events and opportunities related to career development, including an annual **Portfolio Workshop** (typically organized by the division's Student Council with the support of the Program Chairs). In recent years, the event has included a panel of employers discussing what they look for in prospective hires, as well as opportunities for students to receive feedback on their portfolios from alumni working in the architecture and interior design fields. We also host sector-specific employer events. In spring 2023, for example, CCA's Urban Works Agency hosted an **Urban Works Employer Network** event that included an employer panel discussion, portfolio and interview workshop, and a "speed dating" session with employers.

**Architecture Lecture Series and Alumni Panel**
The Division also hosts other regular forums that expose students to the wide and diverse range of careers and practices. The **Architecture Lecture Series** features diverse practitioners and scholars, ranging from architectural writers to community organizers to materials engineers to local, national, and international architects (sometimes in association with local professional organizations to facilitate further contact between our students and the local architecture community). The Architecture Division also hosts an annual **Alumni Panel** where graduates return and share their career trajectories, which range from traditional employment at a large firm to working for tech startups to founding a design-build firm.

**Gensler Internship and Mentorship Programs**
As part of CCA's partnership with **Gensler,** the firm's San Francisco office hosts at least two summer interns selected from CCA's current student body each year. We also have a **Gensler mentorship program** where 6-7 CCA Architecture and Interior Design students are paired with Gensler employees; mentors and mentees meet monthly. CCA also has a close relationship with SOM's San Francisco office, and each year nominates several students to SOM's summer internship program.

**Student Organization-Sponsored Events**
CCA's AIAS chapter also organizes firm visits and portfolio reviews. In spring 2025, for example, CCA's AIAS chapter organized firm tours to Mithun and IDEO, and coordinated with the AIA SF and Bay Area Young Architects on a portfolio review event.

**Self-Assessment:**
We collect information about students' understanding of career paths through the following assessment tools:

- Annual Internship Summits where the undergraduate and graduate Architecture division Chairs and internship coordinators meet to evaluate and discuss improvements to the Internship program
- Graduating student exit surveys
- Debrief meetings with employers participating in the Career Expo
- Post-internship survey sent to all employers where CCA students fulfill their internship requirement
- Post-internship survey of students asking about their internship experience
- Program Data Reviews provided by CCA's Associate Director of Institutional Research

Key findings from these assessments include:

- CCA students are generally pleased with the quality of the Professional Practice courses and career development resources.
- In their post-internship surveys, students report mostly positive internship experiences. They appreciated the opportunities to develop or improve their technical skills, communication skills,

and engage in interdisciplinary collaborative work. Nearly all students stated that the internship helped them prepare to enter the field, gain real-world experience, and gain a clearer understanding of architectural practice. Some students reported challenges such as limited client interaction or adapting to unfamiliar tools.

- In recent years, we have found that some students are not able to complete the internship requirement before graduation, which can delay their degree conferral by a semester or more. This problem was exacerbated by Covid, which closed many offices and temporarily reduced the opportunities for internship completion.
- The administration of the internship program is complex and time-consuming. At the college level, resources for supporting internship and career development have been reorganized and reduced. At the same time, the introduction of multiple platforms such as Salesforce, Workday, Moodle, Submittable, and Handshake for information dissemination, tracking, and feedback, is both helpful and presents new challenges around coordination.
- Following the 2025 Career Expo, we identified a desire for more small firms to be represented, in addition to large ones.

**Summary of Modifications:**

- In 2020 and 2021, to address the vast reduction in internship opportunities caused by the Covid pandemic, the Architecture Program Chairs created an expanded list of “micro-internship” opportunities, which included participation in a design competition, virtual firm and construction site visits, and attendance at AIA and other events. The programs also temporarily decreased the hour requirement from 225 to 112 hours.
- In 2023, the internship shifted from being a required 0-unit course to an “accomplishment.” Students who matriculated before fall 2023 registered for a course; those who matriculated in fall 2023 or after have the internship as a graduation requirement only, without the course.
- In 2024, CCA introduced the Gensler internship program as part of the launch of the M. Arthur Gensler, Jr. Center for Design Excellence.
- In 2025 the college changed the format of the Career Expo from a college-wide event to several smaller events targeting specific industries, including a fair exclusively dedicated to Architecture and Interior Design. This allowed for more focused interactions and has generally been assessed as a positive change.
- Since 2018, we have worked to coordinate the mid-program/junior review with preparation for internship and the Career Expo. These events are now scheduled such that students can prepare a draft portfolio for their mid-program/junior review, revise the portfolio through a workshop held a couple of weeks later, and then bring their portfolio to the Career Expo a week or two later.
- We are working with CCA’s PEEP office to engage more small firms to attend the Career Expo.
- We are beginning to explore potential modifications to the internship requirement that would make it easier for students to complete. Possible changes include permanently adopting some of the measures introduced during the pandemic, such as reducing the minimum hours, and expanding the range of activities that can count toward the internship The goal is to find ways to enable students to meet the goals of the internship—to jump start their path into the professional world—while not placing undue obstacles to graduation. These modifications will have to go through a process of curriculum review, first through the Architecture Curriculum Committee, and then through the college’s curricular review process, which takes approximately a year.

**PC.2 Design**—How the program instills in students the role of the design process in shaping the built environment and conveys the methods by which design processes integrate multiple factors, in different settings and scales of development, from buildings to cities.

**Program Response:**
Students in CCA's B.Arch and M.Arch programs understand design as a process that entails inquiry, research, experimentation, innovation, iteration, synthesis, and representation. The design curriculum CCA begins with a series of closely-coordinated Core studios in which students undertake a series of projects with gradually increasing scope, scale, and complexity, and explore a wide range of contexts and sites. Both the undergraduate and graduate core studios are supported by parallel courses in Design Media (DM), which teach modeling and visualization skills, as well as the critical context for contemporary representational techniques. Following their separate Core studio sequences, B.Arch and M.Arch students join together in the vertical Advanced and Integrated Studios, where they pursue projects with more advanced research agendas or higher levels of architectural synthesis and integration. Throughout, studio briefs are engaged with contemporary social and climate conditions—offering methodologies of research and analysis that allow students to respond through grounded architectural propositions.

**Curricular Evidence:**

**B.Arch:**

B.Arch students first learn about the many considerations of the design process through a series of four required Core Studios. ARCHT 2010 Studio 1 focuses on formal and tectonic development of a set of small volumes on an abstract site. ARCHT 2020 Studio 2 introduces landscape and environmental conditions as drivers for design. ARCHT 3030 Studio 3 develops a complex public program on an urban site. ARCHT 3040 Studio 4 further expands students' understanding of site to the scale of the neighborhood, addressing formal, social, and economic conditions through a housing proposal. In all four courses, students engage in an iterative process built on research and experimentation. Following the core sequence, students are required to take four Advanced or Integrated Studios in their final semesters. At least one of these must be ARCHT 5080 Integrated Studio, where they learn to synthesize a multiplicity of factors, building systems, and site considerations into a building proposal. While all of these courses contribute to students' overall design education, ARCHT 3030, ARCHT 3040, and ARCHT 5080 are our primary assessment points for undergraduates to meet PC.2 Design.

**ARCHT 3030 Architecture Studio 3**
ARCHT 3030 is the third studio in the Undergraduate Architecture studio sequence, and introduces students to the design of a complex urban building. In recent years, the project has been a public library and community hub situated in San Francisco. The studio explores how a rigorous and creative understanding of architectural program and urban context can lead to novel and compelling architectural proposals. Exploring public institutions as a rich territory for architectural speculation, students are challenged to develop synthetic proposals that inventively interpret internal programmatic constraints and critically respond to their urban environment. Studio 3 considers a site in the city, including its relationship to the surrounding context through a public plaza. The course begins with the analysis of a building precedent of a similar program for its programmatic organization and relationships to context. Aspects of the logic identified in the precedent are brought together with a spatial and cultural understanding of the context. Accessibility considerations contribute to the final building design. Students develop a design for a complex urban building using diagrams, drawings, 3d digital models, and physical models.

**ARCHT 3040 Architecture Studio 4**
The fourth studio in the Undergraduate Architecture studio sequence teaches students how to leverage design techniques at an architectural scale to influence social and economic life at an urban scale. Students critique and reimagine the formal and spatial conditions of cities and buildings in relationship to the protocols of social structures, market forces, and infrastructures that govern them. Students are challenged to work simultaneously at the scale of a building with a residential program and at the scale of the urban context surrounding it, synthesizing an understanding of formal, historical, socio-cultural, and economic factors into an architectural proposal and cohesive narrative. The studio focuses on a dense housing project within a residential neighborhood with specific attention to a public/collective component that responds to the surrounding space and community needs. The design work builds on a cultural, programmatic, and spatial analysis of the neighborhood, and on an understanding about the pertinent regulatory context and other socio-cultural protocols. The design process also draws on organizational considerations observed in precedent projects.

**ARCHT 5080 Integrated Studio**
ARCHT 5080 is a vertical studio combining students in the fourth and fifth year of the BArch program with students from the architecture graduate programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution, with special consideration given to how building performance systems can help address climate change. Students work in teams, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as synthesizing user requirements, regulatory requirements, site conditions, and accessibility considerations.

Students in Integrated Studio develop their proposals through an iterative design process in which they repeatedly evaluate their designs, receive feedback from multiple outside consultants and experts, and incorporate the feedback into their designs at increasing levels of resolution. Students are asked to develop the building at multiple scales—from the scale of the region and site to the more detailed scale of design. They produce a building scale (often 1/2”) Integrated Section Perspective drawing that shows multiple layers of an integrated design, including structural, environmental building systems, envelope assemblies, daylighting and electrical lighting, and water systems.The section perspective, along with other drawings and diagrams, are collected in a comprehensive workbook that includes sections on site and context; architecture; structural systems; environmental systems; building envelope, material, and assembly; and documentation of the design process.

**Self-Assessment:**
Within each studio, student learning is assessed primarily through periodic pin ups and reviews, a final review and exit interview. The students receive midterm grades, and feedback in the form of an assessment based on a rubric. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- In 2017–18 a Studio summit was organized by then undergrad Chair Antje Steinmuller. Faculty discussed how to revise the core studios to better integrate the division’s signature bodies of expertise into the core studios, and to better prepare students for more specialized advanced studios.

- At the end-of-year assessment meeting in 2017–18, faculty suggested reducing the size and complexity of the project brief for the Integrated Studio, in order to enable students to more successfully integrate building systems into their proposals.
- Chair Antje Steinmuller convened a Design Media (DM) Summit in 2020–21 to address how the design media course sequence could build sequentially while supporting the design studios.

**Summary of Modifications:**

- As a result of the 2017–18 Studio summit, the core content for B.Arch Studios 1–4 was revised. Under the revision, Studio 1 emphasizes materiality and making; Studio 2 focuses on disciplinary space-making; Studio 3 continues to focus on a complex urban building and integration of building technologies into design; and Studio 4 focuses on urban issues, addressing site, users, and economics within an urban-scale project.
- In 2018–19, Integrated Studios shifted to projects of a smaller scale, from around 60,000 sf (e.g. a large museum, a ferry terminal) to smaller-scale buildings (e.g. mixed-use housing, community centers, and market halls), to enable students to achieve more resolved integration of building systems into their designs.
- Following the DM summit, in 2021–22, we piloted a new DM sequence in which each course would have a clear and distinct focus, starting with “Drawing Culture” (DM 1), “Imagine Culture” (DM 2), “Material/Data Culture” (DM 3), and “Urban Culture” (DM 4). Additionally, the courses would pay attention to not only skill-building but also critical histories of representation, in order to better support students’ decision-making about representation in the context of their design studios.
- In 2019–20, a course called Architectural Analysis was changed to Urban Analysis to better align with and support Studio 4. The course was also folded into the Design Media sequence.

**M.Arch:**

Like the undergraduate sequence, M.Arch students first learn about the many considerations of the design process through a series of three required Core Studios. MARCH 6010 Studio 1 focuses on formal and tectonic development, as well as the integration of a programmatic argument into a design proposal. MARCH 6020 Studio 2 introduces tectonic systems as well as landscape and ecological considerations as drivers for design. MARCH 6030 Studio 3 considers a complex public program on an urban site. In all three courses, students engage in an iterative process built on research and experimentation. The pedagogy in Studios 1 and 2 is closely coordinated with Design Media courses that the students take simultaneously. Studio 3 is integrated with an Architectural Analysis course whose pedagogy supports the studio work. After completing the Core Studio sequence, students take Advanced/Integrated studios in their fourth and fifth semesters. At least one of these must be MARCH 6080 Integrated Studio, where they learn to synthesize a multiplicity of factors, building systems, and site considerations into a building proposal. While all of these courses contribute to students’ overall design education, MARCH 6030 and MARCH 6080 are the primary assessment points for PC.2 Design for M.Arch students.

**MARCH 6030 Architecture Studio 3**

In M.Arch Studio 3, the third course in the graduate studio sequence, students undertake the design of a medium-scale building in an urban setting. In recent years, this has entailed the design of a public library in an urban infill site in West Oakland. The studio has two main goals: first, to enable students to learn how to synthesize multiple factors—including form-making, typology, program, site conditions, cultural and political considerations, and user requirements such as accessibility and egress—into a well-resolved architectural proposal; and second, to teach the important role of research and analysis in the design process. To support the second aim, students take an

Architectural Analysis course in parallel with Studio 3. Within the studio, students approach design as a form of research and iterative development. Students learn to make an architectural argument through design and supporting research, articulated through a comprehensive set of drawings, renderings, and physical models.

**MARCH 6080 Integrated Studio**
MARCH 6080 is a vertical studio combining students in the final two years of the M.Arch and B.Arch programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution, with special consideration given to how building performance systems can help address climate change. Students work in teams, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as synthesizing user requirements, regulatory requirements, site conditions, and accessibility considerations.

Students in Integrated Studio develop their proposals through an iterative design process in which they repeatedly evaluate their designs, receive feedback from multiple outside consultants and experts, and incorporate the feedback into their designs at increasing levels of resolution. Students are asked to develop the building at multiple scales–from the scale of the region and site to the more detailed scale of design. They produce a building scale (often 1/2") Integrated Section Perspective drawing that shows multiple layers of an integrated design, including structural, environmental building systems, envelope assemblies, daylighting and electrical lighting, and water systems.The section perspective, along with other drawings and diagrams, are collected in a comprehensive workbook that includes sections on site and context; architecture; structural systems; environmental systems; building envelope, material and assembly; and documentation of the design process.

**Self-Assessment:**
Within each studio, student learning is assessed primarily through periodic pin ups and reviews, a final review and exit interview. The students receive midterm grades, and feedback in the form of an assessment based on a rubric. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The course is also discussed in an end-of-year Assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- The end-of-the year assessment meeting in 2019–20 revealed a need to broaden students' access to diverse design methodologies in the first two years of the graduate program.
- In 2020–21, as part of the development of the Architecture Division's DEIB commitments, the Graduate Chair and faculty decided that Architectural Analysis, the course that supports M.Arch Studio 3, should expand beyond its past focus on formal building analysis to include more urban and ethnographic analysis. The goal was to expand students' understanding of how research and analysis are undertaken in support of design, while also better supporting the school's ambitions to better address issues of diversity and social equity.
- At the end-of-year assessment meeting in 2017–18, faculty suggested reducing the size and complexity of the project brief for the Integrated Studio, in order to enable students to more successfully integrate building systems into their proposals.

**Summary of Modifications:**

- In 2020–21, the first-year M.Arch Core Studios were restructured into four mini-studios, each introducing a distinct design method and focus, and each taking up half a semester. Following feedback from students and faculty about the challenges of the abbreviated time frame to develop

four projects, Studio 1 and 2 have been successively revised to keep the distinct foci of each half-studio, while producing more integration between the parts.

- We have continually and iteratively finetuned the relationship of Studio 3 and Architectural Analysis. In 2021–22, Architectural Analysis was modified to focus primarily on urban and ethnographic analysis, in order to better support Studio 3's focus on urban issues, and to broaden students' understanding of what constitutes architectural research. The content of the course continues to undergo refinement each year, with the 2024–25 iteration shifting to incorporate both building and urban-scale analysis. We also continually strive to balance the workload in Studio 3—the students' first experience of a comprehensive building design—by exploring how some of the pedagogical aims of Studio 3 can be carried by Analysis.
- In 2018–19, Integrated Studios shifted to projects of a smaller scale, from around 60,000 sf (e.g. a large museum, a ferry terminal) to smaller-scale buildings (e.g. mixed-use housing, community centers, and market halls), to enable students to achieve more resolved integration of building systems into their designs.

**PC.3 Ecological Knowledge and Responsibility**—How the program instills in students a holistic understanding of the dynamic between built and natural environments, enabling future architects to mitigate climate change responsibly by leveraging ecological, advanced building performance, adaptation, and resilience principles in their work and advocacy activities.

**Program Response:**
An understanding of the profound and inextricable entanglement of the built and natural environment is increasingly at the center of CCA's architectural pedagogy. We understand architecture's approach to climate change as requiring not only technical solutions—developing research and advancing practices to improve building performance, adaptation, and resilience—but also the development of cultural and social advocacy that attends to the relationship between climate change and social justice. Students develop their knowledge about architecture's relationship to ecology and climate change in several areas of the curriculum—across the Core Studio, Advanced Studio, and Integrated Studio sequences, the building technology curriculum, and even in history/theory courses. Additionally, ecology is the primary focus of one of our four research labs, the Architectural Ecologies Lab, and increasingly a main area of research for the other three labs as well.

Learning about ecological knowledge and responsibility occurs across our curriculum. Many core classes (including ARCHT 3330/MARCH 6330 Materials and Methods, ARCHT 2020 Studio 2 for undergraduate students, and MARCH 6020 Studio 2 for graduate students) contribute to the development of student knowledge of, and commitment to, ecological practice. The primary assessment points for PC.3 within both the B.Arch and M.Arch programs are ARCHT 2340/MARCH 6340 Building Energy and ARCHT 5080/MARCH 6080 Integrated Studio. Both of these courses directly address PC.3 Ecological Knowledge and Responsibility, equipping students with the skills to address climate change through sustainable architectural design.

**Curricular Evidence:**

**B.Arch / M.Arch:**

**ARCHT 2340/MARCH 6340 Building Energy**
B.Arch students take ARCHT 2340 in their fourth semester, while M.Arch students take MARCH 6340 in their third semester. Prior to 2024–25, B.Arch and M.Arch students attended a shared lecture, and then were divided into separate lab sections. Beginning in 2024, the two cohorts take the course

separately. However, both undergraduate and graduate versions of the course follow a common curriculum.

ARCHT 2340/MARCH 6340 Building Energy explores how energy flows through the building envelope, emphasizing the relationship between architecture and natural forces like heat, light, and air. The course covers topics such as heat transfer, solar geometry, and fluid dynamics, teaching students to design buildings that are energy-efficient, comfortable, and environmentally responsible. The course also examines the social implications of energy use, highlighting systemic inequalities and the role of public policy in shaping sustainable building culture. The course centers on the building envelope as a dynamic filter between interior and exterior environments, with all components reinforcing this core idea. Early in the semester, students learn about the urban heat island effect to understand how architectural surfaces alter microclimates. The curriculum emphasizes passive heating and cooling strategies to enhance energy efficiency and reduce onsite emissions, followed by instruction on energy-efficient mechanical systems and renewable technologies.

This progression equips students to design low-energy, climate-responsive buildings in their semester-long project: the design of a thermal refuge, a process that is scaffolded by a number of smaller assignments. Students select materials based on thermal mass and insulation properties, using numerical data to analyze energy flow across the envelope; they respond to site-specific solar radiation by adjusting massing, fenestration, overhangs, and orientation; they use tools like Climate Consultant, sun path diagrams, and dry-bulb temperature data to develop color-coded shading maps and comfort analyses; they analyze wind roses to optimize building orientation and openings for passive ventilation, cooling, or humidification; they integrate active systems powered by photovoltaics into their passive designs (teaching students to consider grid-level issues such as the “duck curve” in energy use patterns. Together these assignments give students experience in the application of climate data to design decisions.

Additional in-class exercises reinforce lecture concepts. For example, students complete worksheets analyzing shading geometry using sun masks and skydome projections. Weekly quizzes test comprehension of both passive and active strategies, including distinctions between operational and embodied carbon (e.g., Quiz in Week 11). Interactive assignments and evaluations ensure students connect theoretical principles with practical applications, using both qualitative strategies and quantitative data to inform their architectural design decisions.

**ARCHT 5080/MARCH 6080 Integrated Studio**
ARCHT 5080/MARCH 6080 is a vertical studio combining students in the fourth and fifth year of the BArch program with students from the architecture graduate programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution. Students work in teams, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as synthesizing user requirements, regulatory requirements, site conditions, accessibility considerations, and environmental performance and impact.

In recent years, the faculty teaching ARCHT 5080/MARCH 6080 have increasingly focused the studio on climate change and resilience, encouraging students to create designs that are not only energy efficient but also adaptable to future environmental challenges. As part of the studio, students learn and apply key principles of environmental awareness (low impact, resource and energy efficiencies), sustainable practices (environmental systems integration, contextual design, material selection), and the value of cross disciplinary learning (collaboration and lecture from other disciplines). ARCHT

5080/MARCH 6080 studios in the last six years have focused specifically on the use of mass timber, with attention paid to locally available woods and supply chains. Students create a comprehensive workbook that includes sections on site and context; architecture; structural systems; environmental systems; building envelope, material, and assembly; and documentation of the design process.

In addition to the technical aspects of building performance and energy management, students in ARCHT 5080/MARCH 6080 also learn about cultural and social principles of adaptation and resilience more broadly. In recent years, several Integrated Studio projects have focused on sites and communities that are vulnerable to climate change: In AY 2023 and 2024, CCA ran a series of Integrated Studios in partnership with the community of Greenville, California—a town in the Sierra Nevada mountains that grew up around the timber industry and was destroyed by the Dixie Fire in 2021. These studios explored how architecture could support rebuilding, repair, and regeneration of the community and surrounding environment, including, for example, through innovative use of forest materials and mass timber structures. Between 2014–2020, several Integrated Studios focused on the theme of "buoyant ecologies," exploring marine architecture for sites and communities especially vulnerable to climate change, including sites in the Bay Area and the Maldives. These Integrated Studios brought students into contact with naval, mechanical, and structural engineers to develop their floating architectures. Through the Integrated Studios, students learn ecological, advanced building performance, adaptation, and resilience principles, preparing them to meet the challenges of climate change as they advance in their careers.

**Self-Assessment:**
Within each studio, student learning is assessed primarily through periodic pin ups and reviews, a final review and exit interview. The students receive midterm grades and feedback in the form of an assessment based on a rubric. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- Before 2023, students in ARCHT 2340/MARCH 6340 sometimes shared concerns that the "thermal refuge" project workload was significant, akin to having another design studio project.

**Summary of Modifications:**
- In response to student feedback about the workload associated with the "thermal refuge" project in ARCHT 2340, the instructors broke down the project into a smaller number of parts, each with longer iterations, to allow students more time to develop their proposals.
- Since 2018, all Integrated Studios have focused on structural wood construction to allow students to address climate challenges through a comprehensively informed speculative design at multiple scales. Likewise, the size of the project scope has been reduced to enable students to develop a single project with broad scales of impact—with effects on regional systems, site ecology, community impact, building life cycles, and ultimately user experience, developed through design details of wall assemblies and material selections.

For more on CCA Architecture's approach to PC.3 Ecological Knowledge and Responsibility, see Section 2, Shared Values: Environmental Stewardship and Professional Responsibility.

**PC.4 History and Theory**—How the program ensures that students understand the histories and theories of architecture and urbanism, framed by diverse social, cultural, economic, and political forces, nationally and globally.

**Program Response:**
A robust, deep, and broad understanding of the histories and theories of architecture and urbanism is central to the curriculum of CCA's B.Arch and M.Arch programs. Through a carefully coordinated sequence of required history and theory courses, students gain an understanding of the history of architecture as encompassing both a specific disciplinary tradition as well as the broad built environment. A defining feature of the history/theory curriculum is a conviction that architectural history should not be limited to an intra-disciplinary account of change, but more broadly explores architecture's entanglements with cultural, social, economic, political, and environmental forces. Attention is given to understanding the history of architecture in local, national, and global contexts.

**Curricular Evidence:**

**B.Arch:**
B.Arch students build their understanding of the history of architecture and urbanism in a sequence of four courses: ARCHT 2200 History of Architecture 1 covers the built environment from ancient times to the mid-eighteenth century, ARCHT 2220 History of Architecture 2 encompasses 1750–1970, and ARCHT 4220 Architectural Theory addresses urgent issues in architecture and urbanism from the 1960s to the present. B.Arch students are also required to take a history/theory elective course. Across these courses, students develop an understanding of architecture's relationship to diverse social, cultural, economic, and political forces, locally, nationally, and globally.

**ARCHT 2200 History of Architecture 1**
Students in ARCHT 2200 explore the historical development of architecture, interiors, city planning, and landscape architecture, beginning from the first inhabited villages and concluding in the mid-eighteenth century. The course has long been attentive to diverse cultural and social contexts: Students learn about the buildings and societies of ancient Egypt and Rome, Mesoamerica, the Italian Renaissance, early Buddhism in India and Japan, the Mongol world, cultures in Africa, and the Ottoman empire. The class places special emphasis on the global connections between nations and empires, and how trade routes, military conflicts, colonial efforts, and religious ideas helped transfer architectural and urban concepts around the world. The class also explores the architecture of colonialism, including through field trips to colonial landscapes and buildings in the Bay Area.

**ARCHT 2220 History of Architecture 2**
ARCHT 2220 surveys architecture around the globe from approximately 1750 to 1970, from the European Enlightenment and modern colonialism to the advent of postmodernism and postindustrial cities. The course embraces the concept of modernisms, plural. While covering canonical designers and projects and discourses, the course also explores the larger "built environment," encompassing urban design, vernacular and everyday buildings, and "cultural landscapes." As part of this expansive definition of architectural history, the course shifts away from the preoccupations of traditional architectural history, such as authorial intention and aesthetic innovation, and instead explores how architecture is shaped by its social, political, and economic contexts; embraces a multiplicity of types and programs; and tracks the changing role of the architect in society, including the relationship between architecture and other actors.

**ARCHT 4220 Architectural Theory**

ARCHT 4220 Architectural Theory is the capstone of the architecture history and theory curriculum, and focuses on the key themes, histories, and methods of architectural theory. The course is co-taught by two or more instructors and held partly co-located with MARCH 6220. Fourth-year undergraduates in ARCHT 4220 and second-year graduates in MARCH 6220 attend joint lectures and separate discussion sections. Students learn about the relationship of architecture to developments and fields outside the discipline, including politics, economics, technology, the environment, and more. This entails exploring worlds of theory that lie beyond the traditional boundaries of modern architectural theory. The course aims to familiarize students with critical debates and discourses about power, race, capitalism, nature, globalization, embodiment, and mapping that are essential to understanding and operating in the contemporary built environment. Additionally, the course focuses on developing students' skills of critical inquiry, comprehension, and verbal and visual expression through short analytical and creative writing assignments, as well as a term paper.

**ARCHT 5500 Architectural History/Theory Elective**
All B.Arch students are required to take at least one history/theory elective, typically in their fourth or fifth year. These electives cover a variety of topics but all share the aim of increasing students' knowledge in new and emerging perspectives in architectural history, developing students' skills in research methods, and advancing their writing and verbal communication skills. Recent history/theory electives in the last three years have included seminars on "Spaces of Extraction" (Prof. James Graham), "Radically Local: Architectural Critiques for Our Precarious Time" (Prof. Lisa Findley); "Architecture or Revolution? Intersections of Design and Politics" (Prof. Ecem Saricayir); and "Material Histories" (Prof. Irene Cheng).

**Self-Assessment:**
Within each course, student learning is assessed primarily through graded assignments such as reading responses, written assignments, quizzes, a midterm exam, and a final paper. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- In 2020, Architecture program students and faculty developed a set of Diversity, Equity, Inclusion, Belonging (DEIB) Commitments. Among these commitments was a goal to expand the references addressed in courses to encompass a more diverse range of designers and users.
- Periodically since 2015, program leadership and history/theory faculty have received feedback from students and faculty that there are redundancies and overlaps between the college's Humanities and Science courses and the B.Arch program's architecture-specific history/theory requirements. Specifically, B.Arch students who are not transfer students must take two semesters of art history (Introduction to the Arts and Introduction to the Modern Arts), in addition to History of Architecture 1 and History of Architecture 2. Over the years there have been discussions about eliminating one or more of these art history requirements for B.Arch students, with the most recent discussions beginning in 2024–25.

**Summary of Modifications:**
- Since 2020, history/theory faculty have been engaged in an effort to diversify the scope of their core courses, by teaching more global histories; discussing how architectural history has been shaped by racial capitalism, colonialism, and imperialism; including examples of architecture

created by people of color and women; and addressing both canonical and vernacular elements of the built environment. These efforts have been comprehensive and have led to the revamping of all the core history/theory courses in the Architecture programs.

- CCA history/theory faculty have been national leaders in expanding the definition of architectural history/theory to be more inclusive and critical: Prof. Irene Cheng co-edited the volume *Race and Modern Architecture* and has led numerous national workshops on anti-racism and architectural history. Prof. Bill Littmann described his efforts to diversify his CCA history curricula in an essay, "How I Found the Courage to Decolonize My Syllabus," published in *Platform* in 2021.
- Since 2020, all the core history/theory courses have expanded the pedagogical modalities within the courses beyond the traditional lecture and discussion format. In ARCHT 2200 and ARCHT 2200, instructors have increased the opportunities for active, site-based, experiential learning, including field trips to local Buddhist temples, Christian churches, and other sites. ARCHT 4220 has also expanded to include not only lectures by the instructors but also occasional symposia and roundtables. In fall 2024, for example, ARCHT 4220 included an online symposium, "Theory Acts," that explored how architectural theory can be an instrument for activist practice, with speakers that included Aaron Cayer (CalPoly Pomona), Ana Maria Leon (Harvard), and Jay Cephas (Princeton).
- In 2024–25, the B.Arch Chair began exploring a curricular change to the undergrad history/theory sequence. While this has not yet been finalized, the proposals being considered include 1) eliminating one of the Humanities and Science art history requirements and replacing it with an option to take an "Introduction to Architectural Thinking" course in the first year, and 2) combining B.Arch and Interior Design History 1 into a new shared course that would replace ARCHT 2200.

**M.Arch:**

M.Arch students take a four-course sequence in history/theory. In MARCH 6200 History of Architecture 1, students learn about the history of architecture from the age of colonialism to the rise of industrialized society. MARCH 6250 History of Architecture 2 covers the period of industrial modernity, up to approximately 1980. In their third semester, students take Architectural Theory, which addresses urgent issues in architecture and urbanism from the 1960s to the present. In their penultimate semester, students take a Thesis Seminar in which they develop an individual thesis agenda that builds on historical and theoretical research. Through this sequence, M.Arch students acquire a comprehensive critical perspective on the history of the built environment and engage contemporary debates in the discipline before formulating their own agenda and perspective on a relevant issue.

**MARCH 6200 History of Architecture 1**

This course examines architecture and urbanism from the age of colonialism to the rise of industrialized society (1400–1875). The course focuses on important buildings and city forms found in the Americas, Europe, Asia, and Africa, while also exploring how ideas about architecture and city form are shaped by global economics, politics, technological development, and aesthetic theory. In addition, the course emphasizes how these architectural ideas have been transmitted around the globe through contact and conflict between different nations and empires.

**MARCH 6250 History of Architecture 2**

This class explores the history of modern architecture and urbanism from the late nineteenth century to the late twentieth century. The course critically interrogates the idea of "modernity" as applied in a wide range of global contexts, from north to south and east to west. Modernity is treated as something that is contested, uncertain, and uneven, rather than as a triumphal evolution as it is sometimes depicted. Special attention is paid to the relation of aesthetic and formal developments to historical forces such as capitalism, imperialism, industrialization, and globalization. The impact of

modernity on practices and ideas of gender, domesticity, and the delineation of private and public space are also addressed.

**MARCH 6220 Architectural Theory**
MARCH 6220 Architectural Theory is the capstone of the architecture history and theory curriculum, and focuses on the key themes, histories, and methods of architectural theory. The course is co-taught by two or more instructors and held partly co-located with ARCH 4220. Fourth-year undergraduates in ARCHT 4220 and second-year graduates in MARCH 6220 attend joint lectures and separate discussion sections. Students learn about the relationship of architecture to developments and fields outside the discipline, including politics, economics, technology, the environment, and more. This entails exploring worlds of theory that lie beyond the traditional boundaries of modern architectural theory. The course aims to familiarize students with critical debates and discourses about power, race, capitalism, nature, globalization, embodiment, and mapping that are essential to understanding and operating in the contemporary built environment. Additionally, the course focuses on developing students' skills of critical inquiry, comprehension, and verbal and visual expression through short analytical and creative writing assignments, as well as a term paper.

**MARCH 6240 Thesis Seminar**
Thesis Seminar guides students in the development of an individualized research topic in preparation for a design thesis in the spring. The seminar instructs students in combining historical research, analysis, writing and verbal presentation to develop a critical argument and thesis proposal. The Thesis seminar does not take the architectural discipline's scope or aims as given. Instead, students are encouraged to question the definition of architecture—as a form-making, image-making, tectonic, or expanded practice–and to test both its limits and its capacities to address pressing social, political, environmental, and aesthetic problems.

**Self-Assessment:**
Within each course, student learning is assessed primarily through graded assignments such as reading responses, written assignments, quizzes, a midterm exam, and a final paper. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- In 2020, Architecture program students and faculty developed a set of Diversity, Equity, Inclusion, Belonging (DEIB) Commitments. Among these commitments was a goal to expand the references addressed in courses to encompass a more diverse range of designers and users.
- Since 2018–2019, the role of Thesis Seminar in relation to the development of a spring Thesis project has been questioned and revised. Before 2019, students took two fall Thesis prep courses: one seminar oriented towards history/theory and the other a lab oriented towards making and design. Some faculty questioned the need for two courses and felt that students would be better served by taking only one fall Thesis prep course (the seminar), allowing them to take an additional elective.

**Summary of Modifications:**
- Since 2020, history/theory faculty have been engaged in an effort to diversify the scope of their core courses, by teaching more global histories; discussing how architectural history has been

shaped by racial capitalism, colonialism, and imperialism; including examples of architecture created by people of color and women; and addressing both canonical and vernacular elements of the built environment. These efforts have been comprehensive and have led to the revamping of all the core history/theory courses in the Architecture programs.

- CCA history/theory faculty have been national leaders in expanding the definition of architectural history/theory to be more inclusive and critical: Prof. Irene Cheng co-edited the volume *Race and Modern Architecture* and has led numerous national workshops on anti-racism and architectural history. Prof. Bill Littmann described his efforts to diversify his CCA history curricula in an essay, "How I Found the Courage to Decolonize My Syllabus," published in *Platform* in 2021.
- Since 2020, all the core history/theory courses have expanded the pedagogical modalities within the courses beyond the traditional lecture and discussion format. In MARCH 6200 and MARCH 6500, instructors have increased the opportunities for active, site-based, experiential learning, including field trips to local Buddhist temples, Christian churches, and other sites. MARCH 6220 has also expanded to include not only lectures by the instructors but also occasional symposia and roundtables. In fall 2024, for example, MARCH 6220 included an online symposium, "Theory Acts," that explored how architectural theory can be an instrument for activist practice, with speakers that included Aaron Cayer (CalPoly Pomona), Ana Maria Leon (Harvard), and Jay Cephas (Princeton).
- In 2020 the fall Thesis Prep courses were reduced from two to one consolidated seminar. This change was assessed at the end of spring 2021, and faculty and students felt that the shift to one 3-unit seminar adequately prepared students for Thesis Studio. Since then, we have assessed the change periodically, resulting in ongoing efforts to ensure that the history/theory-oriented research in Thesis Prep adequately supports the transition to a design-oriented Thesis Studio in the spring.

**PC.5 Research and Innovation**—How the program prepares students to engage and participate in architectural research to test and evaluate innovations in the field.

**Program Response:**
A commitment to experimentation, research, and innovation is a cornerstone of CCA's Architecture programs. We take special pride in the fact that students in the undergraduate and graduate Architecture programs engage with research initiatives that rival those at larger research universities. Whether it is researching new, more sustainable biomaterials; rethinking the structures of property ownership that govern housing production; or testing how computational methods can be applied to bamboo structures, our students are actively working to develop new knowledge that will reshape and advance the field of architecture.

CCA's four research labs spearhead a range of exploration in the areas of digital craft, architectural ecologies, history/theory, and urbanism and social justice. Students access the work of the labs by enrolling in lab-affiliated advanced studios and electives, attending events and exhibitions, and working as lab assistants. Beyond the research labs, many of our design faculty carry out research and innovation through their teaching and professional practices, connecting academic inquiry with real-world applications—particularly in the area of sustainable building technologies. Through partnerships with renowned local research institutions such as the Autodesk Technology Center, the University of California San Francisco, SPUR, and others, our students gain access to the Bay Area's extraordinary ecosystem of research and innovation.

While research and innovation can be found across the curriculum, students most pointedly engage in activities to test and evaluate innovations in the field in the Advanced Studios and Building Technology elective seminars. These courses situate themselves at the leading edge of the practice–establishing a bridge between current problems and practices and future-oriented experimentation. Master of Architecture students also engage in a required yearlong Thesis that combines robust research with a design proposition.

**Curricular Evidence:**

**B.Arch / M.Arch:**

**ARCHT 3030 / MARCH 6030 Advanced Studio**

In their final four semesters in the B.Arch program and in the fourth and fifth semesters of the M.Arch program, students choose from a range of Advanced Studios. (They must also take at least one Integrated Studio during this time.) The Advanced Studios are vertical studios that combine advanced undergraduate and graduate architecture students and focus on research agendas set by faculty. In general the Advanced Studio options are conceptually oriented and directed toward theoretical, technological, programmatic, social, and/or environmental experimentation and innovation. Students typically have a choice of 3-5 Advanced Studios per semester, with at least one offering focused on Digital Craft (DC), one on an urban-scale project (UW), and one on a building design. This ensures that, with the addition of one or two Integrated Studios, students have a breadth and depth of topics and methodologies to choose from. The studio topic designations are also aligned with the research labs and their affiliated undergraduate degree concentrations: B.Arch students who choose to pursue a concentration in UW or DC, for example, are required to take at least two Advanced Studios in their concentration.

In the past two years, Advanced Studio topics have included:

- Local Futures: Architecture for Precarious Times (Prof. Lisa Findley)
- Adaptive Thought, Design, and Fabrication - DC (Prof. Negar Kalantar)
- Retrofitting Work - UW (Prof. Janette Kim)
- Architecture of Care (Prof. James Leng and Prof. Jennifer Ly)
- Creative Architecture Machines: Robots and Bamboo - DC (Prof. Jason Kelly Johnson)
- Military Infrastructure and the American West (Prof. Clark Thenhaus)
- Possible Futures (Prof. Thom Faulders)
- Embedded Intelligence - DC (Prof. Negar Kalantar)
- The Territorial City - UW (Prof. Neeraj Bhatia)
- Property in Crisis - UW (Prof. Janette Kim)
- Material Streaming: Re-evaluating Waste Streams by Way of Computation and Digital Fabrication - DC (Prof. Arthur Harsuvanakit and Prof. Gil Sunshine)

Though the Advanced Studios address a diverse range of timely and urgent questions and embrace the particular interest of the instructors, some common themes can be found. Several studios have asked how computational design and fabrication tools can be harnessed to produce more sustainable and environmentally efficient structures. Others have explored the possibilities of adaptive reuse in an age when repurposing existing structures may be the most radically ecological practice. Still others have explored the possibilities of reorganizing structures of property ownership or harnessing new public infrastructure to produce new, more equitable and sociable visions of collectivity. Despite these widely disparate topics, all Advanced Studios are characterized by a commitment to in-depth research, critical experimentation, and innovative design expression.

**ARCHT 5400 / MARCH 6400 Building Technology Elective**
All B.Arch and M.Arch students are also required to take at least one Building Technology elective. These electives allow students to explore advanced topics in construction systems, building performance, and analytical techniques, with an emphasis on research and testing innovations in the field. The content of the elective options varies from semester to semester. In the past few years, Building Technology electives topics have included:

- Constructed Ecologies: Eco-Logics (Prof. Margaret Ikeda and Evan Jones)
- Extreme Structures (Prof. Brendan Beazley)
- Mass Timber Systems and Products as Community Opportunities (Prof. Peter Anderson)
- Design for Energy Autonomy (Prof. Brendon Levitt)
- Ecological Tectonics (Prof. Adam Marcus)

**Self-Assessment:**
Within each course, student learning is assessed primarily through periodic pin ups and reviews and a final review or project. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. We also seek out external feedback, including, as of 2024–25, surveys sent to guest critics attending the final reviews for Advanced Studios. A mark of the high quality of work from the Advanced Studios and Building Technology can be found in external recognition and awards. Key findings from these assessments include:

- CCA M.Arch students Vishesh Naresh Khetwani and Daisy Porras received 2023 Urban Design Awards from the AIA California in recognition of their project “Logistics Community Hub for the California High Speed Railway,” which was produced for an Advanced Studio (UW) taught by Prof. Neeraj Bhatia.
- Three teams of students from Prof. Margaret Ikeda and Evan Jones’s Constructed Ecologies: Eco-logics Building Technology elective have built on their research from the class to develop projects that received awards for Outstanding Science at the international BioDesign Challenge in 2023, 2024, and 2025.
- Student work from the Advanced Studios has been exhibited at the Seoul Biennale (2021), the San Francisco Ferry Building (2021), The Center for Architecture + Design in SF (2024), and spotlighted on NBC News Bay Area (2024).
- Guest critics who shared feedback through surveys following the Advanced Studio final reviews identified numerous strengths across the studios, including evidence of research, experimentation and risk-taking, and thinking through making (evident in full-scale mock-ups, for example). They also identified some areas for improvement, including a tighter integration of concepts to design decisions, and a need for more representational clarity, whether in the form of clearer drawings or conceptual diagrams.
- As enrollment has fluctuated over the last several years, the Architecture programs have offered fewer Advanced Studios and Building Technology electives, diminishing the range of topics covered.

**Summary of Modifications:**

- To maintain the diversity of advanced research being pursued in Advanced Studios and Building Technology electives, we have encouraged faculty teaching in these areas to alternate their course topics, to give students the widest range of options from year to year.

- We have utilized visiting professor and adjunct positions to bring in new faculty voices and agendas to refresh and complement the existing curriculum. For example, in 2024–25, Jennifer Ly and James Leng taught an Advanced Studio on the Architecture of Care; in 2023–24, Arthur Harsuvanakit and Gil Sunshine, experts in computational design, taught a Digital Craft Advanced Studio on using computational tools to reuse waste materials; and in 2025–26 Emmett Zeifman will teach an Advanced Studio on the return of a literal sensibility in architecture.

**M.Arch (in addition to the above):**
In addition to the Advanced Studio and at least one required Building Technology elective described above, M.Archs also engage in research and innovation through a thesis project undertaken in the final year of their degree program. Students take two courses that span the year. In the fall, they develop a well-defined research agenda and in the spring they create a design project based on that agenda. Together, the two semesters of Thesis provide an opportunity to speculate on the discipline—to challenge existing knowledge and produce new perspectives on a specific problem.

**MARCH 6240 Thesis Seminar**
The fall Thesis Seminar course prepares students to embark on a design thesis in architecture. Students work to define a research problem, drawing on precedents in architectural history and theory, as well as other relevant fields. The students' selected problems may engage the core of the discipline (questions of form, space, order, and construction), as well as the expanded field of ecology, politics, landscape urbanism, digital technologies, and new media practices. The goal is for students to hone an original, critical argument that sets the stage for a design research project. As part of the course, students work under the guidance of an instructor on a common structured yet open-ended series of assignments: they develop a bibliography, research the history of a subject, create a taxonomy of an architectural type, examine precedent methodologies, and formulate an argument or hypothesis. This process culminates in a written Thesis Article and public presentation.

**MARCH 6090 Thesis Studio**
In the Thesis Studio students develop the research topic and argument honed in the previous fall into a robust design proposition. Each student defines their own design methods and project independently. A Thesis Studio instructor leads the studio, setting common deadlines for the refinement of an argument, drawings, and artifacts that convey the students' exploration. The spring Thesis Studio culminates in a public review.

**Self-Assessment:**
Across the Thesis Seminar and Studio, student learning is assessed through periodic pin-ups and reviews. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. We also seek out external feedback, including, as of 2024–25, surveys sent to guest critics attending the final reviews for Thesis Studio.

There has been an ongoing discussion over the past decade about the pros and cons of Thesis. While some students clearly benefit from the opportunity to define and pursue their own research and design agenda, faculty have observed that some students might benefit more from taking an additional Advanced Studio, while others have expressed concerns about the large number of units devoted to Thesis, which prevents students from being able to take other courses, including more electives.

In spring 2023, then-graduate Architecture chair Brian Price convened a meeting of recent Thesis faculty to discuss whether to continue with Thesis. A range of options were considered, including the possibility to eliminate Thesis or make it optional, with no clear conclusion. In summer 2024, incoming chair Irene Cheng conducted a survey of M.Arch alumni regarding Thesis. The feedback about the benefits of Thesis was overwhelmingly positive, with many graduates citing it as a transformative experience with many longlasting benefits. It was decided to keep Thesis in place.

**Summary of Modifications:**

- Before 2019, students took two 3-unit Thesis Seminar courses in the fall and one 6-unit Thesis Studio in the spring. In 2020 the fall Thesis Seminar courses were reduced from two to one consolidated, 3-unit seminar. This change was assessed at the end of spring 2021, and faculty and students felt that the shift to one 3-unit seminar adequately prepared students for Thesis Studio. Since then, we have assessed the change periodically, resulting in ongoing efforts to ensure that the history/theory-oriented research in Thesis Seminar adequately supports the transition to a design-oriented Thesis Studio in the spring.
- Thesis Seminar and Thesis Studio have often been taught by different faculty, resulting in an abrupt break between fall and spring. In recent years, we have encouraged faculty from the spring to take part in reviews in the fall, and vice versa, so that students experience greater continuity between the two semesters.
- Over the years we have tried various iterations of Thesis, including some years when we ran multiple sections, with faculty selecting a loose “theme” for each section, to help focus and strengthen students’ research and position the Thesis halfway between an Advanced Studio and an independent project. More recently, we have typically had only one or two sections, which makes it harder to set themes that all students could relate to.

**Co-Curricular Evidence:**

**B.Arch / M.Arch**

Research and innovation are also advanced by CCA’s research labs, which pursue research in four areas: Architectural Ecologies, Digital Craft, History Theory and Urban Works. Each lab sponsors courses, events, workshops, and research initiatives that are open to the entire Architecture division community. Students have multiple opportunities to participate in the labs, by attending events, working as research assistants, or taking lab-affiliated courses. The labs’ activities help fuel a sense of forward-thinking dynamism across the Architecture Division, touching every aspect of the curriculum and connecting CCA community with local and global networks of scholars, researchers, and designers.

Recent events and initiatives undertaken by the labs include:

Architectural Ecologies Lab (AEL): From 2015–20 the AEL focused its studios and courses on exploring “Buoyant Ecologies” or resilient coastal infrastructures. This work culminated in the launching of a prototypical floating laboratory in the San Francisco Bay in August 2019, created in partnership with Kreysler & Associates and Benthic Lab. Since 2020, the lab directors have been engaged in research and teaching on biomaterials. In 2025 the AEL directors Margaret Ikeda, Evan Jones, and Alex Schofield collaborated with Digital Craft Lab co-director Negar Kalantar to organize a major exhibition and symposium on “Pioneering Biomaterials.” Students working under the direction of Professors Ikeda and Jones have carried out research on biomaterials as residents at the Autodesk Technology Center, in partnership with researchers at the University of California San Francisco.

Digital Craft Lab (DCL): In the last two years, the DCL co-directors Jason Kelly Johnson and Negar Kalantar have taught studios on harnessing robotic, computational, and digital fabrication tools to develop more sustainable building methods. The DCL regularly organizes workshops and talks on topics such as Nesting Robotic 3D printing, AI, digital clay, and more. Since 2024, Prof. Kalantar has offered a research-based CCA course for selected students based at Autodesk Technology Center, as part of CCA's Academic Alliance with Autodesk.

History Theory Experiments (HTX): The HTX regularly sponsors symposia and talks on recent research in architectural history/theory. In 2024, the lab organized the "Theory Acts symposium," which explored how theory can be an instrument of activist practice. In the last three years, the lab has sponsored talks by eminent and emerging scholars such as Nerea Calvillo, Lydia Kallipoliti, Elise Hunchuck, Marco Ferrari, Jingru Cyan Cheng, Andrew Shanken, Maria Gonzalez-Pendas, Mark Wasiuta, Enrique Ramirez, and many others.

Urban Works Agency (UWA): The co-directors of the UWA have taught a series of studios and seminars clustered around several areas of research: collective living and housing; climate resilience and social justice; the use of participatory games to support community decision-making; infrastructures of energy, water, and mobility; and creating new "commons." UWA research has been widely published and exhibited locally and around the world, including at the Seoul Biennale.

For more on the research labs and other resources related to research and innovation, see Section 2, Shared Values: Knowledge and Innovation.

**PC.6 Leadership and Collaboration**—How the program ensures that students understand approaches to leadership in multidisciplinary teams, diverse stakeholder constituents, and dynamic physical and social contexts, and learn how to apply effective collaboration skills to solve complex problems.

**Program Response:**
CCA's B.Arch and M.Arch programs are committed to training architects capable of tackling complex and critical contemporary issues. The ability to work in multidisciplinary teams with varied expertise and to communicate with diverse stakeholders are essential parts of collaborative architectural practice. To that end, opportunities for group projects and collaboration are incorporated in many courses, including Building Energy and Integrated Technological Systems. Moreover, both Core Studios and Advanced Studios frequently engage with stakeholder groups in the communities and sites they explore. Recent partnerships undertaken by studios include collaborations with the Dixie Fire Collaborative, University of California San Francisco researchers, the Port of Oakland, the Eames Institute, Benthic Labs, San Francisco Planning Department, East Oakland Collective, Haight Street Commons, and the California High-Speed Rail Authority. While opportunities to practice leadership and collaboration can be found throughout the curriculum, they are most prominently foregrounded in two courses—a required course on professional practice and the required Integrated Studio. Both courses offer students an opportunity to understand how working architects exercise agency while collaborating with teams, clients, and communities. Additionally, the school offers a number of co-curricular opportunities for students to work collaboratively and in teams to solve complex problems.

**Curricular Evidence:**

**B.Arch**

**ARCHT 4190 Practice**
This course introduces architectural practice as a collaborative, inclusive, creative, and empathetic endeavor. It covers the business of conducting an architecture practice and includes information on how professional firms are organized and administered, strategies for acquiring new clients, methods of project management, agreements and contracts, fees and compensation, ethics, and relationships with consultants and contractors.

Leadership and collaboration are addressed in several ways. Students read about how firms are organized and work within teams to manage projects in chapters 9 and 11 of the course textbook (Paul Segal, *Professional Practice).* They also learn about firm organization and project teams through Assignments 2 and 3, which call for an informational firm interview and a case study interview, and to describe project teams and organization. Assignment 4 asks students to work in teams to propose a hypothetical firm; they must come up with an operating structure and create an organizational chart that includes staff, stakeholders, consultants, and strategic partners.

**ARCHT 5080 Integrated Studio**
This is a vertical studio combining students in the fourth and fifth year of the BArch program with students from the Graduate Architecture programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution that incorporates envelope, structural, environmental, and life safety systems.

Leadership and collaboration are lynchpins to the studio. In recognition of the comprehensive scope of the deliverables, which would be too much for any student to accomplish alone in the course of a semester, students work in teams of two (or three, on rare occasions). The student teams also collaborate with and receive iterative feedback from outside consultants, mimicking the real-world process of architectural collaboration with a range of experts. The student teams meet on three occasions with structural and building systems experts, leading each session by presenting their design intentions and drawings, receiving feedback, and documenting the lessons learned in their project workbooks. The students also have individual meetings with life safety and ADA consultants.

The Integrated Studios also engage stakeholder groups through guest lectures, site visits, and case studies. The studio pedagogy emphasizes a collaborative design approach where a variety of perspectives and priorities are valued which help to develop student empathy and communication skills with communities. Students document this learning about stakeholders in their workbooks in section A1.0 Research and Design Methodology and section A2.0 Site and Context.

Throughout the studio, students learn to present their ideas to diverse audiences (constituents, peers, instructors, professionals), practice listening and receiving feedback, and incorporating those external inputs into their designs. The methodology of the studio thus rehearses and mirrors the kinds of collaboration and teamwork that students will engage in as professionals tackling complex and critical problems in the world.

**Self-Assessment:**
Student learning in ARCHT 4190 is assessed through a series of graded assignments or “work products,” including crafting a cover letter, resume, and portfolio; researching and presenting on a firm; and drafting a response to an RFP. In ARCHT 5080, student learning is assessed through periodic pin-ups and reviews, as well as through a comprehensive workbook documenting students’ projects. Students submit drafts of the workbook and receive redlines at least four times, allowing them to iteratively develop the project. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive

end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- During our 2017 NAAB Accreditation review, it was suggested that the Practice course be revised to reach the same high level of creativity and inventiveness evident in other areas of the curriculum.
- In 2017–18 the Architecture programs shifted from a three-day-per week studio schedule to two-days-per week. We assessed this change at the end of the year through surveys of faculty and students, particularly for its impact on ARCHT 5080.

**Summary of Modifications:**

- Since 2017–18, the curriculum of ARCHT 4190 has incorporated greater attention to collaboration and how architects work within interdisciplinary teams, and with stakeholder groups including clients, contractors and communities.
- Over the last eight years, the pedagogy in ARCHT 5080 has been revised to amplify the incorporation of collaboration and outside expertise. Students now meet with structural engineers and building systems experts on three occasions to get feedback on their projects. In 2017–18, the program created an Integrated Studio coordinator role for one faculty to oversee coordination of these consultants, and in 2018–19 added a workbook consultant to redline workbooks. These changes were made in response to feedback from faculty, and in order to maintain the consistently high level of production in the Integrated Studios, following the schedule change from three to two studio meetings per week. In the last several years, the instructors have emphasized the need for students to communicate succinctly through drawings with the consultants.
- In ARCHT 5080, we began asking student teams in 2024 to include a statement about their collaboration in the workbook, in addition to specifying who was the lead and who was a collaborator on each drawing, to help clarify individuals' contributions to team projects.

**M.Arch:**

**MARCH 6190 Professional Practice**

This course introduces architectural practice as a collaborative, inclusive, creative, and empathetic endeavor. It covers the business of conducting an architecture practice and includes information on how professional firms are organized and administered, strategies for acquiring new clients, methods of project management, agreements and contracts, fees and compensation, ethics, and relationships with consultants and contractors. Throughout the course, an emphasis is placed on understanding how architects can exercise leadership and collaboration.

Specifically, learning about leadership and collaboration are accomplished in the final project, which is to write a response to a request for proposals (RFP) that includes a project schedule, scope letter, fee proposal, and marketing pitch. Students work in teams, and must identify consultants and experts as hypothetical collaborators who can supplement their own knowledge. In Workshop 5, the teams are asked to consider "Whom do you serve?" and to identify their clients and constituents. Collaboration is also covered in Lecture 4, "Ecosystems in the Construction Industry," which details the architect's role within a network of relationships that also includes an Owner, General Contractor, sub-contractors, regulatory agencies, and professional sub-consultants. The students look at standard and alternative project delivery models. Students learn about working with diverse stakeholder constituents in Lecture 3, which focuses on firms that develop missions geared towards serving particular constituencies. The same lecture also addresses how firms work in dynamic physical and social contexts—specifically exploring the growth of firms across a global geography, and the associated opportunities and challenges of operating multiple offices in different locations.

Through these assignments and lectures, students learn about how architects typically work within teams and with clients, as well as exploring how they might challenge existing structures and reinvent received practice models.

**MARCH 6080 Integrated Studio**
This is a vertical studio that brings together M.Arch students who have completed Studio 3 and advanced B.Arch students in their fourth and fifth years. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution that incorporates envelope, structural, environmental, and life safety systems.

Leadership and collaboration are lynchpins to the studio. In recognition of the comprehensive scope of the deliverables, which would be too much for any student to accomplish alone in the course of a semester, students work in teams of two (or three, on rare occasions). The student teams also collaborate with and receive iterative feedback from outside consultants, mimicking the real-world process of architectural collaboration with a range of experts. The student teams meet on three occasions with structural and building systems experts, leading each session by presenting their design intentions and drawings, receiving feedback, and documenting the lessons learned in their project workbooks. The students also have individual meetings with life safety and ADA consultants.

The Integrated Studios also engage stakeholder groups through guest lectures, site visits, and case studies. The studio pedagogy emphasizes a collaborative design approach where a variety of perspectives and priorities are valued which help to develop student empathy and communication skills with communities. Students document this learning about stakeholders in their workbooks in section A1.0 Research and Design Methodology and section A2.0 Site and Context.

Throughout the studio, students learn to present their ideas to diverse audiences (constituents, peers, instructors, professionals), practice listening and receiving feedback, and incorporating those external inputs into their designs. The methodology of the studio thus rehearses and mirrors the kinds of collaboration and teamwork that students will engage in as professionals tackling complex and critical problems in the world.

**Self-Assessment:**
Within MARCH 6190, student learning is assessed primarily through a series of graded assignments. These include creating a resume, portfolio, and “leave-behind”; conducting a firm interview and presenting a firm profile; and a team project to develop a hypothetical firm that includes a cost/operations worksheet and RFP response. In MARCH 6080, student learning is assessed through periodic pin-ups and reviews, as well as through a comprehensive workbook documenting students’ projects. Students submit drafts of the workbook and receive redlines at least four times, allowing them to iteratively develop the project. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors also complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- During our 2017 NAAB Accreditation review, it was suggested that the Professional Practice course be revised to reach the same high level of creativity and inventiveness evident in other areas of the curriculum.
- In 2017–18 the Architecture programs shifted from a three-day-per week studio schedule to two-days-per week. We assessed this change at the end of the year through surveys of faculty and students, particularly for its impact on MARCH 6080.

**Summary of Modifications:**

- Since 2017–18, the curriculum of MARCH 6190 has incorporated greater attention to collaboration and how architects work within interdisciplinary teams, and with stakeholder groups including clients, contractors and communities.
- Over the last eight years, the pedagogy in MARCH 6080 has been revised to amplify the incorporation of collaboration and outside expertise. Students now meet with structural engineers and building systems experts on three occasions to get feedback on their projects. In 2017–18, the program created an Integrated Studio coordinator role for one faculty to oversee coordination of these consultants, and in 2018–19 added a workbook consultant to redline workbooks. These changes were made in response to feedback from faculty, and in order to maintain the consistently high level of production in the Integrated Studios, following the schedule change from three to two studio meetings per week. In the last several years, the instructors have emphasized the need for students to communicate succinctly through drawings with the consultants.
- In MARCH 6080, we began asking student teams in 2024 to include a statement about their collaboration in the workbook, in addition to specifying who was the lead and who was a collaborator on each drawing, to help clarify individuals' contributions to team projects.

**Co-curricular Evidence:**

**B.Arch / M.Arch:**
Students have numerous co-curricular opportunities to develop their leadership and collaboration skills, for example through participation in the Architecture Division Student Council, National Organization of Minority Architects student chapter (NOMAS), Alpha Rho Chi, and American Institute of Architects student chapter (AIAS). Student leaders of these groups meet regularly to plan events for the entire CCA community and connect their members to local and national networks of professionals.

Additionally, many community collaborations that start in courses or studios lead to co-curricular opportunities that extend beyond the classroom. For example, as a result of CCA's multi-year partnership with the community of Greenville, several students have worked as summer interns in the town over the last few years, assisting with projects related to the community's rebuilding after a devastating wildfire. Similarly, an outgrowth of Professors Margaret Ikeda and Evan Jones's Building Technology elective course on biomaterials has been an opportunity for a small group of CCA Architecture students to continue to develop their research as residents at the Autodesk Technology Center, and in collaboration with experts at UCSF. These research teams have gone on to win awards in the Biodesign Challenge in 2023, 2024, and 2025. Through these and other opportunities, CCA students gain opportunities to work in multidisciplinary teams to solve complex problems.

For more on the programs' approach to leadership and collaboration, see also Section 2, Shared Values: Leadership, Collaboration, and Community Engagement and Section 4, PC.7: Learning and Teaching Culture.

**PC.7 Learning and Teaching Culture**—How the program fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

**Program Response:**
CCA's B.Arch and M.Arch programs take pride in fostering a positive, respectful, collaborative, innovative, and committed learning and teaching environment. The learning and teaching culture is defined by three characteristics, each of which is exemplified and manifested in numerous ways:

**A respectful, vibrant, and positive environment:**
As a small school, we see ourselves as a tight-knit, supportive, and inclusive community. In surveys and conversations, students and alumni regularly cite the close and collegial relationships they built with faculty and peers as one of the best parts of their time at the school. This environment of respect is supported by several policies and initiatives:

- Since 2021, there has been a concerted effort to rebuild the culture of studio, which declined during the pandemic shift to online learning. We are committed to the enduring idea that the studio space is both a social center and a practical working space, and that students learn a great deal from each other outside of class time. As such, faculty encourage students to work in their cold-desk studio spaces, which are enriched by the college's outstanding and recently enlarged maker and shop facilities.

- The Studio Culture Policy is referenced in all studio syllabi, and a statement about "Learning and Teaching Culture" is included in seminar and lecture course syllabi. These policy statements affirm that the Architecture Division fosters an "energetic and productive environment where student work is nurtured with both respect and critical attention" and that students "are treated as collaborators in their own learning process and encouraged to develop life-long behaviors of curiosity, rigorous thinking and making, measured self-discipline, and engaged intellect." The studio culture policy also calls for an environment of respect in listening, communication, and critique, with specific guidelines about appropriate reviewer behavior. (The latter guidelines are sent to all studio instructors and reviewers before each final review, which are generally framed as "final conversations" to affirm the centrality of the student's perspective in these moments of collegial exchange.) Students are encouraged to observe studio etiquette to ensure a safe and civil working environment. Lastly, students are asked to take part in shared stewardship of resources and care of learning spaces.

- Diversity, Equity, Inclusion, Belonging (DEIB) Commitments
  In 2020–21, the faculty, staff, and students of CCA's Architecture Division participated in a series of workshops and meetings to establish a set of clear and actionable commitments in support of diversity, equity, inclusion, and belonging. The goal was to identify ways to transform the culture and curriculum to better represent and support all members of the community, and to promote a more inclusive and diverse vision of architectural education and practice. Organized into topics that address multiple aspects of architectural pedagogy—core skills, references, teaching formats, partnerships, and contexts—this document has guided both curricular revisions and a commitment to sustaining an equitable and engaging learning culture for all. (More information on these commitments can be found in Section 2, Shared Values: Equity, Diversity, and Inclusion and Section 5.5.)

- Since 2020, the college has carried out trainings and encouraged faculty to use community agreements in their courses to foster an atmosphere of inclusion, accountability, and respect within the classroom.

- The Architecture Curriculum Committee regularly takes up initiatives to improve learning and teaching culture that will help every student meet their full potential. For example, in spring 2025, at the request of faculty, the chairs began working with the college's Assistant Dean of Students for Access and Disability to develop improved guidelines and best practices around access and

accommodations, in recognition of the increasing numbers of students with accommodations (a process that is currently ongoing).

- The Division holds an annual end-of-year awards ceremony where student accomplishments are celebrated and awards given for outstanding academic achievement and initiative in the core and advanced studios and major curricular areas (building technology, history/theory, and design media), as well as contributions to the community. The event offers an opportunity to recognize exemplary work and growth, as well as to provide motivation for future effort.

**A student-empowered culture of learning:**
As a teaching-focused institution, CCA emphasizes a student-centered pedagogical approach. We see ourselves as constructing a community of learning together. Students, faculty, staff, and administrators frequently collaborate together on events and initiatives. This horizontal and student-centered philosophy is reflected in several ways:

- Annual fall convocation, facilitated by the dean, where student and faculty successes are celebrated, and the leaders of student organizations present their work.

- An active culture of student leadership and organization, spearheaded by the division-wide Student Council. At the start of the year, all studios select representatives to participate in the Student Council, which organizes a variety of events throughout the year. These have included:
    - “Show and Tell”: a once-per-semester “science fair”-style event where all students and faculty bring an artifact to display and share.
    - Archsgiving or Fall Dinner: a late-November potluck meal for faculty, staff, and students that has sometimes included a talent show and small gift exchange.
    - Portfolio workshops where alumni and prospective employers give feedback to current students on their portfolios
    - “Coffee breaks,” trivia nights, welcome mixers, and other social events for students that emphasize a balance of work and fun

- The Architecture Division includes several other active student organizations, including a National Organization of Minority Architects student chapter (NOMAS) which began attending the national NOMA conference in 2023. Representatives of CCA’s NOMAS chapter participated (and won recognition) in the affiliated NOMAS student design competition in 2024. Other student organizations include American Institute of Architects student chapter (AIAS) and Alpha Rho Chi, a fraternity composed primarily of Architecture students who engage in professional development and service activities.

- A monthly divisional newsletter broadcasts faculty and student successes, opportunities, and upcoming events, helping keep the community informed and connected.

- The Architecture Division’s web journal, SCAFFOLD, serves as a document of the expanded learning culture that takes place at CCA. It promotes and records public programs and also gathers “stories”—from current students, alumni, and faculty—that demonstrate the collegial, research-based learning of our studios, seminars, labs, and student organizations.

**An emphasis on innovation and experimentation:**
Inspired by our context within an arts college located in the San Francisco Bay Area, the Architecture Division cultivates an atmosphere of innovation, experimentation, and creativity.

- The division's four research labs—the Architectural Ecologies Lab (AEL), Digital Craft Lab (DCL), History Theory Experiments (HTX), and Urban Works Agency (UWA)—are each engaged in cutting-edge research in their respective fields. The research labs sponsor courses in specific curricular areas: for example, AEL, DCL and UWA faculty teach advanced studios and electives in their area. Additionally, the labs sponsor workshops, symposia, exhibitions, and talks that connect students to the latest developments in the field. All of the research labs also sponsor lab assistants who work closely with faculty on lab projects and initiatives.

- Faculty have resources and opportunities for continually developing their pedagogical methods through the college's Teaching Lab. The college annually holds faculty development workshops during fall Faculty Week (the week before courses begin meeting). In 2024 these workshops included sessions on "Gen Z Mindset and Pedagogy, " Interpreting Accommodations," "Best Practices for Multi-Language Learners," "Language Justice," and "The Social Practice of Belonging," as well as forums on AI and campus technology. The college also sponsors periodic collegewide faculty retreats focused on pedagogy, such as a 2019 faculty retreat on Global Pedagogy (the lead organizers included Architecture faculty member Irene Cheng). The keynote speakers for the retreat were Vikram Prakash, an architectural historian and cofounder of the Mellon-funded Global Architectural History Teaching Collaborative (GAHTC) initiative, and Alison Yasukawa, an expert in studio pedagogy for multilingual international students.

- The Architecture Division lecture series brings leading architects, designers, multidisciplinary thinkers, and scholars from around the world to speak to CCA's students, faculty, alumni, and wider community. In the last two years, the lecture series has included talks by Estudio ALA, Ana Paula Ruiz Galindo, David Gissen, Rossana Hu, Sergio Lopez-Pineiro, Jennifer Ly and James Leng of Figure Office, Markus Miessen, and Casper Mork-Ulnes, among other luminaries. In spring 2025 CCA hosted a symposium and exhibition on "Pioneering Biomaterials: Academia and Industry Convergence," with keynote talks by Jenny Sabin of Cornell University and Lynn Rothschild of NASA (organized by the Architectural Ecologies Lab and Digital Craft Lab), and the "Theory Acts" symposium, featuring architectural scholars Ana Maria Leon, Jay Cephas, and Aaron Cayer (sponsored by History Theory Experiments).

**Self-Assessment:**
We carry out regular surveys, town halls, and listening sessions to assess the learning and teaching culture and adjust accordingly. These methods of assessment include:

- Regular town halls and listening sessions between the dean, chairs, and students that enable students to voice concerns and get immediate feedback on pressing issues. For example, we held division-wide town halls in April 2025, October 2022, May 2021, January 2021, and July 2020. Each of these sessions focused on specific timely issues, such as the impact of new federal policies on colleges and international students, facilities challenges related to campus consolidation, DEIB, and the impacts of Covid. These formal sessions are supplemented by frequent check-ins with the Architecture Division Student Council about student concerns.

- Annual exit survey of graduating students, as well as periodic surveys of students regarding their well-being and work load. For example, a 2023 student-led survey asked current students for feedback on work/life balance, wellness, stress, and diversity. The survey revealed the time burdens that many students carry outside of school with work at on- and off-campus jobs (with 66% of students reporting working 10 or more hours per week) and the challenges of completing

coursework while maintaining adequate sleep, exercise, and spending time with friends and family. This feedback was shared with faculty in spring fall 2024, and instigated a discussion and revision of the guidelines for time spent out of class on courses. Notably, in this same survey, the vast majority of students (98%) said “yes” or “sometimes” to questions that evaluated the Architecture Division’s embrace of diversity, students’ diverse identities, and fostering of student agency and empowerment—suggesting that the DEIB commitments developed in 2020–21 have had a positive impact.

**Summary of Modifications:**
In response to student and faculty feedback, we have mounted a concerted effort since 2020 to cultivate a positive and inclusive culture in which every student and faculty member feels welcome and supported. Concrete changes include:

- We have significantly shifted the tenor of final reviews, as an outcome of collective discussions about the pedagogical aims of student assessment. Before every final review season, the Dean sends a message to instructors and critics, reminding the community of the aspiration to cultivate conversations that are celebratory, embracing of diversity, and that foster dialogue over judgment.

- In response to student feedback on work/life balance and well-being and the realization that the majority of our students work more than ten hours per week at paid jobs, the program leadership reinforced with faculty the guidelines around credit-hours and time spent in and out of class on school work. We have encouraged studio faculty in particular to develop techniques for ensuring that studio time is spent productively, and that more work is done during the class period, enabling students to have more time for sleep, exercise, paid work, and caregiving.

- In response to feedback from Student Council, over the last several years and most recently in spring 2025, B.Arch and M.Arch program leadership have encouraged studio faculty to provide clearer feedback to students about their academic performance at midterm, ideally through rubrics that enable students to understand how they can improve their work. Faculty have also been encouraged to provide students with a mid-semester opportunity to give feedback to the instructor.

**PC.8 Social Equity and Inclusion**—How the program furthers and deepens students' understanding of diverse cultural and social contexts and helps them translate that understanding into built environments that equitably support and include people of different backgrounds, resources, and abilities.

**Program Response:**
CCA believes that a core goal of architectural education is to cultivate students’ understanding of diverse cultural and social contexts as well as their recognition of how architecture can help advance social equity and justice. We believe this understanding entails two parts: first, learning to perceive and analyze the historical and contemporary ways that the built environment has intersected with power and social inequities related to capitalism, race, gender, sexuality, and disability, and second, understanding how designers can intervene to advance diversity, equity, and inclusion in the built environment.

**Curricular Evidence:**

**B.Arch:**

Issues of social equity and inclusion are highlighted across many areas of the B.Arch curriculum. They are addressed directly throughout the history/theory sequence—ARCHT 4220 Architectural Theory takes on contemporary discussions around these topics, while the History of Architecture sequence (ARCHT 2200 and 2220) are attentive to a wide range of cultural contexts and global connections (often colonial in nature) that have shaped the world of today. In these courses, buildings are not inert objects, and our history sequence makes particular efforts at helping students think about who built these architectural monuments, who worked in them (and where they lived), and what kinds of inequities (or promises) are inscribed in the architecture of the past. Likewise, equity and inclusion are common themes across CCA's range of Core and Advanced Studios, but is most explicitly addressed in the pedagogy of ARCHT 3040, Studio 4. ARCHT 4190 Practice addresses questions ranging from practices of workplace equity to methods for working with diverse stakeholders. While all of these courses contribute to students' overall understanding of architecture's engagement with the sociopolitical stakes of the built environment, ARCHT 4220 and ARCHT 3040 are our primary assessment points for undergraduates to meet PC.8 Social Equity and Inclusion.

**ARCHT 4220 Architectural Theory**

ARCHT 4220 Architectural Theory is the capstone of the architecture history and theory curriculum, and focuses on the key themes, histories, and methods of architectural theory. The course aims to familiarize students with critical debates and discourses about power, race, capitalism, nature, globalization, embodiment, and mapping that are essential to understanding and operating in the contemporary built environment. Issues of social equity and inclusion are addressed in nearly all the units, but most directly in the following lectures and readings:

In Week 3 on "Economy," students learn about how architecture and the built environment have historically been shaped by capitalism and its conditions of labor, production, and consumption. Students read a text by Mabel Wilson on the responsibilities of architects to consider the labor conditions of construction workers, as well as an essay by Jay Cephas that introduces how racial capitalism is manifested in the real estate market. In Week 7 on "Documentation," students explore how documentation and mapping practices can be deployed to reveal historical inequity. They also read an essay by Saidiya Hartman about how the typical analytical techniques of urban sociologists (including mapping and photography) obscured the vitality of Black urban life. In Week 8 on "Power," students learn about the history of surveillance, policing, and mass incarceration and their relationship to urban and architectural design. In Week 11, on "Embodiments" students read a key text on architecture and disability by David Gissen and on queer bodies in relation to architectural forms by Lucas Crawford. In Week 15, on "Repair," students consider the gendered division of labor related to maintenance and upkeep of domestic and urban spaces.

**ARCHT 3040 Studio 4**

ARCHT 3040 is the fourth studio in the Undergraduate Architecture studio sequence, and teaches students how to leverage design techniques at an architectural scale to influence social and economic life at an urban scale. The project brief is for medium-scale multi-family housing in an urban infill lot. Past sites have been located in the Mission district of San Francisco and West Oakland—neighborhoods with rich and complex histories. Students are challenged to work simultaneously at the scale of a building with a residential program, and at the scale of the urban context surrounding it, synthesizing an understanding of formal, historical, socio-cultural, and economic factors into an architectural proposal and cohesive narrative.

Social equity and inclusion are addressed in ARCHT 3040 in several ways. First, recent iterations of the studio have centered on the idea of "Home Economics." Through readings, research, and discussions, students learn about how historically defined concepts of gender and feminist

movements from the 19th century to the present have sought to “reform” domestic space. Second, the course explores how gentrification and wealth-creation opportunities in West Oakland have perpetuated systemic racism within this historically African American community. Third, through site visits, meetings, and critiques with community-based activists, students learn how local organizations are counteracting these legacies and addressing resident needs. The students observe how these legacies emerge in the definition and organization of housing units as well as the scale, orientation, exposure, and program definition of housing in relation to urban spaces. They reimagine these same spatial devices in their own design proposals, and use their drawings to imagine the life of their project’s future occupants.

**ARCHT 4190 Practice**
B.Arch students take ARCHT 4190 Practice in the spring semester of the third year. The course introduces architectural practice as a collaborative, inclusive, creative, and empathetic endeavor. ARCHT 4190 covers the essential elements of architectural practice, as well as paths to licensure and a range of careers. The course addresses equity and inclusion in professional practice. For example, in Week 3, students read chapter 2 of *The AIA Guides for Equitable Practice* on “Workplace Culture.” Later in the semester, students explore the practice’s relationship with society and diverse peoples in a unit on Stakeholders. This unit includes a presentation on the history of redlining and zoning, and an overview of the participatory nature of the entitlements process, including discussion of the community members and groups that participate in the design and approvals process.

**Self-Assessment:**
In ARCHT 4220 student learning is assessed through graded assignments such as reading responses, written assignments, a midterm exam, and a final paper. In ARCHT 3040 student learning is assessed through grades at each phase of work in the studio, guided by a rubric that is shared with students in advance. Student learning in ARCHT 4190 is assessed through a series of graded assignments or “work products,” including crafting a cover letter, resume, and portfolio; researching and presenting on a firm; and drafting a response to an RFP. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- In 2020, Architecture program students and faculty developed a set of Diversity, Equity, Inclusion, Belonging (DEIB) Commitments. Among these commitments were several goals related to social equity and inclusion, for example: 1) diversifying the references explored in courses, 2) engaging in deeper and more collaborative partnerships with communities and other organizations–designing “with” rather than “for,” and 3) considering not just the physical and material parameters of project sites, but also the diversity of histories, peoples, and perceptions that have shaped each site through time.

**Summary of Modifications:**
- Since 2020, the readings and topics for ARCHT 4220 have been revised to include a more diverse range of authors and to more directly tackle equity and inclusion in the built environment. We introduced a new unit on “Embodiment” that addresses the relation of disabled and queer bodies to architectural and urban space. The units on “Power and Economy” now devote significant attention to race and racial capitalism. And the unit on “Maintenance,” which used to

focus on theories of building repair and historic preservation, has been revised to link these discourses to feminist perspectives on domestic labor and care work.

- In ARCHT 3040, attention to social equity and inclusion have been amplified since 2020. In order to create a deeper engagement with local communities, the studio now involves community leaders at multiple stages throughout the semester. Second, the instructor has updated research and case studies to reflect changing cultural reference points and issues in each urban context.

- In ARCHT 4190, Professor Ruiz has introduced new readings, videos and podcasts that address key changes in the profession, including those instigated by the shifting landscape around equity and social justice, workplace culture, and labor issues.

**M.Arch:**

Issues of social equity and inclusion are highlighted across many areas of the M.Arch curriculum. They are addressed directly throughout the history/theory sequence—MARCH 6220 Architectural Theory takes on contemporary discussions around these topics, while the History of Architecture sequence (MARCH 6200 and 6250) are attentive to a wide range of cultural contexts and global connections (often colonial in nature) that have shaped the world of today. In these courses, buildings are not inert objects, and our history sequence makes particular efforts at helping students think about who built these architectural monuments, who worked in them (and where they lived), and what kinds of inequities (or promises) are inscribed in the architecture of the past. Likewise, equity and inclusion are common themes across CCA's range of Core and Advanced Studios, but is most explicitly addressed in the pedagogy of MARCH 6030, Studio 4, which is supported by MARCH 6210 Architectural Analysis. MARCH 6190 Practice addresses questions ranging from practices of workplace equity to methods for working with diverse stakeholders. While all of these courses contribute to students' overall understanding of architecture's engagement with the sociopolitical stakes of the built environment, MARCH 6220 and MARCH 6030 are our primary assessment points for undergraduates to meet PC.8 Social Equity and Inclusion.

**MARCH 6220 Architectural Theory**

MARCH 6220 Architectural Theory is the capstone of the architecture history and theory curriculum, and focuses on the key themes, histories, and methods of architectural theory. The course aims to familiarize students with critical debates and discourses about power, race, capitalism, nature, globalization, embodiment, and mapping that are essential to understanding and operating in the contemporary built environment. Issues of social equity and inclusion are addressed in nearly all the units, but most directly in the following units and readings:

In Week 3 on "Economy," students learn about how architecture and the built environment have historically been shaped by capitalism and its conditions of labor, production, and consumption. Students read a text by Mabel Wilson on the responsibilities of architects to consider the labor conditions of construction workers, as well as an essay by Jay Cephas that introduces how racial capitalism is manifested in the real estate market. In Week 7 on "Documentation," students explore how documentation and mapping practices can be deployed to reveal historical inequity. They also read an essay by Saidiya Hartman about how the typical analytical techniques of urban sociologists (including mapping and photography) obscured the vitality of Black urban life. In Week 8 on "Power," students learn about the history of surveillance, policing, and mass incarceration and their relationship to urban and architectural design. In Week 11, on "Embodiments" students read a key text on architecture and disability by David Gissen and on queer bodies in relation to architectural forms by Lucas Crawford. In Week 15, on "Repair," students consider the gendered division of labor related to maintenance and upkeep of domestic and urban spaces.

**MARCH 6030 Studio 3**

In MARCH 6030 Studio 3, the third course in the graduate Architecture studio sequence, students undertake the design of a medium-scale building in an urban setting. In recent years, this has entailed the design of a public library in an urban infill site in West Oakland, a historically Black neighborhood that has seen recurring cycles of disinvestment and gentrification. The studio encourages students to think expansively about the public library as a building type capable of performing as a cultural and social hub, supporting the community, and–more broadly–instigating forms of collectivity, sharing, solidarity, and equity.

MARCH 6030's site in the last few years has been the Hoover-Foster neighborhood of West Oakland, a site that is rich with a range of multicultural institutions including not-for-profit community outreach organizations, faith-based organizations, creative studios/workshops, and other entities serving the community. To gain deeper knowledge about the immediate surroundings, students collectively research and develop in-depth understandings of these organizations and of the history of the neighborhood. They participate in a guided Black Liberation Walking Tour or other expert-guided tour to learn about the neighborhood's rich multigenerational history and culture. They also engage with organizations such as the Crucible maker space, the West Oakland Cultural Action Network, East Bay Asian Local Development Corporation, and Friends of Hoover Durant Public Library.

**MARCH 6210 Architectural Analysis**

MARCH 6210 Architectural Analysis explores analytical techniques for studying the complex formal and spatial relationships between environments, cities, buildings and people. Architectural Analysis is coordinated with and designed to support M.Arch Studio 3. One of the course's learning outcomes is to enable students "to understand the diverse individuals and communities who are stakeholders in any given project, and consider their points of view." Students in MARCH 6210 explore three types of analysis: typological analysis at the scale of architecture, behavioral analysis at the scale of human interaction with designed form, and urban and environmental analysis at the scale of a neighborhood. As part of the last unit on urban and environmental analysis (especially Lecture 11), students explore how policies of inequity and exclusion manifest in the built environment, and how local initiatives can help construct more equitable urban formations.

**MARCH 6190 Professional Practice**

The M.Arch Professional Practice course introduces architectural practice as a collaborative, inclusive, creative, and innovative endeavor. The course covers key topics of architectural practice, as well as how professional firms are organized and administered. MARCH 6190 explores how social equity and inclusion relate to issues of architectural labor. Lecture 1 examines how inequities persist within the profession, citing recent demographic analyses of the profession, and disparities in licensure rates, geography, compensation, working hours, and student loans. Students are coached on how to be aware of these factors in the workplace, and how to advocate for themselves. The course also examines recent efforts to reshape labor practices, including shifts towards profit sharing, unionization, and employee firm ownership.

**Self-Assessment:**

In MARCH 6220 student learning is assessed through graded assignments such as reading responses, written assignments, a midterm exam, and a final paper. In MARCH 6030 student learning is assessed through reviews at each phase of the project. Within MARCH 6190, student learning is assessed through a series of graded assignments. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a

comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- In 2020, Architecture program students and faculty developed a set of Diversity, Equity, Inclusion, Belonging (DEIB) Commitments. Among these commitments were several goals related to social equity and inclusion, for example: 1) diversifying the references explored in courses, 2) engaging in deeper and more collaborative partnerships with communities and other organizations—designing "with" rather than "for," and 3) considering not just the physical and material parameters of project sites, but also the diversity of histories, peoples, and perceptions that have shaped each site through time.

**Summary of Modifications:**

- As a result of the DEIB commitments, many faculty have revamped their syllabi to include a more diverse range of authors and precedents, to address systemic inequity in the discipline, and to partake in more community-engaged work. Since 2020, the readings and topics for MARCH 6200, 6250, and 6220 have been significantly revised to include a more diverse range of authors and to more directly tackle equity and inclusion in the built environment. A new unit on "Embodiment" has been added that addresses the relation of disabled and queer bodies to architectural and urban space. The units on "Power and Economy" now devote significant attention to race and racial capitalism. And the unit on "Maintenance," which used to focus on theories of building repair and historic preservation, has been revised to link these discourses to feminist perspectives on domestic labor and care work.

- MARCH 6030 has been significantly transformed in the last four years. In 2021, the site, program, and scale of the studio project changed, from a 80,000 sf multi-unit affordable housing project in San Francisco to a smaller 24,000 sf cultural building in West Oakland. This allowed the studio to focus more deeply on social justice issues and gave students an opportunity to learn about and to grapple with the histories of redlining and gentrification in the Bay Area. The shift to a public library program also allowed for the introduction of a focus on "commoning" and how architecture can support community inclusion and engagement. In recent years, the studio has included participation in a Black Liberation Walking Tour of West Oakland.

- In parallel with the changes in MARCH 6030, MARCH 6210 has evolved over the last decade from a course that had previously focused primarily on formal analysis of buildings to a course that principally addresses urban analysis, with significant attention to issues of equity and inclusion.

- As students have become increasingly interested in architecture that serves communities and social justice aims, the instructor of MARCH 6190 has devoted more time to understanding how firms can be structured differently to achieve those goals, in terms of organization (week 3), sustainability (week 4), entrepreneurship (week 5), and non-profit financial models (week 8).

### 3.2 Student Criteria (SC): Student Learning Objectives and Outcomes

A program must demonstrate how it addresses the following criteria through program curricula and other experiences, with an emphasis on the articulation of learning objectives and assessment.

**For SC.1-SC.4:** The program must provide the following:

- A narrative description of how the program achieves and evaluates each criterion;

- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit.

**SC.1 Health, Safety and Welfare in the Built Environment—**How the program ensures that students understand the impact of the built environment on human health, safety, and welfare at multiple scales, from buildings to cities.

**Program Response:**
An important goal of our curriculum is to prepare our students to promote health, safety, and welfare in the built environment. As stated in our program learning objectives, “Graduates from the B.Arch/M.Arch programs will strive to design better, safer, more equitable, resilient, and sustainable built environments. They will understand how their designs impact the natural and human worlds, and take responsibility for those environmental and social impacts.” Health, safety, and welfare at multiple scales are thoroughly addressed throughout the curriculum, including core building technology courses, design studios, and the professional practice courses. In building technology courses, students learn about safety in structural design and environmental design for thermal comfort. Students also learn how to apply these principles in their designs, as they incorporate human health, safety, and welfare in projects in the Core Studios and Integrated Studio.

**Curricular Evidence:**

**B.Arch:**

**ARCHT 2340 Building Energy**
This course traces energy flows through the building envelope from the climate to the occupant. Throughout the course, an emphasis is placed not only on understanding technical aspects of environmental modulation and control but on human welfare and sensory experience. Students study how architecture mediates human welfare by creating climatic environments through the strategic use of glazing, shading, insulation, mass, and ventilation. The course explores how fundamental principles of human comfort, heat transfer, solar geometry, and fluid dynamics inform architectural explorations.

Specifically, students’ understanding of how the built environment impacts human health, safety and welfare is solidified in the final project for ARCHT 2340, which asks students to work in a team to design a small “thermal refuge” through an iterative process. In the first stage of the project, students choose a climate condition, drawing on recent news articles reporting on heat or cold exposure due to a power outage. They then define what a “shelter” means in this context, keeping in mind that the goal of the refuge is not merely survival but to build a place of comfort, joy, and delight. In the design of the refuge, students are required to use primarily passive principles to mediate the ambient micro-climate without supplemental human-made energy. Weekly assignments guide students through a choreographed sequence of design exercises that teach students about the fundamental principles of building energy, always with an eye toward the goal of enhancing human health, safety, and welfare.

**ARCHT 3310 Structures**

This course introduces the typical structural materials, elements, and systems used in building construction and emphasizes creative application of technical knowledge. Working from a basic understanding of material properties and assembly configurations, the course focuses on structural behavior including stability, equilibrium, force flow, and force control.

Health and safety in relation to structural design are at the heart of ARCHT 3310. In Project 2, students learn about building code requirements that deal specifically with life safety—including dead loads, live loads, wind loads, and seismic loads. Students are introduced to how building occupancy and site and geotechnical conditions are factored into a structural design that meets building code minimums devised to ensure life safety. In ARCHT 3310 students also learn about the differences between performance criteria (such as serviceability) versus fundamental stability and strength criteria that target collapse prevention. The course also discusses fire, mechanical ventilation, and other structures-allied areas where life safety considerations are paramount. Project 3 looks at failure mechanisms and how trusses break, and this physical manifestation of failure drives home the importance of lateral bracing, redundancy, and robust connection design.

**ARCHT 3040 Studio 4**

ARCHT 3040 is the fourth studio in the Undergraduate Architecture studio sequence, and teaches students how to leverage design techniques at an architectural scale to influence social and economic life at an urban scale. The project brief is for medium-scale multi-family housing in an urban infill lot. Building on the learning in ARCHT 3030, ARCHT 3040 asks students to craft a building that supports human occupation and well-being, as well as community connection, mutual aid, and resilience.

Students think about health, safety, and welfare at multiple scales throughout ARCHT 3040. In Lecture 1, students are taught about the history of housing reform, and asked to consider issues such as who undertakes domestic labor and how we might think more expansively about a household. In Lecture 2 on “How to Design with Furniture,” students think about human comfort at the scale of the body and furnishing a space. In Lecture 4 on “Housing Typologies and Egress,” students learn different housing typologies (courtyard housing, row housing, towers, slabs, etc.) evolved to address requirements for light and air. Students then use diagrams, case studies, and iterative design work to learn how to get light and air into their own building proposals. Lecture 4 also introduces students to accessibility and egress regulations related to human safety–including ADA access, elevator requirements, paths of travel, fireproofing enclosures–as a prelude to students implementing these concepts in their own designs. The course also asks students to connect social and urban research to their design proposals. Students explore how to create an environment that enhances human welfare by encouraging peer-to-peer support and making housing more affordable and accessible to all.

**ARCHT 5080 Integrated Studio**

ARCHT 5080 is a vertical studio combining students in the fourth and fifth year of the B.Arch program with students from the architecture graduate programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution. Students work in teams, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as synthesizing user requirements, regulatory requirements, site conditions, and accessibility considerations.

Human health, safety, and welfare are central to the pedagogy of ARCHT 5080. Beginning in Week 7, students listen to lectures by an expert in fire and life safety, Armin Wolski, on building codes and fire safety, occupant loads and egress, and fire protection systems. Students then implement these principles in their own designs through an iterative process of development. ARCHT 5080 Integrated Studio also addresses the impact of the built environment on human health, safety, and

welfare at larger scales. In recent years, studios have focused on how building projects can promote the well being of both human users and the urban and ecological environments in which buildings are sited, in the context of severe climate crisis. In AY 2023 and 2024, CCA ran a series of Integrated Studios in partnership with the community of Greenville, California—a town in the Sierra Nevada mountains that was destroyed by the Dixie Fire in 2021. These studios explored how architecture could support rebuilding, repair, and regeneration of the community, thus expanding the scope of how architecture addresses health, safety, and welfare from the immediate building to the broader and longer-term relationships between buildings, humans, economies, and ecologies.

**ARCHT 4190 Practice**

B.Arch students take ARCHT 4190 Practice in the spring semester of the third year. In addition to instructing students on the business of conducting an architecture practice, how professional firms are organized and administered, and the requirements of architectural licensure, the course also addresses architects' professional responsibilities related to ensuring human health, safety, and welfare. In Week 9, students are introduced to the AIA Code of Ethics, including Canons I, II, and VI, which all address architects' professional obligations to protect the health, safety, and welfare of the public. In Week 12, the instructor gives a lecture on building and zoning codes and discusses how these help ensure health, safety, and welfare at the building and urban scale.

**Self-Assessment:**

Within the non-studio courses, student learning is assessed primarily through graded assignments such as written assignments, quizzes, exams, and a final project. In studios, student learning is assessed through studio reviews. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- Over the past several years, the faculty teaching ARCHT 2340 and 3310 have expressed the view that student learning in core building technology courses might be improved by meeting twice per week rather than once per week, to increase student exposure to technical material.
- Before 2023, students in ARCHT 2340 sometimes shared concerns that the "thermal refuge" project workload was significant, akin to having another design studio project.

**Summary of Modifications:**

- In 2025–26 the Architecture programs will pilot a new course schedule for ARCHT 3310. The course will shift from meeting once per week for 3 hours to twice per week for 1.25 hours per session. The intention is to improve student learning through increased exposure.
- In response to student feedback about the workload associated with the "thermal refuge" project in ARCHT 2340, the instructors broke down the project into a smaller number of parts, each with longer iterations, to allow students more time to develop their proposals.
- Since 2018, the size and scale of the ARCHT 5080 Integrated Studio project has been reduced to enable students to develop a single project with ramified impacts, including effects on a community, region, site ecology, building life cycle, and user experience. Having students work on simpler and smaller projects allows them to go both deeper and broader in terms of understanding the multiple ways and scales at which architecture can impact human health, safety, and welfare.

**M.Arch:**

**MARCH 6310 Structures**

This course introduces the typical structural materials, elements, and systems used in building construction and emphasizes creative application of technical knowledge. Working from a basic understanding of material properties and assembly configurations, the course focuses on structural behavior including stability, equilibrium, force flow, and force control.

Health and safety in relation to structural design are at the heart of MARCH 6310. In Project 2, students learn about building code requirements that deal specifically with life safety—including dead loads, live loads, wind loads, and seismic loads. Students are introduced to how building occupancy and site and geotechnical conditions are factored into a structural design that meets building code minimums devised to ensure life safety. In MARCH 6310 students also learn about the differences between performance criteria (such as serviceability) versus fundamental stability and strength criteria that target collapse prevention. The course also discusses fire, mechanical ventilation, and other structures-allied areas where life safety considerations are paramount. Project 3 looks at failure mechanisms and how trusses break, and this physical manifestation of failure drives home the importance of lateral bracing, redundancy, and robust connection design.

**MARCH 6340 Building Energy**

This course traces energy flows through the building envelope from the climate to the occupant. Throughout the course, an emphasis is placed not only on understanding technical aspects of environmental modulation and control but on human welfare and sensory experience. Students study how architecture mediates human welfare by creating climatic environments through the strategic use of glazing, shading, insulation, mass, and ventilation. The course explores how fundamental principles of human comfort, heat transfer, solar geometry, and fluid dynamics inform architectural explorations.

Specifically, students' understanding of how the built environment impacts human health, safety, and welfare is solidified in the final project for MARCH 6340, which asks students to work in a team to design a small "thermal refuge" through an iterative process. In the first stage of the project, students choose a climate condition, drawing on recent news articles reporting on heat or cold exposure due to a power outage. They then define what a "shelter" means in this context, keeping in mind that the goal of the refuge is not merely survival but to build a place of comfort, joy, and delight. In the design of the refuge, students are required to use primarily passive principles to mediate the ambient micro-climate without supplemental human-made energy. Weekly assignments guide students through a choreographed sequence of design exercises that teach students about the fundamental principles of building energy, always with an eye toward the goal of enhancing human health, safety, and welfare.

**MARCH 6030 Studio 3**

In MARCH 6030 Studio 3, the third course in the graduate Architecture studio sequence, students undertake the design of a medium-scale building in an urban setting. In recent years, this has entailed the design of a public library in an urban infill site in West Oakland. One of the studio's main goals is to enable students to learn how to synthesize multiple factors—including form-making, typology, program, site conditions, cultural and political considerations, and user requirements—into a well-resolved architectural proposal. In designing a public building in an urban context, students learn about and consider human safety and welfare in multiple ways. Throughout the studio, students learn about how buildings support occupation through programmatic distribution and organization. Students are instructed on the design of egress stairs and exits, stairs, accessibility, and ramps in a lecture and design exercise on "Code and Egress." As part of the studio pedagogy, students also consider how

the design of a public library can provide broader benefits to a community—for example, by providing space to local non-profits and youth, spurring economic development, instigating forms of sharing and commoning, and acting as a hub for gathering.

**MARCH 6080 Integrated Studio**
MARCH 6080 is a vertical studio combining students in the final two years of the M.Arch and B.Arch programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution. Students work in teams, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as synthesizing user requirements, regulatory requirements, site conditions, and accessibility considerations.

Human health, safety, and welfare are central to the pedagogy of MARCH 6080. Beginning in Week 7, students listen to lectures by an expert in fire and life safety, Armin Wolski, on building codes and fire safety, occupant loads and egress, and fire protection systems. Students then implement these principles in their own designs through an iterative process of development. MARCH 6080 Integrated Studio also addresses the impact of the built environment on human health, safety, and welfare at larger scales. In recent years, studios have focused on how building projects can promote the well being of both human users and the urban and ecological environments in which buildings are sited, in the context of severe climate crisis. In AY 2023 and 2024, CCA ran a series of Integrated Studios in partnership with the community of Greenville, California—a town in the Sierra Nevada mountains that was destroyed by the Dixie Fire in 2021. These studios explored how architecture could support rebuilding, repair, and regeneration of the community, thus expanding the scope of how architecture addresses health, safety, and welfare from the immediate building to the broader and longer-term relationships between buildings, humans, economies, and ecologies.

**MARCH 6190 Professional Practice**
The M.Arch Professional Practice course introduces architectural practice as a collaborative, inclusive, creative, and innovative endeavor. The course covers key topics of architectural practice, including the making of a resume and portfolio, as well as how professional firms are organized and administered. Students learn about how an architects' professional responsibilities encompass care for human health, safety, and welfare in Week 11, which examines how historic catastrophes led to the growth and evolution of building codes and prescriptive and performance-based specifications. Students also explore how post-occupancy evaluations allow architects to evaluate the impacts of their designs on occupant well-being. Students also explore how architects can create social benefit through their work, through discussing models of mission-driven practice such as Mass Design Group.

**Self-Assessment:**
Within the non-studio courses, student learning is assessed primarily through graded assignments such as written assignments, quizzes, exams, and a final project. In studios, student learning is assessed through studio reviews. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors also complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. Course outcomes are also discussed in an end-of-year Assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- Over the past several years, the faculty teaching MARCH 6310 and MARCH 6340 have expressed the view that student learning in core building technology courses might be improved

by meeting twice per week rather than once per week, to increase student exposure to technical material.
- Before 2023, students in MARCH 6340 sometimes shared concerns that the “thermal refuge” project workload was significant, akin to having another design studio project.

**Summary of Modifications:**
- In 2025–26 the Architecture programs will pilot a new course schedule for MARCH 6310. The course will shift from meeting once per week for 3 hours to twice per week for 1.25 hours per session. The intention is to improve student learning through increased exposure.
- In response to student feedback about the workload associated with the “thermal refuge” project in MARCH 6340, the instructors broke down the project into a smaller number of parts, each with longer iterations, to allow students more time to develop their proposals.
- Since 2018, the size and scale of the MARCH 6080 Integrated Studio project has been reduced to enable students to develop a single project with ramified impacts, including effects on a community, region, site ecology, building life cycle, and user experience. Having students work on simpler and smaller projects allows them to go both deeper and broader in terms of understanding the multiple ways and scales at which architecture can impact human health, safety, and welfare.

**SC.2 Professional Practice—**How the program ensures that students understand professional ethics, the regulatory requirements, the fundamental business processes relevant to architecture practice in the United States, and the forces influencing change in these subjects.

**Program Response:**
Education about professional practice is central to CCA’s undergraduate and graduate Architecture programs. We believe students should not only understand the pragmatic aspects and practices of the architectural profession, but also be able to diagnose and respond to the rapidly changing social, political, economic, ethical, creative, and technological conditions in which architects operate. Students in each program take a 3-unit course focused on professional practice.

**Curricular Evidence:**

**B.Arch:**

**ARCHT 4190 Practice**
B.Arch students take ARCHT 4190 Practice in the spring semester of the third year. The course introduces architectural practice as a collaborative, inclusive, creative, and empathetic endeavor. It covers the business of conducting an architecture practice and includes information on how professional firms are organized and administered, strategies for acquiring new clients, methods of project management, agreements and contracts, fees and compensation, ethics, and relationships with consultants and contractors.

Professional ethics are introduced early in the course, are discussed in depth during week 9. Students read the AIA Code of Ethics, and their learning is assessed through a quiz, an in-class exercise that asks students to discuss hypothetical scenarios, and Assignment 5. Regulatory requirements are addressed in week 12, through a lecture on zoning and building codes, and student learning is assessed through an exercise in which the students research the zoning for a specific parcel of land in San Francisco. Assignment 3 exposes students to the entitlements process. Business processes related to architectural practice are addressed in weeks 3–8 through readings

from the textbook (Paul Segal, *Professional Practice*), and assessed through in-class exercises to analyze business costs (week 6) and create a work plan (week 10). Assignment 4 asks students to apply their learning about architectural business processes by responding to a request for proposals (RFP), including creating a budget, work plan, and fee proposal. Students also learn about the social and economic forces influencing architectural practice through readings, videos, podcasts, and discussion, including videos from *The Business of Architecture*, *Life of an Architect*, the NCARB/ACSA Propel video series, and an excerpt from *Welcome to the Grind* by the pseudonymous Virtruvius Grind.

**Self-Assessment:**
Student learning in ARCHT 4190 is assessed through a series of graded assignments or "work products," including crafting a cover letter, resume, and portfolio; researching and presenting on a firm; and drafting a response to an RFP. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- During our 2017 NAAB Accreditation review, it was suggested that the Practice course be revised to reach the same high level of creativity and inventiveness evident in other areas of the curriculum. In 2017–18, the undergraduate chair worked with faculty to identify three desired changes: 1) to strengthen the relationship of the course to Bay Area architectural practices and to the internship program; 2) to make students aware of alternative ways of practicing their craft, including non-profit work, fabrication, entrepreneurship, and design strategy; and 3) to replace a previous focus on the IMPACT Award project (a college-wide initiative that changed formats).

**Summary of Modifications:**
- Starting in 2018–19, the Practice course underwent a revision to accomplish the three goals identified following the 2017 NAAB Accreditation review.
    - The Practice course was moved from the 5th year to the 3rd year, in order to enable the course to better align with the students' Internship and junior reviews. Additionally, assignments to write a cover letter and create a portfolio were introduced to help students prepare for their internships.
    - In 2018–19, the instructor began including invited panels of alumni and local professionals into the course to help introduce students to a wider range of practices.
    - In 2018–19, the assignment to carry out firm interviews was expanded, to enable students to build relationships with firms as they prepared to start their internship searches.
    - These changes were assessed by the Chair in 2019 through student course evaluations and were found to be successful.
- In recent years, Professor Ruiz has introduced new videos and podcasts that address key changes in the profession, including those instigated by the shifting landscape around equity and social justice, workplace culture, labor issues, the increasing influence of artificial intelligence, and new models of entrepreneurship in the practice.

**M.Arch:**

**MARCH 6190 Professional Practice**

The M.Arch Professional Practice course introduces architectural practice as a collaborative, inclusive, creative, and innovative endeavor. The course covers key topics of architectural practice, including the making of a resume and portfolio, as well as how professional firms are conventionally organized and administered, strategies for acquiring new clients, methods of project management, agreements and contracts, fees and compensation, ethics, and relationships with consultants and contractors. MARCH 6190 also takes a distinct approach to professional practice that reflects our location in the San Francisco Bay Area. The course explores the profession of architecture as encompassing an expansive range of "practices" which can take multiple forms (including businesses, start-ups, and non-profit advocacy organizations). The course also explores potential innovations to practice that might allow architects to address rapidly evolving economic, political, social, technological, and creative conditions.

Professional ethics are addressed throughout the course, but especially in week 2, when issues of equity and labor are highlighted, and week 13, when students consider the role of artificial intelligence, intellectual property, and risks and obligations involved in contractual relationships. Regulatory requirements are addressed in week 11, with a lecture exploring building and zoning codes, their local and comparative global dimensions, and their impact on building materials and construction resources. Business practices are addressed in weeks 8 and 9 with a pair of intensive in-class workshops in which teams of students work together to develop their own hypothetical firms. The students build financial models and fee structures for their prototypical firms. The final project for the semester is to write a response to a request for proposals (RFP) that includes a project schedule, scope letter, fee proposal, and marketing pitch. Throughout the semester, the impacts of rapid technological change, fluctuating economic conditions, and other social and political forces on the profession are discussed in great detail.

**Self-Assessment:**
Within MARCH 6190, student learning is assessed primarily through a series of graded assignments. These include creating a resume, portfolio, and "leave-behind"; conducting a firm interview and presenting a firm profile; and a team project to develop a hypothetical firm that includes a cost/operations worksheet and RFP response. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors also complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement.

Key findings from these assessments include:

- During our 2017 NAAB Accreditation review, it was suggested that the Practice course be revised to reach the same high level of creativity and inventiveness evident in other areas of the curriculum.

**Summary of Modifications:**
- Starting in 2018–19, the Practice course underwent a revision to address the recommendations from the 2017 NAAB Accreditation review. Starting in 2020, the central framework of the course shifted to a new group project that asks students to create a hypothetical design office and create a response to an RFP. In course assessments, this project was found to be very successful and the students were exceptionally engaged.
- Reflecting CCA's strengths in digital fabrication and craft, as well as the strong orientation towards innovation in the San Francisco Bay Area, the course has been modified over the last

several years to address corresponding transformations in process (lecture 5), project management (lecture 11) and construction administration (lecture 12).
- As students have become increasingly interested in architecture that serves communities and social justice aims, the instructor of MARCH 6190 has devoted more time to understanding how firms can be structured differently to achieve those goals, in terms of organization (week 3), sustainability (week 4), entrepreneurship (week 5), and non-profit financial models (week 8).

**Co-curricular Evidence:**

**B.Arch / M.Arch:**

**Internship Requirement**
All B.Arch and M.Arch students are required to complete an internship as a graduation requirement. The purpose of the internship program is to enable students to access grounded, real-world experience in a professional work environment. Through the internship experience, students are able to gain direct insights about professional ethics, regulatory requirements, business processes, and the societal forces impacting architectural practice.

To fulfill the internship requirement, students must work a minimum of 225 hours at an approved site. Interns are required to be compensated, except in instances where students volunteer at an approved non-profit organization. In accordance with NCARB's changing guidelines for the Architecture eXperience Program (AXP), students may work with a licensed architecture practice, as well as for contractors, engineers, non-profits (such as community-based design centers or collaboratives), and other organizations conducting work "in support of building or planning projects."

For a detailed description of the Internship and other professional preparation offerings, see PC.1 "Career Paths."

**SC.3 Regulatory Context**—How the program ensures that students understand the fundamental principles of life safety, land use, and current laws and regulations that apply to buildings and sites in the United States, and the evaluative process architects use to comply with those laws and regulations as part of a project.

**Program Response:**
In both the B.Arch and M.Arch programs, students learn about the laws and regulations applying to architectural projects and sites in the United States, including those governing life safety and land use, at multiple points in the curriculum—from the building technology sequence to Core and Integrated Studios to their professional practice course. As articulated in our program learning objectives, the goal is that graduates will not only be able to "comprehend the technical and regulatory aspects of design, systems, and materials," but also be able to incorporate that understanding into their design proposals.

**Curricular Evidence:**

**B.Arch**

**ARCHT 3310 Structures**
This course introduces the typical structural materials, elements, and systems used in building construction and emphasizes creative application of technical knowledge. The course focuses on structural behavior including stability, equilibrium, force flow, and force control. Students learn about

how various legal codes and professional guidelines, including the California Building Code and ASCE-7, govern structural design. The instructor explains the three-year code cycle and how regulations evolve over time. Students are encouraged to weigh the costs and benefits of the exponential growth of building codes and regulations, and how a shift towards more performance-based criteria may enable architects greater creativity in achieving their architectural goals as well as broader social and environmental objectives.

**ARCHT 3040 Studio 4**
ARCHT 3040 is the fourth studio in the Undergraduate Architecture studio sequence, and teaches students how to leverage design techniques at an architectural scale to influence social and economic life at an urban scale. The project brief is for medium-scale multi-family housing in an urban infill lot. The studio introduces students to how architects incorporate regulations related to zoning, land use, accessibility, and egress, in the design of a building.

Within the studio, students learn, critique, and respond creatively to regulations that shape housing in an urban context. This begins with a lecture called “Urban Protocols” that outlines the history of zoning (land use, bulk, setbacks, and other regulations) and housing codes (for example, in relation to the definition of a household and kitchen requirements). A lecture on “Housing Typologies and Egress” introduces students to accessibility and egress regulations (ADA access, elevator requirements, paths of travel, fireproofing enclosures) and then shows how different housing typologies (courtyard housing, row housing, towers, slabs, etc.) address light/air regulations dictated by zoning codes and circulation requirements determined by building codes. The students create diagrams (of both case studies and their own design) to “hack” these known typologies to yield inventive results.

**ARCHT 5080 Integrated Studio**
This is a vertical studio combining students in the fourth and fifth year of the BArch program with students from the architecture graduate programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution. Students work in teams, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as synthesizing user requirements, regulatory requirements, site conditions, and accessibility considerations. Within ARCHT 5080, regulations related to life safety, land use, buildings and sites, and architects’ evaluative processes are thoroughly covered:

- **Life safety** is addressed in a series of lectures presented by a building and fire protection engineer to introduce the general principles of code requirements and regulations. Students are taught how to read and apply relevant codes, and are introduced to International Building Codes (IBC) and local codes. They are asked to apply and explain their understanding of these principles as they develop building design iterations like egress plans. A record of these exercises is documented in their Integrated Studio workbook.
- **Land use regulations:** Studio projects are situated within current planning and zoning guidelines to ensure students learn how to research and evaluate land use regulations like zoning, transportation infrastructure, and environmental factors to give them a regulatory framework to initiate and develop design approaches through site analysis mapping exercises.
- **Current laws and regulations that apply to buildings and sites in the United States:** The course framework embeds code compliance and regulatory analysis through site research, lectures, workshops and course exercises requiring an understanding of the Americans with Disabilities Act (ADA), fire codes, and specified state and IBC codes in the development of a project design.

- **Evaluative process architects use to comply with those laws and regulations as part of a project:** Students learn to interpret, apply and document laws and regulatory requirements through lectures/workshops, faculty and professional reviews, and documentation in a team workbook which is redlined by a practicing architect at least three times over the course of the semester.

**ARCHT 4190 Practice**
B.Arch students take ARCHT 4190 Practice in the spring semester of the third year. The course instructs students on the business of conducting an architecture practice, how professional firms are organized and administered, and the requirements of architectural licensure. Regulatory requirements are addressed in Week 12, through a lecture on zoning and building codes, and student learning is assessed through an exercise in which the students research the zoning for a specific parcel of land in San Francisco.

**Self-Assessment:**
Within the non-studio courses, student learning is assessed primarily through graded assignments such as written assignments, quizzes, exams, and a final project. In studios, student learning is assessed through studio reviews and, in the case of ARCHT 5080, through students' final workbooks. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- Over the past several years, the faculty teaching ARCHT 3310 has expressed the view that student learning in core building technology courses might be improved by meeting twice per week rather than once per week, to increase student exposure to technical material.

**Summary of Modifications:**
- In 2025–26 the Architecture programs will pilot a new course schedule for ARCHT 3310. The course will shift from meeting once per week for 3 hours to twice per week for 1.25 hours per session. The intention is to improve student learning through increased exposure.

**M.Arch**

**MARCH 6310 Structures**
This course introduces the typical structural materials, elements, and systems used in building construction and emphasizes creative application of technical knowledge. The course focuses on structural behavior including stability, equilibrium, force flow, and force control. Students learn about how various legal codes and professional guidelines, including the California Building Code and ASCE-7, govern structural design. The instructor explains the three-year code cycle, and how regulations evolve over time. Students are encouraged to weigh the costs and benefits of the exponential growth of building codes and regulations, and how a shift towards more performance-based criteria may enable architects greater creativity in achieving their architectural goals as well as broader social and environmental objectives.

**MARCH 6030 Studio 3**
In MARCH 6030 Studio 3, the third course in the graduate Architecture studio sequence, students undertake the design of a medium-scale building in an urban setting. In recent years, this has entailed

the design of a public library in an urban infill site in West Oakland. The studio introduces students to how architects incorporate regulations related to zoning, land use, accessibility, and egress, in the design of a building.

In MARCH 6030 building and egress regulations are introduced in a lecture on “Code and Egress.” Students are instructed on the codes governing the design of egress stairs and exits, stairs, accessibility, and ramps. Students complete an assignment to diagram and analyze the egress conditions in their design proposals and ensure that they comply with the relevant codes.

**MARCH 6080 Integrated Studio**

MARCH 6080 is a vertical studio combining students in the final two years of the M.Arch and B.Arch programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution. Students work in teams, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as synthesizing user requirements, regulatory requirements, site conditions, and accessibility considerations. Within MARCH 6080, regulations related to life safety, land use, buildings and sites, and architects’ evaluative processes are thoroughly covered:

- **Life safety** is addressed in a series of lectures presented by a building and fire protection engineer to introduce the general principles of code requirements and regulations. Students are taught how to read and apply relevant codes, and are introduced to International Building Codes (IBC) and local codes. They are asked to apply and explain their understanding of these principles as they develop building design iterations like egress plans. A record of these exercises is documented in their Integrated Studio workbook
- **Land use regulations:** Studio projects are situated within current planning and zoning guidelines to ensure students learn how to research and evaluate land use regulations like zoning, transportation infrastructure, and environmental factors to give them a regulatory framework to initiate and develop design approaches through site analysis mapping exercises.
- **Current laws and regulations that apply to buildings and sites in the United States:** The course framework embeds code compliance and regulatory analysis through site research, lectures, workshops and course exercises requiring an understanding of the Americans with Disabilities Act (ADA), fire codes and specified state and IBC codes in the development of a project design.
- **Evaluative process architects use to comply with those laws and regulations as part of a project:** Students learn to interpret, apply and document laws and regulatory requirements through lectures/workshops, faculty and professional reviews, and documentation in a team workbook which is redlined by a practicing architect at least three times over the course of the semester.

**MARCH 6190**

M.Arch students take MARCH 6190 in their final semester. The course instructs students on the business of conducting an architecture practice, how professional firms are organized and administered, and the requirements of architectural licensure. Regulatory requirements are addressed in Week 11, beginning with a lecture that describes the growth and evolution of building codes in response to historic catastrophes and an understanding of the distinction between prescriptive and performance codes/specifications. In Week 13, the instructor describes the regulatory approvals and thresholds that a project needs to fulfill, through a case study.

**Self-Assessment:**

Within the non-studio courses, student learning is assessed primarily through graded assignments such as written assignments, quizzes, exams, and a final project. In studios, student learning is assessed

through studio reviews and, in the case of MARCH 6080, through students' final workbooks. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The curriculum is also evaluated in a comprehensive end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- Over the past several years, the faculty teaching ARCHT 6310 has expressed the view that student learning in core building technology courses might be improved by meeting twice per week rather than once per week, to increase student exposure to technical material.

**Summary of Modifications:**

- In 2025–26 the Architecture programs will pilot a new course schedule for ARCHT 6310. The course will shift from meeting once per week for 3 hours to twice per week for 1.25 hours per session. The intention is to improve student learning through increased exposure.

**SC.4 Technical Knowledge**—How the program ensures that students understand the established and emerging systems, technologies, and assemblies of building construction, and the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects.

**Program Response:**

Undergraduate and graduate Architecture students take a series of required building technology courses that provide them with a deep understanding of both established and emerging systems in building construction, and how architects evaluate and integrate these technologies to meet design, economic, and performance objectives.

All undergraduates and graduate students take the same building technology and Integrated Studio curriculum but in a slightly different sequence (see Summary of Modifications below). In ARCHT 3330/MARCH 6330 Materials and Methods and ARCHT 4320/MARCH 6320 Integrated Technological Systems, undergraduates and graduates attend a shared lecture and are divided into separate graduate and undergraduate lab sessions. As of 2025, undergraduates and graduates take ARCHT 4340/MARCH 6340 Building Energy and ARCHT 3310/MARCH 6310 Structures separately, but with a common curriculum. ARCHT 5080/MARCH 6080 Integrated Studio is a vertically integrated studio with advanced undergraduates and graduates combined. This arrangement enables us to take advantage of faculty expertise efficiently (for example, having faculty with expertise in Structures and Building Energy share lecture duties for ARCHT 4320/MARCH 6320 Integrated Technological Systems) while also accommodating the different learning styles and needs of undergraduate and graduate students at different stages of their academic careers.

For all students, the core building technology (BT) sequence begins with ARCHT 3330/MARCH 6330 Materials and Methods, where students explore the properties of materials and construction techniques, and how these influence architectural form and performance. Undergraduates next take a Building Energy course, which focuses on energy flows through the building envelope, examining how design strategies like glazing, shading, insulation, and ventilation mediate climate. In the third BT core course, Structures, students learn about the behavior of structural systems and the forces that act on them. (For M.Arch students the sequence of Building Energy and Structures is reversed.) The fourth BT core course for both B.Archs and M.Archs is ARCHT 4320/MARCH 6320 Integrated Technological Systems, which brings together knowledge from the previous courses, emphasizing how different building systems—structure,

envelope, and mechanical—work in harmony to achieve optimal performance. All B.Arch and M.Arch students are required to take one Building Technology elective (ARCHT 5400 MARCH 6400), in which they explore not only established but also emerging systems of building systems and construction.

Students consolidate this technical learning in ARCHT 5080/MARCH 6080 Integrated Studio, where they apply concepts to a design project. Working in teams, they develop a comprehensive architectural project integrating building envelope, structure, and environmental systems, and collaborating with consultants to address issues like structural design, building performance, and life safety. This capstone studio ensures that students are prepared to create integrated, high-performance buildings that meet contemporary challenges.

**Curricular Evidence:**

**B.Arch / M.Arch:**

**ARCHT 3330/MARCH 6330 Materials and Methods**
In Materials and Methods, both established and emerging construction methods (systems, technologies, and assemblies) are introduced in lecture, reinforced by readings, assessed through quizzes, and applied in laboratory assignments. The teaching methodology for each concept is the same throughout the semester: read about it, talk about it, quiz, make it. For example, there is a lecture on light wood framing that is accompanied by a reading from the textbook and a quiz. Students are then asked to apply their understanding by building a model of a case study building. As part of this module, students are introduced to “advanced framing,” an emerging construction technique that reduces the amount of material used.

Methods and criteria that architects use to assess those technologies against the design, economics, and performance objectives of projects are presented and tested throughout the semester. In each module of the course, the lectures, quizzes, and lab emphasize the connections between architectural design and construction. Examples and applications shown in lecture are framed from the vantage point of the architect, discussing the tradeoffs, decisions, and criteria that are commonly assessed for a given topic. Quizzes ask the students to assume they are junior architects in a firm. This framework is intended to help put them in the mindset of a practicing architect so that they can apply the concepts they are learning through reading, lecture, and discussion. For example, when we discuss the benefits and drawbacks of advanced framing, we not only discuss the technical requirements and ecological benefits, but we also compare it to standard light wood construction in terms of cost, design flexibility, coordination requirements with structure, and local construction culture (lecture 7, slide 129).

**ARCHT 2340/MARCH 6340 Building Energy**
ARCHT 2340/MARCH 6340 Building Energy explores how energy flows through the building envelope, emphasizing the relationship between architecture and natural forces like heat, light, and air. The course covers topics such as heat transfer, solar geometry, and fluid dynamics, teaching students to design buildings that are energy-efficient, comfortable, and environmentally responsible. The course also examines the social implications of energy use, highlighting systemic inequalities and the role of public policy in shaping sustainable building culture.

ARCHT 2340/MARCH 6340 teaches students how to integrate environmental systems, building materials, and climate-responsive strategies into architectural design. It centers on the building envelope as a dynamic filter between indoor and outdoor environments, and reinforces this

relationship through lectures, labs, and design assignments. Topics such as the urban heat island effect and passive heating and cooling are introduced early to help students understand how buildings impact and respond to their environment. As the course progresses, students explore both passive and active systems, including energy-efficient mechanical systems and renewable energy, learning how to reduce operational emissions and improve building performance.

Students apply these concepts in a semester-long design project for a “thermal refuge” in a specific climate. Assignments require technical analysis and decision-making, such as selecting materials based on thermal mass and insulation properties, adjusting building orientation and shading for solar control, and designing for passive ventilation using wind rose data. Tools such as sun path diagrams, climate analysis software, and shading masks are used to connect climate data to design solutions. Later in the course, students supplement their passive strategies with photovoltaic energy systems and explore grid-level energy challenges like the duck curve, integrating real-world energy flow and resilience issues into their designs. Throughout the course, students develop technical fluency in systems integration through both drawing and data-driven analysis. They engage with concepts like embodied versus operational carbon, window-to-wall ratios, glazing selection, and surface orientation through assignments, worksheets, and quizzes. By synthesizing performance data with spatial and formal design decisions, students gain a comprehensive understanding of how technical systems influence environmental performance and architectural quality.

**ARCHT 3310/MARCH 6310 Structures**
ARCHT 3310/MARCH 6310 introduces the typical structural materials, elements, and systems used in building construction and emphasizes creative application of technical knowledge. Working from a basic understanding of material properties and assembly configurations, the course focuses on structural behavior including stability, equilibrium, force flow, and force control. Class projects are designed to foster in students an appreciation of the potential of structure to be an architectural determinant and develop students’ facility in the selection and configuration of structural systems integrated with architectural designs.

The course is taught as a lecture and lab course: Lectures focus on the analytic techniques of measuring, mapping, and evaluating the flow of forces through a range of contemporary structural systems, while laboratories utilize direct material investigation to test stability and both local and higher order effects of forces.

Within ARCHT 3310/MARCH 6310 students learn about structural behavior, load paths, and the integration of structural systems into architectural design through a sequence of progressively complex projects. In Project 1, students work through physical, analog models to explore fundamental structural principles. They are able to directly observe and feel forces of tension and compression, experience equilibrium and balance, and understand the role of rigidity in vector-active systems. This hands-on approach builds intuitive knowledge of how structures behave under load. Project 2 builds upon this foundation by introducing analytical techniques and pragmatic design considerations. Students analyze vertical and lateral loads, and learn how structural analysis informs the selection and sizing of structural members. Through the study of a generic steel frame building with a regular structural grid, students explore how systems such as rigid moment frames, braced frames, and shear walls resist lateral forces. Project 3 returns to physical testing, allowing students to continue investigating structural behavior through models and reinforcing an embodied understanding of forces and system logic. Lectures support this work by addressing the ordering of structural systems and the logic behind column grids and repetitive structural elements.

**ARCHT 4320/MARCH 6320 Integrated Technological Systems**
In ARCHT 4230/MARCH 6320 students draw on the fundamental principles and analytic techniques introduced in Materials & Methods, Structures, and Building Energy, to examine how building materials, assemblies, and equipment are integrated within a building. Students also learn the methods and criteria architects use to assess those technologies against the design, economics, and performance objectives of projects. The course equips students with the ability to analyze, represent, and evaluate the technical aspects of architecture—including structure, enclosure, lighting, and mechanical systems—and how these components perform in response to environmental factors and design intent.

The course is taught as a lecture and lab course: The lecture portion of the course introduces students to fundamental concepts in building systems integration, including envelope design, structural logic, environmental systems, and material performance. These theoretical frameworks guide the lab work and discussions throughout the semester. The lab portion centers on in-depth analysis of a precedent building through a team-based case study documented in a comprehensive workbook. Students incrementally develop a section perspective drawing of the building, which they iteratively refine throughout the semester. Each iteration focuses on a specific system—such as structural, enclosure, lighting, or mechanical—allowing students to isolate components, annotate materials and dimensions, and explore performance-based integration strategies. These drawings demonstrate technical knowledge of how systems overlap and influence each other, particularly in relation to design intent and environmental performance goals. By referencing measured energy data, benchmarks, or simulation results, students also evaluate actual and potential energy performance of the building. They conclude with a written narrative that explains how the envelope integrates with other systems (e.g., structure and HVAC), and how materials and assemblies contribute to managing daylight, sun, heat, cold, wind, and moisture. They propose specific design improvements, identifying systems with the greatest potential to enhance environmental performance while also improving spatial quality, visual comfort, and aesthetic integration. Workbook submissions document this technical development throughout the semester and serve as evidence of students' ability to research, analyze, and represent complex systems integration.

**ARCHT 5400 MARCH 6400 Building Technology Elective**
All B.Arch and M.Arch students are also required to take at least one Building Technology elective. These electives allow students to explore advanced topics in construction systems, building performance, and analytical techniques, with an emphasis on research and testing innovations in the field. The content of the elective options varies from semester to semester. In the past few years, Building Technology electives topics have included:

- Constructed Ecologies: Eco-Logics (Prof. Margaret Ikeda and Evan Jones)
- Extreme Structures (Prof. Brendan Beazley)
- Mass Timber Systems and Products as Community Opportunities (Prof. Peter Anderson)
- Design for Energy Autonomy (Prof. Brendon Levitt)
- Ecological Tectonics (Prof. Adam Marcus)

**ARCHT 5080/MARCH 6080 Integrated Studio**
ARCHT 5080/MARCH 6080 is a vertical studio combining students in the fourth and fifth year of the BArch program with students from the architecture graduate programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution. Students work in teams, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as

synthesizing user requirements, regulatory requirements, site conditions, and accessibility considerations.

ARCHT 5080/MARCH 6080 introduces students to the established and emerging systems, technologies, and assemblies of building construction in several ways, including precedent studies, and instruction on material innovation, sustainability, and current construction technology practices. Students develop this understanding iteratively, meeting with professional consultants and receiving redline feedback from a specially assigned consultant at least three times over the course of semester. Students compile their work into a comprehensive workbook that includes sections on site and context; architecture; structural systems; environmental systems; building envelope, material, and assembly; and documentation of the design process.

ARCHT 5080/MARCH 6080 also teaches students about the methods and criteria architects use to assess building technologies against the design, economics, and performance objectives of projects. Faculty and professional consultants discuss the difference between initial cost vs. long term costs, the standards of local construction and labor practices, energy efficiency goals, and the use of performance feedback tools such as life cycle analysis and embodied carbon calculators. All of these pedagogical exercises help students assess, evaluate and justify their choices as they develop a project.

**Self-Assessment:**
Within each course, student learning is assessed primarily through periodic pin ups and reviews, a final review and exit interview. The students receive midterm grades, and feedback in the form of an assessment based on a rubric. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. Course outcomes are also discussed in an end-of-year Assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- In 2018–19 the undergraduate Architecture Chair noted that a number of students who wanted to transfer into CCA from community colleges were having difficulty meeting our 2+3 articulation agreements due to the location of Structures in the second year of our curriculum. None of the community colleges offered Structures but several offered a course equivalent to Building Energy. This suggested that a re-ordering of Structures and Building Energy might be desirable.
- Over the past several years, the faculty teaching MARCH 6310 and MARCH 6340 have expressed the view that student learning in core building technology courses might be improved by meeting twice per week rather than once per week, to increase student exposure to technical material.

**Summary of Modifications:**

- Starting in 2023–24, the sequence of Building Energy and Structures was reversed in the B.Arch BT sequence in order to better accommodate community college transfer students (implementation was delayed by the pandemic). Prior to AY2024, Structures and Building Energy was taught once a year as joint undergraduate and graduate courses. Following a transitional year in AY2025, Building Energy and Structures will be taught as two separate courses in different semesters beginning in AY2026. After AY25,we carried out an initial assessment of the change and found it was serving the purpose of better facilitating community college transfers. An additional advantage of splitting the undergraduate and graduate sections of these courses is that

we now run them every semester (one for undergrad and one for graduate), meaning students in either program who are out of sequence have more options to complete the requirement.
- In 2025–26 the Architecture programs will pilot a new course schedule for ARCHT 3310/MARCH 6310. The course will shift from meeting once per week for 3 hours to twice per week for 1.25 hours per session. The intention is to improve student learning through increased exposure.

**For SC.5 and SC.6:** Programs may design their curricula to satisfy these criteria via a single course or a combination of courses.

The program must provide the following:
- A narrative description of how the program achieves and evaluates each criterion;
- Evidence that each student learning outcome associated with these criteria is developed and assessed by the program on a recurring basis; and
- A summary of the modifications the program has made to its curricula and/or individual courses based on findings from its assessments since the previous review.

Supporting materials demonstrating how the program accomplishes its objectives related to each criterion, including course syllabus, course schedule, and instructional materials, are due as digital exhibits at least 45 days prior to the visit. Student work samples (see 2020 Conditions) are due at the time of the site visit.

**SC.5 Design Synthesis**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating synthesis of user requirements, regulatory requirements, site conditions, and accessible design, and consideration of the measurable environmental impacts of their design decisions.

**Program Response:**
As students advance through the building technology and Core Studio curricula, they develop skills and knowledge that form the building blocks for an ability to synthesize multiple factors into a well-formulated architectural design proposal. This capacity for design synthesis is most thoroughly prioritized and demonstrated in ARCHT 5080/MARCH 6080 Integrated Studio, which acts as a capstone for these parallel sequences. In this course, students develop proposals that simultaneously meet user needs, respond sensitively to site considerations, offer accessible and safe spaces, integrate building systems, and take into account measurable environmental impacts, all while adhering to local building codes and safety standards. Of equal importance for their futures as practitioners, students in the course have an opportunity to draw on expertise and feedback in making design decisions, and to work iteratively to incorporate that feedback into an evolving proposal.

In recent years, the project briefs for the Integrated Studios have increasingly focused on addressing climate change through sustainable design. Several studios have focused specifically on sites and communities vulnerable to climate changes. Integrated Studios offered in the last three years include:

- ReGeneration 2.0: Living Systems (Prof. Margaret Ikeda and Prof. Evan Jones)
- The Alemany Exchange (Prof. Mark Donohue and Prof. Neal Schwartz)
- Treasure Island: A Community in Flux (Prof. Evan Jones, Prof. John Ware, and Prof. Matthew Waxman)
- Regeneration: Grounding Culture (Prof. Margaret Ikeda and Prof. Evan Jones)
- Greenville: An Architectural Case Study in Rethinking Repair (Prof. Lisa Findley and Prof. Mark Donohue)
- Recentering Education in Greenville's Rebuild (Prof. Peter Anderson)

**Curricular Evidence:**

**B.Arch/M.Arch:**

Students in the undergraduate and graduate programs are required to take ARCHT 5080/MARCH 6080 Integrated Studio at least once after they have successfully completed the Core Studios and the core building technology courses.

**ARCHT 5080/MARCH 6080 Integrated Studio**

ARCHT 5080/MARCH 6080 is a vertical studio combining students in the fourth and fifth year of the BArch program with students from the architecture graduate programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution. Students work in teams of two, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as synthesizing user requirements, regulatory requirements, site conditions, accessibility considerations, and environmental performance and impact. Each student team creates a comprehensive workbook with chapters addressing each of these elements and documenting their design process.

An important feature of the pedagogy of ARCHT 5080/MARCH 6080 is that student teams meet with experts in fire safety, structural engineering, and building systems on three occasions to get feedback on their projects. They also receive redlines from a workbook consultant (typically an alumnus of the program who has three or more years work experience in an architectural office), to enable them to iteratively develop their drawings. Through these meetings and feedback, students develop the ability to make design decisions while incorporating multiple criteria and considerations.

Students in Integrated Studio engage directly with user needs and site-specific conditions through site visits, community meetings, and interviews, helping them understand the interests and needs connected to a specific location. This user-centered research is documented in Workbook Sections A1.0 Research and Design Methodology and A2.0 Site and Context. Students also analyze and respond to a wide range of site conditions. Through regional and local surveys (both historical and current), along with general planning documents, climatic data, and environmental factors, students use diagrams and mapping exercises to develop a clear understanding of the site's design parameters.

As part of their design development, students synthesize regulatory constraints, including planning and zoning conditions and applicable building code regulations, into their designs. These real-world requirements shape project proposals and ensure regulatory compliance throughout the design process. Students' learning in this area is assessed through their workbooks, specifically in Workbook Section A3.0 Programming and Life Safety / User and Regulatory Requirements. Accessibility is introduced through instructor presentations and reinforced through hands-on exercises that require students to design spaces in accordance with the Americans with Disabilities Act (ADA), universal design principles, and broader concepts of inclusivity.

Environmental integration and impact are emphasized throughout the project. Students use tools such as Climate Studio to evaluate daylighting and thermal comfort, helping to inform decisions about building siting and envelope design. Additionally, carbon calculation software is introduced to assess the embodied carbon impact of various building materials and assemblies, promoting environmentally responsible decision-making. These findings appear throughout student workbooks, particularly in A1.0 Research and Design Methodology and A6.0 Environmental Systems.

**Self-Assessment:**

Within ARCHT 5080/MARCH 6080 Integrated Studio, student learning is assessed primarily through periodic pin ups and reviews, a final review, exit interview, and the students' workbooks. The students receive midterm grades, and feedback in the form of an assessment based on a rubric. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The course is also discussed in an end-of-year Assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- At the end-of-year assessment meeting in 2017–18, faculty suggested reducing the size and complexity of the project brief for the Integrated Studio, in order to enable students to more successfully integrate building systems into their proposals.
- Prior to AY 2024, faculty found that students were inconsistent in their ability to precisely measure the environmental impact of their design decisions and incorporate that analysis into their designs.
- In recent years, some students have opted to take more than one Integrated Studio, signaling the increased interest of students in studios focused on building integration and environmental performance, as well as reflecting a general increased interest among students in studios that they believe will best prepare them for professional practice.

**Summary of Modifications:**

- Starting in fall 2023 Integrated Studio instructors created specific workshops and/or assignments to help students factor measurable environmental impact into their design decisions. For example, some studios introduced calculator tools that evaluate the embodied-carbon of selected building materials. In fall and spring 2025, Integrated Studio began incorporating opportunities for students to use building performance calculator tools learned in earlier building technology courses, such as Climate Studio, as part of their studio project development. We will continue to incorporate the use of such tools into Integrated Studio.
- In response to student demand as expressed in the Advanced/Integrated Studio selection process, we have increased the number of Integrated Studios offered some semesters.

**SC.6 Building Integration**—How the program ensures that students develop the ability to make design decisions within architectural projects while demonstrating integration of building envelope systems and assemblies, structural systems, environmental control systems, life safety systems, and the measurable outcomes of building performance.

**Program Response:**

Students in CCA's B.Arch and M.Arch programs take a sequence of building technology and Core Studio courses that progressively build knowledge and skills, from technical foundations to the capacity to develop a comprehensive, collaborative design application. Student ability to make design decisions while integrating multiple systems is most clearly demonstrated in a pair of courses that are required for all B.Arch and MArch students: ARCHT 4320/MARCH 6320 Integrated Technological Systems and ARCHT 5080/MARCH 6080 Integrated Studio. In ARCHT 4320/MARCH 6320, students carry out an in-depth case study of how building systems are integrated into an existing building, developing important tools of analysis and evaluation. In ARCHT 5080/MARCH 6080 Integrated Studio, students apply this learning through the design of a complex, integrated architectural project. Together, the two courses ensure that students develop the ability to make well-informed, integrated design decisions in complex architectural contexts. Through technical analysis, applied design, and professional collaboration, students gain the comprehensive skill set necessary to address all aspects of SC.6, from building envelope systems and assemblies to structural and environmental control systems to life safety to building performance.

**Curricular Evidence:**

**B.Arch / M.Arch:**

ARCHT 4320/MARCH 6320 Integrated Technological Systems and ARCHT 5080/MARCH 6080 Integrated Studio are taken by both B.Arch and M.Arch students in the final three semesters of their respective programs. B.Arch students take ARCHT 4320 in the Spring of their fourth year and ARCHT 5080 concurrently or in the following year. M.Arch students take MARCH 6320 in the spring of their second year, and MARCH 6080 concurrently or in the following semester. While students are only required to take ARCHT 5080/MARCH 6080 once during their course of study, some elect to take the Integrated Studio twice.

**ARCHT 4320/MARCH 6320 Integrated Technological Systems**

In ARCHT 4230/MARCH 5320 students examine how building materials, assemblies, and equipment are integrated within a building in order to comprehend the interconnectedness of these systems. The course equips students with the ability to analyze, represent, and evaluate the technical aspects of architecture—including structure, enclosure, lighting, and mechanical systems—and how these components perform in response to environmental factors and design intent.

Integrated Technological Systems is structured as a lecture and lab course. In lecture, students learn about a building's myriad systems, including structure, envelope, and mechanical and service systems, and then explore integration strategies and the metrics that architects use to evaluate building performance and make design decisions. In the lab, students work in teams of two over the course of the semester to carry out an in-depth analysis of a case study building. Across a given lab section, several case studies are analyzed, enabling students to compare and contrast results.

In lab, students create a workbook documenting their case study analysis. They construct a section perspective of a portion of the case study building, and subsequently add increasing detail to the section over the course of the semester. These drawings are revised iteratively, focusing on single systems (structures, envelope, lighting, and mechanical), annotating and isolating building components of each system, highlighting material properties, dimensions or specifications, and integration details in the context of design intent and performance goals. Students consider how materials and assemblies perform to filter daylight, sun, heat, cold, wind, and moisture and how design strategies impact performance of HVAC and electric lighting systems. At the end of the semester, students write a narrative outlining the main ways that the envelope is integrated with other systems (structure and HVAC) and explain how the materials and assemblies perform to filter daylight, sun, heat, cold, wind, and moisture. They also review energy use information from actual measured data, benchmarks or modeling analysis, for their case study buildings. Students suggest improvements to the environmental systems in their precedent buildings and identify strategies with the largest potential to positively impact environmental performance, giving special attention to strategies that also obtain other benefits (spatial quality, visual comfort, daylight, façade aesthetics).

**ARCHT 5080/MARCH 6080 Integrated Studio**

ARCHT 5080/MARCH 6080 is a vertical studio combining students in the fourth and fifth year of the BArch program with students from the architecture graduate programs. The studio asks students to translate an architectural concept into a comprehensive, integrated building solution. Students work in teams of two, and in collaboration with outside consultants, to develop a detailed architectural project that incorporates building envelope, structural, environmental, and life safety systems, as well as

synthesizing user requirements, regulatory requirements, site conditions, accessibility considerations, and environmental performance and impact. Each student team creates a comprehensive workbook with chapters addressing each of these elements and documenting their design process.

An important feature of the pedagogy of ARCHT 5080/MARCH 6080 is that student teams meet with experts in fire safety, structural engineering, and building systems on three occasions to get feedback on their projects. They also receive redlines from a workbook consultant (typically an alumnus of the program who has three or more years work experience in an architectural office) to enable them to iteratively develop their drawings. Through these meetings and feedback, students develop the ability to make design decisions while incorporating multiple criteria and considerations.

ARCHT 5080/MARCH 6080 addresses the individual requirements of SC.6 through specific exercises: For example, students develop a comprehensive understanding of building envelopes and assemblies through the creation of detailed sectional perspective studies, focusing on walls, roofs, windows, and foundation systems. These studies are informed by three dedicated building systems workshops, held after schematic design reviews, where students engage with professional consultants to iterate and refine appropriate systems. The evolution of this work is thoroughly documented in the Integrated Studio workbook (see workbook sections A4.0 Architecture, A5.0 Structural Systems, A6.0 Environmental Systems, A7.0 Building Envelope—Material and Assembly, and the course syllabus for consultation workshop details).

A thorough understanding of a building's structural system is developed and demonstrated through precedent studies as well as physical and digital tectonic models that provide feedback and direction into the capacity of structural elements and their impacts on environmental performance and spatial arrangements. Following schematic design reviews, each project includes three workshops with a professional structural engineer to guide decisions around system selection, sizing, and connection details. This process is documented throughout the semester in the Integrated Studio workbook (see workbook sections A5.0 Structural Systems).

During the building systems workshops, students also iterate façade designs, which informs strategies for daylighting, electric lighting, and mechanical systems. These include natural ventilation and passive techniques for comfort and energy efficiency. The spatial implications of environmental control systems are typically illustrated through sectional diagrams and are consistently documented in the Integrated Studio workbook (see workbook sections A6.0 Environmental Systems and A7.0 Building Envelope—Material and Assembly).

Life safety considerations are introduced through a series of lectures by a fire protection engineer, specifically tailored for architecture students. This forms the baseline for students to develop their project with feedback from their instructors on how to address life safety issues of egress and fire separation based on occupancies and future uses (see workbook section A3.0 Programming and Life Safety / User and Regulatory Requirements as well as the course syllabus for information on workshops).

The performance impacts of design decisions are examined through iterative processes involving a combination of solar studies, carbon footprint analyses, and collaboration with structural and building systems consultants. The measurable outcomes from these efforts which inform design decisions are captured in the Integrated Studio workbook (see workbook sections A4.0 Architecture, A5.0 Structural Systems, A6.0 Environmental Systems, A7.0 Building Envelope—Material and Assembly, and A8.0 Process).

**Self-Assessment:**
Within each course, student learning is assessed primarily through periodic pin ups and reviews, a final review, and exit interview. The students receive midterm grades, and feedback in the form of an assessment based on a rubric. At the end of the semester, students complete two assessments: a course evaluation to give feedback on instruction, and a self-assessment of their own achievement in the course learning outcomes. Instructors complete a detailed semester-end assessment of student learning and record notes about successes and areas for improvement. The course is also discussed in an end-of-year assessment meeting with the Chairs, Dean, and faculty. Key findings from these assessments include:

- At the end-of-year assessment meeting in 2017–18, faculty suggested reducing the size and complexity of the project brief for the Integrated Studio, in order to enable students to more successfully integrate building systems into their proposals.
- Also in 2017–18, Integrated Studio faculty reported they did not have enough time to focus on both design and documentation, following the shift in the studio schedule from three to two days per week. A new role was proposed to assist with this need: a consultant dedicated to assisting students with workbook preparation and development would improve quality and consistency from section to section and semester to semester.
- In 2023, the chairs and Integrated Studio and building technology faculty identified a desire to incorporate more tools and metrics to calculate buildings' carbon footprints and building performance into ARCHT 5080/MARCH 6080.
- In recent years, some students have opted to take more than one Integrated Studio, signaling the increased interest of students in studios focused on building integration and environmental performance, as well as reflecting a general increased interest among students in studios that they believe will best prepare them for professional practice.

**Summary of Modifications:**

- In 2018–19, Integrated Studios shifted to projects of a smaller scale, from around 60,000 sf (e.g. a large museum, a ferry terminal) to smaller-scale buildings (e.g. mixed-use housing, community centers, and market halls), to enable students to achieve more resolved integration of building systems into their designs.
- Starting in 2017–18, an Integrated Studio Coordinator facilitated coordination of workshops and consistent quality across Integrated Studios with different instructors and content.
- In 2018–19 the program hired an architectural drawing consultant to work with Integrated Studio instructors and students to establish architectural drawing standards for the team project documentation workbooks and to work with students to develop their workbooks throughout the semester. This was assessed the following year to be a highly successful intervention, and has remained a feature of the Integrated Studio. A series of CCA alumni who have worked in the profession for three or more years have served as workbook consultants.
- Starting in fall 2023 Integrated Studio instructors created specific workshops and/or assignments to help students factor measurable environmental impact into their design decisions. For example, some studios introduced calculator tools that evaluate the embodied-carbon of selected building materials. In fall and spring 2025, Integrated Studio began incorporating opportunities for students to use building performance calculator tools learned in earlier building technology courses, such as Climate Studio, as part of their studio project development. We will continue to incorporate the use of such tools into Integrated Studio.
- In response to student demand as expressed in the Advanced/Integrated Studio selection process, we have increased the number of Integrated Studios offered some semesters.
- Over the past several years the instructors of ARCHT 4320/MARCH 6320 Integrated Technological Systems have modified the selection of buildings used for the semester-long case study project to include a spectrum from the conventional to the innovative, and to prioritize

projects where students have access to construction documents, professional team members, and the buildings themselves.

## 4—Curricular Framework

This condition addresses the institution's regional accreditation and the program's degree nomenclature, credit-hour and curricular requirements, and the process used to evaluate student preparatory work.

### 4.1 Institutional Accreditation

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

**Program Response**:
CCA is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC/WASC). Information about accreditation can be found in our public-facing website, including the most recent letters from our regional accrediting commission WSCUC:

- WSCUC Action Letter (March 9, 2017)
- WASC letter approving extension of accreditation (October 17, 2024)

### 4.2 Professional Degrees and Curriculum

The NAAB accredits professional degree programs with the following titles: the Bachelor of Architecture (B.Arch.), the Master of Architecture (M.Arch.), and the Doctor of Architecture (D.Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and optional studies.

CCA offers two NAAB-accredited, STEM-designated degrees: the Bachelor of Architecture (B.Arch) and the Master of Architecture (M.Arch).

**4.2.1 Professional Studies.** Courses with architectural content required of all students in the NAAB-accredited program are the core of a professional degree program that leads to licensure. Knowledge from these courses is used to satisfy Condition 3—Program and Student Criteria. The degree program has the flexibility to add additional professional studies courses to address its mission or institutional context. In its documentation, the program must clearly indicate which professional courses are required for all students.

**Program Response:**

**B.Arch: (See also Appendix 2)**

CCA requires B.Arch students to complete 93 semester credit hours of professional studies to fulfill the requirements for graduation.

The following is a list of professional studies courses required for all B.Arch students:

| **PROFESSIONAL STUDIES TOTAL** | | | **93 units** |
|---|---|---|---|
| Year 2 - Fall | ARCHT 2010 | Architecture Studio 1 | 6 units |
| | ARCHT 2110 | Design Media 1 | 3 units |
| | ARCHT 3330 | Materials and Methods | 3 units |
| Year 2 - Spring | ARCHT 2020 | Architecture Studio 2 | 6 units |
| | ARCHT 2120 | Design Media 2 | 3 units |
| | ARCHT 2340 | Building Energy | 3 units |
| | ARCHT 2200 | History of Architecture 1 | 3 units |
| Year 3 - Fall | ARCHT 3030 | Architecture Studio 3 | 6 units |

| | | | |
|---|---|---|---|
| | ARCHT 3110 | Design Media 3 | 3 units |
| | ARCHT 2220 | History of Architecture 2 | 3 units |
| | ARCHT 3300 | Structures | 3 units |
| Year 3 - Spring | ARCHT 3040 | Architecture Studio 4 | 6 units |
| | ARCHT 3230 | Design Media 4 | 3 units |
| | ARCHT 4190 | Practice | 3 units |
| Year 4 - Fall | ARCHT 5070 | Advanced Studio | 6 units |
| | ARCHT 4220 | Architectural Theory | 3 units |
| Year 4 - Spring | ARCHT 5070/5080 | Advanced / Integrated Studio* | 6 units |
| | ARCHT 4320 | Integrated Technological Systems | 3 units |
| Year 5 - Fall | ARCHT 5070/5080 | Advanced / Integrated Studio* | 6 units |
| Year 5 - Spring | ARCHT 5070/5080 | Advanced / Integrated Studio* | 6 units |
| Required electives | ARCHT 5500 | Architecture History/Theory Elective | 3 units |
| | ARCHT 5400 | Building Technology Elective | 3 units |
| | ARCHT 5400/5500/5600/5700/5800 | Architecture Elective | 3 units |

* All students must take at least one Integrated Studio

**M.Arch: (See also Appendix 2)**

CCA requires M.Arch students to complete 84 semester credit hours of professional studies to fulfill the requirements for graduation.

The following is a list of professional studies courses required for all M.Arch students:

| **PROFESSIONAL STUDIES TOTAL** | | | **84 units** |
|---|---|---|---|
| Year 1 - Fall | MARCH 6010 | Architecture Studio 1 | 6 units |
| | MARCH 6110 | Design Media 1 | 3 units |
| | MARCH 6330 | Materials and Methods | 3 units |
| | MARCH 6200 | History of Architecture 1 | 3 units |
| Year 1 - Spring | MARCH 6020 | Architecture Studio 2 | 6 units |
| | MARCH 6130 | Design Media 2 | 3 units |
| | MARCH 6310 | Structures | 3 units |
| | MARCH 6250 | History of Architecture 2 | 3 units |
| Year 2 - Fall | MARCH 6030 | Architecture Studio 3 | 6 units |
| | MARCH 6210 | Architectural Analysis | 3 units |
| | MARCH 6340 | Building Energy | 3 units |
| | MARCH 6300 | Architectural Theory | 3 units |

| | | | |
|---|---|---|---|
| Year 2 - Spring | MARCH 6070/MARCH 6800 | Advanced / Integrated Studio* | 6 units |
| | MARCH 6320 | Integrated Technological Systems | 3 units |
| Year 3 - Fall | MARCH 6070/MARCH 6800 | Advanced / Integrated Studio* | 6 units |
| | MARCH 6240 | Thesis Seminar | 3 units |
| Year 3 - Spring | MARCH 6090 | Thesis Studio | 6 units |
| | MARCH 6320 | Professional Practice | 3 units |
| Required electives | ARCHT 5400 | Building Technology Elective | 3 units |
| | MARCH 6400/6500/6600/6700/6800 | Architecture Elective | 3 units |
| | MARCH 6400/6500/6600/6700/6800 | Architecture Elective | 3 units |
| | MARCH 6400/6500/6600/6700/6800 | Architecture Elective | 3 units |

* All students must take at least one Integrated Studio

**4.2.2 General Studies.** An important component of architecture education, general studies provide basic knowledge and methodologies of the humanities, fine arts, mathematics, natural sciences, and social sciences. Programs must document how students earning an accredited degree achieve a broad, interdisciplinary understanding of human knowledge.

In most cases, the general studies requirement can be satisfied by the general education program of an institution's baccalaureate degree. Graduate programs must describe and document the criteria and process used to evaluate applicants' prior academic experience relative to this requirement. Programs accepting transfers from other institutions must document the criteria and process used to ensure that the general education requirement was covered at another institution.

**Program Response:**

**B.Arch: (See also Appendix 2)**

B.Arch students at CCA are required to take 66 units of general studies, including 15 units of optional studies. Undergraduate transfer students must meet these same requirements for graduation.

The following is a list of general studies courses required for all B.Arch students:

| **GENERAL STUDIES TOTAL** | | | **66 units** |
|---|---|---|---|
| Year 1 - Fall | WRLIT 1030/1010 | Writing 1 | 3 units |
| | FYCT 1000/1040/1080/1120 | First Year Core Studio | 3 units |
| | FYCT 1000/1040/1080/1120 | First Year Core Studio | 3 units |
| | SCIMA 2040 | Physics for Architecture | 3 units |
| | | Studio Elective | 3 units |
| Year 1 - Spring | CRTSD 1500 | Foundations in Critical Studies | 3 units |
| | FYCT 1000/1040/1080/1120 | First Year Core Studio | 3 units |
| | FYCT 1000/1040/1080/1120 | First Year Core Studio | 3 units |
| | | Studio Elective | 3 units |

| | | | |
|---|---|---|---|
| Year 2 - Spring | WRLIT 2030/2010 | Writing 2 | 3 units |
| | HAAVC 1080 | Introduction to the Modern Arts | 3 units |
| Year 3 - Fall | | Open Elective | 3 units |
| Year 3 - Spring | Any 2000-level H&S excl SCIMA | Humanities & Sciences | 3 units |
| | ETHST 2000 | Critical Ethnic Studies Studio | 3 units |
| Year 4 - Fall | Any 2000-level excl SCIMA | Humanities & Sciences | 3 units |
| | | Open Elective | 3 units |
| Year 4 - Spring | UDIST 3000 | Upper Division Interdisciplinary Studio | 3 units |
| | Any 2000-level H&S excl SCIMA | Humanities & Sciences | 3 units |
| Year 5 - Fall | Any 2000-level H&S excl SCIMA | Humanities & Sciences | 3 units |
| | Any 2000-level H&S excl SCIMA | Humanities & Sciences | 3 units |
| Year 5 - Spring | Any 2000-level H&S | Humanities & Sciences | 3 units |
| | | Open Elective | 3 units |

**M.Arch: (See also Appendix 2)**

M.Arch students are required to hold a Bachelor's degree (minimum 120 units) from an accredited college or university prior to entering the graduate program. Thus the program does not require students to complete any additional general studies requirements beyond their undergraduate degrees. See Section 4.3.2 for information on how prior general studies are evaluated during the admissions process.

**4.2.3 Optional Studies.** All professional degree programs must provide sufficient flexibility in the curriculum to allow students to develop additional expertise, either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the required professional studies curriculum. These courses may be configured in a variety of curricular structures, including elective offerings, concentrations, certificate programs, and minors.

**Program Response:**

**B.Arch: (See also Appendix 2)**

CCA currently requires B.Arch students to complete 15 semester credit hours of optional studies to fulfill the requirements for graduation.

The following is a list of optional studies courses required for all B.Arch students:

| **OPTIONAL STUDIES TOTAL** | | | **15 units** |
|---|---|---|---|
| Year 1 - Fall | | Studio Elective | 3 units |
| Year 1 - Spring | | Studio Elective | 3 units |
| Year 3 - Fall | | Open Elective | 3 units |
| Year 4 - Fall | | Open Elective | 3 units |

| | | | |
|---|---|---|---|
| Year 5 - Spring | | Open Elective | 3 units |

B.Arch students have the option to earn a concentration in one of three areas: Digital Craft, Urban Works, or History Theory Experiments. Students pursuing these concentrations can guide their elective and advanced studio choices to focus on one of these areas. To earn the concentration in Digital Craft or Urban Works, students must complete at least one advanced studio (6 units) and two 3-unit electives in their chosen concentration. To earn the concentration in History Theory Experiments students must complete three 3-unit electives in their chosen concentration. Undergraduates at CCA also have the opportunity to earn a minor. Currently available minors include Computational Practices, Critical Ethnic Studies, Ecological Practices, and more.

**M.Arch: (See also Appendix 2)**

CCA requires M.Arch students to complete 6 semester credit hours of optional studies to fulfill the requirements for graduation.

The following is a list of optional studies courses required for all M.Arch students:To fulfill the Open Elective, graduate students may choose a graduate elective in the Architecture program or another department.

| **OPTIONAL STUDIES TOTAL** | | | **6 units** |
|---|---|---|---|
| | | Open Elective | 3 units |
| | GELCT | Grad-wide Elective | 3 units |

Open Electives: M.Arch students can take any graduate-level elective from across the college. They can also request an exception to take an undergraduate-level elective if no equivalent graduate-level course is not available. The open elective provides M.Arch students with an opportunity to take advantage of CCA's remarkably vibrant offerings in a wide range of creative disciplines. While some students choose to fulfill their Open Elective requirement by taking an Architecture elective, many others opt to take courses in Ceramics, Fine Arts, Film, Visual and Critical Studies, and more.

Graduate-wide Electives (GELCT) courses are specially designated courses offered by graduate programs at CCA and open only to graduate students from across the college. They offer an opportunity for M.Arch students to engage in interdisciplinary learning and to mix with graduate students from other divisions. The Architecture program typically offers at least one architecture-themed GELCT course per year.

NAAB-accredited professional degree programs have the exclusive right to use the B.Arch., M.Arch., and/or D.Arch. titles, which are recognized by the public as accredited degrees and therefore may not be used by non-accredited programs.

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

**Program Response**:

In addition to the B.Arch and M.Arch degrees CCA's Architecture Division offers two other degrees:

**Master of Advanced Architectural Design (MAAD) degree.** This one-year, 30-unit, interdisciplinary post-professional degree program is tailored for advanced students and midcareer professionals.

Students focus on research and design through mentored study and a range of elective offerings. The MAAD degree is STEM designated. For an overview of the MAAD program, please visit the program's website.

**BFA Interior Design degree:** This four-year degree is accredited by the National Association of Schools of Art and Design (NASAD). For an overview of the BFA Interior Design program, please visit the program's website.

The number of credit hours for each degree is outlined below. All accredited programs must conform to minimum credit-hour requirements established by the institution's regional accreditor. Programs must provide accredited degree titles, including separate tracks.

**4.2.4 Bachelor of Architecture.** The B.Arch. degree consists of a minimum of 150 semester credit hours, or the quarter-hour equivalent, in academic coursework in general studies, professional studies, and optional studies, all of which are delivered or accounted for (either by transfer or articulation) by the institution that will grant the degree. Programs must document the required professional studies courses (course numbers, titles, and credits), the elective professional studies courses (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**Program Response**:

Bachelor of Architecture students at CCA must complete a total of 159 units (or credit-hours) in order to earn the B.Arch degree, including 93 units of professional studies.The following chart shows the credit breakdown for the B.Arch degree:

| | Before 2025–26 | 2025–26 |
|---|---|---|
| **TOTAL UNITS** | **159** | **159** |
| Professional studies | 93 | 93 |
| General studies | 66 | 66 |
| Optional studies | 12 | 15* |

* In 2025–26, CCA made a change in the General Studies requirements for B.Arch students, eliminating Introduction to the Arts and replacing it with an additional open elective. Thus, the "optional studies" units increased from 12 to 15 units. (As part of this change, we moved Physics and History of Architecture 1 from the second to the first year, to facilitate students taking majors-related courses earlier in their course sequence. Those changes did not impact the total credit requirements.)

B.Arch students are required to complete an internship in order to graduate. For more details on the Internship requirement, see Section 3, PC.1 Career Paths.

For more details on course numbers, titles, and credit-hours, see Appendix 2.

**4.2.5 Master of Architecture.** The M.Arch. degree consists of a minimum of 168 semester credit hours, or the quarter-hour equivalent, of combined undergraduate coursework and a minimum of 30 semester credits of graduate coursework. Programs must document the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for both the undergraduate and graduate degrees.

**Program Response**:

Master of Architecture students at CCA must complete a total of 90 units (or credit-hours) in order to earn the M.Arch degree, in addition to having previously completed a Bachelor's degree (minimum 120 credit-hours), for a total of 210 credit-hours. The following chart shows the credit breakdown for the M.Arch degree:

| **TOTAL UNITS** | **90** |
|---|---|
| Professional studies | 84 |
| General studies | 0 |
| Optional studies | 6 |

Students who are granted partial or full advanced standing receive transfer credit for up to 30 units of professional studies. Students with full advanced standing begin in the third semester of the curriculum sequence, and must complete a minimum of 180 credit hours (120 undergraduate + at least 60 graduate credit-hours).

M.Arch students are required to complete an internship in order to graduate. For more details on the Internship requirement, see Section 3, PC.1 Career Paths.

For more details on course numbers, titles, and credit-hours, see Appendix 2.

**4.2.6 Doctor of Architecture.** The D.Arch. degree consists of a minimum of 210 credits, or the quarter-hour equivalent, of combined undergraduate and graduate coursework. The D.Arch. requires a minimum of 90 graduate-level semester credit hours, or the graduate-level 135 quarter-hour equivalent, in academic coursework in professional studies and optional studies. Programs must document, for both undergraduate and graduate degrees, the required professional studies classes (course numbers, titles, and credits), the elective professional studies classes (course numbers, titles, and credits), the required number of credits for general studies and for optional studies, and the total number of credits for the degree.

**Program Response**:
Not applicable

**4.3 Evaluation of Preparatory Education.** NAAB recognizes that students transferring to an undergraduate accredited program or entering a graduate accredited program come from different types of programs and have different needs, aptitudes, and knowledge bases. In this condition, a program must demonstrate that it utilizes a thorough and equitable process to evaluate incoming students and that it documents the accreditation criteria it expects students to have met in their education experiences in non-accredited programs.

**4.3.1** A program must document its process for evaluating a student's prior academic coursework related to satisfying NAAB accreditation criteria when it admits a student to the professional degree program.

**Program Response:**

**B.Arch**:
Undergraduate students apply to CCA through a process that is directed by the college's Office of Undergraduate Admissions. Applicants are evaluated on the basis of their educational background (high school degree), academic record (review of transcripts), a personal essay / writing sample of 250 words or more, one letter of recommendation from previous faculty (additional letters may be academic, artistic, work, or volunteer-related), and a portfolio with 15–20 pieces of work. The portfolio plays a central role in determining the acceptance of a candidate.

All materials are submitted digitally to the Office of Admissions through a link on the CCA Admissions web site. (See Section 6.5) Once an application is deemed complete it is reviewed by an admissions counselor. If the student is admitted to the college, the application and portfolio are reviewed for transfer credits and placement into the program. Students entering into the first year program are placed by Academic Advising. Admitted transfer student portfolios and transcripts are reviewed by the B.Arch Chair and by the undergraduate Architecture Academic Advisor for placement and transfer credit.

The college practices rolling admissions, with priority deadlines for first-year and transfer applicants in the fall, and a priority deadline for transfer applicants in the spring. Applications are received and reviewed as they are completed for the upcoming term.

International applicants whose country's official language is one other than English, are required to provide verification of English language proficiency through submission of official test scores (TOEFL, IELTS, C1 Advanced/CAE, CEFR, Duolingo, or PTE), as explained in CCA's online admissions process guide. This requirement may be waived for students who have completed three years' attendance at an English-speaking secondary school or college/university, or fulfilled other proofs of English proficiency specified by CCA.

**M.Arch**:
Graduate students apply to CCA through a process that is directed by the college's office of Graduate Admissions. Applicants are evaluated on the basis of their educational background (bachelor's degree) and achievement (review of transcripts), a personal statement, two letters of recommendation from previous faculty and/or professionals, and a design portfolio. The portfolio plays a central role in determining the acceptance of a candidate.

All materials are submitted digitally to the office of Admissions through a link on the CCA Admissions web site. (See Section 6.5) Once the application is deemed complete, it is reviewed by the Architecture Graduate Admissions committee, which is composed of Architecture division faculty and chaired by the associate chair of Graduate Architecture. All graduate applicants are given an opportunity to have an interview with a member of the Graduate Admissions committee.

The college practices rolling admissions, with a priority deadline in mid-January for applicants who wish to be considered for institutional graduate scholarships. Students who apply before the priority deadline are notified of admissions decisions in mid-March, and financial aid offers are sent to qualifying admitted applicants.

International applicants whose country's official language is one other than English, are required to provide verification of English language proficiency through submission of official test scores (TOEFL, IELTS, C1 Advanced/CAE, CEFR, Duolingo, or PTE), as explained in CCA's online admissions process guide. This requirement may be waived for students who have completed three years' attendance at an English-speaking secondary school or college/university, or fulfilled other proofs of English proficiency specified by CCA.

**4.3.2 In the event a program relies on the preparatory education experience to ensure that admitted students have met certain accreditation criteria, the program must demonstrate it has established standards for ensuring these accreditation criteria are met and for determining whether any gaps exist.**

**Program Response:**

**B.Arch**:
Students applying to the B.Arch Program as a transfer student from a community college or another university are evaluated by the B.Arch Chair and by the undergraduate Architecture Academic Advisor for placement into the program. The applicant's transcript and portfolio (as provided by the applicant) are used in this evaluation process. CCA allows the transfer of General Studies courses and some Professional Studies courses.

The transfer credit evaluation process falls into one of two categories, depending upon whether CCA has an articulation agreement with the applicants' prior academic institution. CCA has created articulation agreements with many community colleges, meaning we have reviewed and approved courses at the partner institution for equivalency with our courses. CCA's B.Arch program currently has articulation agreements with City College of San Francisco, College of Marin, College of San Mateo, Diablo Valley College, West Valley College, and Southwestern College. Students must receive a grade of C or better, in the US grade scale, in a given course to receive transfer credits for that course.

If an articulation agreement does not exist between the college and CCA for specific courses the transfer applicant is seeking credit for, we require the student to submit course descriptions and, in some cases, or syllabi and work samples for evaluation, to ensure content equivalency and that general education requirements and NAAB accreditation criteria are met. These materials are evaluated by the faculty teaching the equivalent CCA course or the curriculum coordinator responsible for the relevant curricular stream.

Before transfer credits can be officially logged, students must submit an official transcript which is reviewed by the registrar. The transfer credits are then recorded in the student's academic record in Workday, and their academic plan is updated. Students have constant access to their academic plan and record, allowing them to easily understand their awarded credits and remaining degree requirements.

**M.Arch**:
Applicants to the M.Arch program who have a pre-professional Architecture degree and who request to receive transfer credits are evaluated for advanced standing. Advanced standing is granted only after careful review of a student's courses to ensure content equivalency and that general education requirements and NAAB accreditation criteria are met. The Associate Chair of Graduate Architecture oversees the evaluation and granting of transfer credits, in partnership with the college's Director of Graduate Admissions and the Chair of Graduate Architecture. To determine a student's advanced standing status, the Associate Chair evaluates applicants' transcripts, course descriptions, and portfolio for evidence of course equivalency. Students must receive a grade of B- or better, in the US grade scale, in a given course to receive transfer credits for that course. In some cases, we request syllabi or work samples from the applicant to be evaluated by the faculty teaching the equivalent course or the curriculum coordinator responsible for the relevant curricular stream.

As part of their admissions decision notification, students are informed of whether they will receive partial or full advanced standing. Before students accept their offer of admission, the Associate Chair creates a detailed document outlining which undergraduate (or prior graduate) courses are being accepted for transfer credit, and which CCA courses are being waived, and outlining the next steps.

Before transfer credits can be officially logged, students must submit an official transcript which is reviewed by the Director of Graduate Admissions and registrar. The transfer credits are then recorded in the student's academic record in Workday, and their academic plan is updated. Students have constant

access to their academic plan and record; these, along with the transfer credit record shared by the associate chair, allows them to easily understand their awarded credits and remaining degree requirements.

**4.3.3** A program must demonstrate that it has clearly articulated the evaluation of baccalaureate-degree or associate-degree content in the admissions process, and that a candidate understands the evaluation process and its implications for the length of a professional degree program before accepting an offer of admission.

**Program Response:**

**B.Arch:**
Information about the undergraduate transfer process is accessible on a public-facing web page focusing on Transfer Student Admissions. The site explains that:

> "CCA accepts transfer credit from colleges that have been accredited by their regional associations. In general, transfer credit is accepted only for courses that satisfy CCA graduation requirements, have been passed with a letter grade of C or better, and have been completed within the past 10 years. Courses completed more than 10 years ago may require additional review for credit approval."

The same web page hosts links to all of CCA's existing articulation agreements, so that students can easily understand how their prior coursework integrates with their course of study at CCA. The website also includes information about which general education courses students are typically advised to complete at their earlier institution before transferring.

Once students receive an offer of admission from CCA, their transfer credit is evaluated based on the transcripts provided with their application, and they are notified of how their transfer credits have been evaluated by CCA.

**M.Arch:**
Information about the admissions process is posted on our public-facing website, in a section titled "How to Apply." The site explains that:

> "The Master of Architecture program welcomes applicants who have earned a bachelor degree in a field other than architecture, as well as those who hold a non-professional degree in architecture (such as a BA or BS).
>
> Applicants with undergraduate architecture degrees may request advanced standing, allowing them to complete the MArch program in as little as two years. Advanced standing status is granted at the discretion of the admissions committee, following a review of the applicant's transcript and portfolio. Partial advanced standing may also be granted. Admission and placement decisions are based on the strength of your overall application, portfolio, and transcripts."

As part of their admissions decision notification, graduate program applicants are informed of whether they will receive partial or full advanced standing. Before students accept their offer of admission, they are given a detailed document outlining which undergraduate (or prior graduate) courses are being accepted for transfer credit, and which CCA courses are being waived, and a count of the number of transfer credits being awarded.

## 5—Resources

**5.1 Structure and Governance.** The program must describe the administrative and governance processes that provide for organizational continuity, clarity, and fairness and allow for improvement and change.

The Architecture Division operates within the academic structure of California College of the Arts (CCA) and follows established governance processes that ensure organizational continuity, clarity, and fairness while allowing for improvement and change. The administrative framework links divisional leadership with college-wide academic and institutional leadership, while governance structures provide faculty, staff, and students with formal avenues for representation and decision-making at both the program, divisional and institutional levels.

**5.1.1 Administrative Structure.** Describe the administrative structure and identify key personnel in the program and school, college, and institution.

**Program Response**:
The **Architecture Division** at California College of the Arts is one of four academic divisions at the College, alongside the Design Division, the Fine Arts Division, and the Humanities & Sciences Division. The Architecture Division offers professionally accredited undergraduate (B.Arch) and graduate (M.Arch) programs in architecture, as well as a BFA in Interior Design and a one-year Master of Advanced Architectural Design (MAAD), with shared resources across all programs.

**Administrative Structure of Architecture Division and Programs**
The Division is led by the Dean of Architecture, Keith Krumwiede, who oversees academic programs, faculty leadership, planning, partnerships, and resource stewardship. Program leadership includes the Undergraduate Architecture (B.Arch)  Program Chair Mark Donohue, the Graduate Architecture Program Chair Irene Cheng (responsible for both the M.Arch and MAAD programs), the Associate Chair of Graduate Architecture Alex Schofield (with a primary portfolio in student advising, internship supervision, and admissions), and the BFA Interior Design Program Chair Margaux Schindler.

The **Dean** is responsible for vision, leadership, and administration of the division. Working in close collaboration with the Program Chairs and the Assistant Director, the Dean provides strategic leadership for programs and research, cultivates partnerships, oversees resources and budgeting, coordinates and leads fundraising, and guides academic and operational planning. The Dean works closely with the Provost and with the other divisional deans to align divisional goals with collegewide academic planning and to steward shared resources. Typically deans are hired through a national search for a five-year term, with an option for renewal.

The **Program Chairs** are responsible for the vision, leadership, academic planning, and administration of their respective programs. They set academic and operational program goals in consultation with the Dean and program faculty, oversee curricular operations, manage and mentor faculty, steward assessment and continuous improvement efforts, build and coordinate educational partnerships across the College and with external institutions, and serve as primary advocates for students and faculty in their programs. Chairs are appointed by the Provost following recommendations from the Dean and program faculty; in some cases, they may be hired through a chair search initiated by the Dean and approved by the Provost. Appointments are typically for three-year terms and may be renewed, pending a review led by the Dean.

The Division and its programs are supported by the **Assistant Director of Academic Operations**, Anissa Nichter, who oversees curricular logistics, coordinates institutional processes (such as scheduling, assessment, accreditation, budgeting and purchasing, and facilities planning), and ensures smooth day-to-day operations of the division. The Assistant Director liaises with Academic Affairs, the Registrar, Business Office Services & Finance, Student Affairs, and other college offices to ensure consistent processes and policy compliance.

The Division's leadership consists of the Dean, Program Chairs, Associate Chair, and Assistant Director, who work together to ensure alignment across programs, effective operations, and timely implementation of academic and administrative priorities.

**Administrative Structure of the College**
CCA's corporate powers are vested in the **Board of Trustees,** which administers the affairs of the corporation and holds its property in trust. The Board includes leaders from the creative fields taught at the College as well as other sectors. The **President, David Howse**—who began his tenure at CCA in December 2023—is delegated by the Board to manage the College as a whole, including regulation of curricula and administrative rules for faculty, students, and staff, and serves as a non-voting member of the Board. He regularly convenes two groups: the Senior Leadership Team (Provost, VP Enrollment, Director of Integrated Communications, CFO, COO, VP Finance, VP Student Affairs, Chief of Staff, VP Advancement, and VP HR) to guide operational and administrative strategy; and the President's Cabinet, which provides strategic guidance and advice on overarching institutional goals and initiatives. The administrative structure of the College is detailed in the Faculty Handbook.

The Dean of Architecture, along with the other divisional deans, reports to the **Provost** (currently Interim Provost TT Takemoto). As the College's chief academic officer, the Provost provides leadership to the College and its faculty in all matters of academic life and in the development of the educational mission, leads the formulation of academic policy, provides leadership to the deans who administer academic programs, supervises academic staff, and directs implementation of the academic plan. The Provost reports to the President, who in turn reports to the Board.

Within **Academic Affairs**, the Associate Provost for Educational Effectiveness, Dominick Tracy, supports assessment and accreditation and supervises the Director of Institutional Research and Effectiveness (José de los Reyes) and the Director of Academic and Faculty Development (Matt Silady). The Senior Director of Academic Affairs Administration & Initiatives, John Jenkins, works closely with the Provost, Deans, and assistant directors to advance cross-divisional projects and strategic initiatives aligned with the College's mission. The Vice President for Academic Operations, Ayana Richardson, leads academic operations within the Provost's Office. Functional teams—including Academic Operations, Information Systems and Curriculum Management, Curricular Engagement & Graduate Relations, and Professional Engagement & External Partnerships—report to the VP of Academic Operations, ensuring coordinated processes that support program delivery and resource planning across divisions.

This configuration aligns divisional priorities with college-wide planning, academic quality, and institutional accountability.

**5.1.2 Governance**: Describe the role of faculty, staff, and students in both program and institutional governance structures and how these structures relate to the governance structures of the academic unit and the institution.

**Program Response**:

**Program and Division Governance in the Architecture Division**
Governance in the Architecture Division is designed to link participation directly to results. Faculty, staff, and students engage through a set of structured forums that gather evidence, assessment, and feedback, then translate those inputs into curricular, operational, and strategic action. Decisions are advanced through transparent processes that combine academic judgment with operational execution, while shared governance ensures divisional actions stay consistent with collegewide priorities and resources.

At the program level**,** governance centers on two complementary forums. The **Architecture Curriculum Committee (ACC)**, composed of all ranked faculty in the B.Arch and M.Arch programs, serves as the primary venue for debating and approving major curricular changes. Meeting three times per semester, the ACC reviews student work and assessment to shape near-term actions and long-range goals, and invites unranked faculty when their expertise informs specific courses under review. Alongside the ACC, Architecture Program faculty meetings bring all faculty—ranked and adjunct—together once or twice each semester to address non-curricular matters such as recruitment, program identity, operations, and faculty service. Together, these forums ensure that program faculty make decisions in a unified context, integrating student and external feedback  as part of the discussion.

At the division level, the **Architecture Leadership Team**—the Dean, Program Chairs, Associate Chair, and Assistant Director—meets biweekly to set priorities, advance collaborative initiatives, and address emergent issues. Their work is coordinated with program and division-wide faculty meetings. The Division also convenes one to two division-wide faculty meetings each semester to establish shared priorities and review progress. In January 2025, a half-day retreat brought the entire faculty together to draft a new five-year vision plan, a process that continued through subsequent meetings and culminated in its unanimous adoption in September (see Section 5.2). In addition, community town halls invite students, faculty, staff, and campus partners into open dialogue. A 2021 virtual town hall informed the division's DEIB commitments, while a post-Covid forum focused on infrastructure and staffing improvements.

CCA promotes both formal and informal opportunities for faculty to participate in decision-making at all levels—program, division, and college. Architecture program and division faculty serve on **collegewide standing committees**—the Executive Committee (EC), Appointments, Promotion, and Tenure Committee (APT), and Curriculum Committee (CC)—ensuring that the Division has a voice in shaping policy, curriculum, and faculty advancement at the institutional level. In AY25/26, Associate Professor Chris Falliers will serve as Chair of the Curriculum Committee, further strengthening the Division's leadership role. Faculty from the division also participate in the **President's Faculty Learning Network** and have served on and, in some cases, led task forces and ad hoc committees addressing key institutional initiatives. In addition, two Architecture faculty members are currently serving on the **ranked faculty union bargaining team.**

**Students** play an active role in governance. The **Architecture Student Council** includes representatives from the B.Arch, M.Arch, MAAD, and BFA Interior Design programs, led by elected officers such as a President, Vice President, and Officer for Advocacy, Inclusion, and Belonging. Student Council leadership meets regularly with the Dean, Chairs, and Assistant Director to share ideas, advocate for student priorities, and foster a culture of belonging and mutual care. In addition, division-based professional organizations—**AIAS (American Institute of Architecture Students)** and **NOMAS (National Organization of Minority Architecture Students)**—represent their members and meet with divisional leadership to present initiatives and concerns. Architecture students also contribute to governance at the institutional level through the CCA Student Council.

Across these layers, information flows in both directions. Program meetings generate proposals and evidence; the division translates them into operational plans; and collegewide bodies—such as the Faculty Senate and presidential forums—align them with institutional policy and resources. This integrated system ties participation to outcomes, strengthening curricular quality, student success, equity and belonging, facilities and operations, and long-range planning.

**Collegewide Governance**

Collegewide governance at CCA functions as an interconnected ecosystem that balances faculty voice, administrative leadership, and student and staff participation. While the Board of Trustees holds ultimate fiduciary and strategic responsibility, the governance culture of the College emphasizes shared leadership, transparency, and broad representation. Faculty exercise a strong role through the Faculty Senate and its standing committees, while senior leadership convenes multiple forums to coordinate academic and operational priorities. Students and staff also contribute through councils, alliances, and advisory groups, ensuring that decision-making reflects the perspectives of the broader college community.

The **Faculty Senate** is the primary vehicle for faculty governance. Composed of all ranked faculty and non-probationary unranked faculty, it provides a forum for debate and advises the President and Provost on academic policy and institutional matters. The Senate acts through formal votes, with procedures defined in the Faculty Handbook. Its President and Vice President set agendas, lead Senate and Executive Committee deliberations, and serve as liaisons to both the President's Cabinet and the Board of Trustees, giving faculty a direct line of communication to senior leadership.

The Senate's work is carried forward through three standing committees that provide continuity and faculty input on policy, curriculum, and advancement. The **Executive Committee (EC)** functions as the Senate's executive arm and its principal liaison to the President and Provost, advising on academic planning, policy, and institutional resources. The **Appointments, Promotion, and Tenure Committee (APT)** reviews faculty appointments and advancement, making recommendations to the Provost and, in the case of tenure, to the President. The **Curriculum Committee (CC)** oversees curricular policy, consulting on academic initiatives, cross-program requirements, and new programs and courses, and recommending actions to the Provost and Deans. Together, these bodies ensure that faculty perspectives are embedded in academic policy and governance across the College.

Collegewide governance is also carried by a set of presidential and administrative forums that integrate faculty and staff voices into institutional strategy. The **Presidential Transition Team**, convened in 2024 to support President Howse's onboarding, guided his integration into the CCA community through a series of listening tours, institutional events, and engagements with the board, alumni, faculty, staff, students, and external partners. This process emphasized listening and learning, reflection and imagination, and the alignment of emerging priorities. Among its outcomes was the recommendation to establish the President's Learning Networks**,** creating new channels for direct dialogue with faculty, staff, and students. The Dean of Architecture served as a member of this team, contributing to the transition process and early shaping of presidential forums.

The **President's Cabinet** provides strategic guidance and advice to the President on institutional goals and initiatives. Its membership includes senior academic and administrative leaders—among them the Faculty Senate President and divisional deans—who meet regularly to review cross-college priorities, advise on initiatives with campuswide impact, and align institutional strategy. The **Senior Leadership Team** partners with the President on operational and administrative matters, forming ad hoc working groups as needed, while the Provost convenes academic leadership within this group to coordinate

academic strategy. The **President's Leadership Forum** brings together directors, assistant directors, and associate vice presidents to provide input on short-term planning and transition initiatives, while also serving as a professional development venue for emerging leaders

Bridging program-level and collegewide governance is the **Chairs and Academic Partners Meeting (CAMP)**, a cross-college interdivisional meeting that brings together Deans, Program Chairs, and Academic Affairs staff and leadership. While not a decision-making body, CAMP strengthens alignment between divisional governance and institutional processes, providing chairs with a regular venue to engage Academic Affairs leadership and administrative partners in support of their leadership roles.

Student and staff participation in governance is similarly structured through representative councils and networks. The **President's Learning Networks** (discussed above) connect the President directly with small groups of faculty, staff, and (beginning in 2025) students, providing space for candid dialogue and insights into the culture, history, and mission of the College. The **CCA Student Council** gathers student input through town halls, surveys, and peer conversations, representing student perspectives in collegewide governance and at the Board of Trustees. The **Graduate Student Alliance (GSA)** represents graduate students across all programs, acting as a liaison to the President and Board, and advocating for issues such as curricular diversity and campus accessibility. The **Staff Advisory Committee (SAC)** supports staff culture around appreciation, engagement, and advocacy.

In addition, CCA has established two complementary structures dedicated to advancing equity and inclusion. The **Equity Advancement Council (EAC)**, created in 2023, serves as a leadership and recommending body to the President's Cabinet, bringing together faculty and staff to articulate guiding principles, set annual priorities aligned with the strategic plan, and recognize excellence in equity and inclusion. The **DEIB Community Forum** convenes faculty, staff, and students to advise senior leadership, recommend strategies for diversifying the community and curriculum, and hold the College accountable for progress. Together, these two bodies connect leadership-level planning with broad-based participation and accountability, ensuring that equity and belonging are embedded in governance at every level.

The **Board of Trustees** provides ultimate fiduciary and strategic oversight. Its Academic Committee convenes regularly with the Provost and divisional deans, who present academic matters and engage trustees in dialogue. Deans are also invited to present initiatives, projects, and program successes to the full Board, while faculty may be invited to share research, pedagogy, and partnerships. In addition, the Faculty Senate President and Vice President address the Board at general meetings, ensuring faculty perspectives are represented at the highest level of governance.

These structures create a governance framework that is both participatory and accountable. Faculty, students, staff, and administrators all have formalized venues for input, ensuring that CCA's governance reflects the values of consultation and collaboration. Importantly, the integration of dedicated DEIB bodies—the Equity Advancement Council and the DEIB Community Forum—underscores the College's commitment to equity and belonging as central to institutional decision-making. While the Board of Trustees retains ultimate authority, the interplay of Senate committees, presidential forums, representative councils, and equity-focused structures ensures that decision-making is informed by the breadth of the college community and aligned with CCA's mission and strategic priorities.

### 5.2 Planning and Assessment

The program must demonstrate that it has a planning process for continuous improvement that identifies:

**5.2.1** The program's multiyear strategic objectives, including the requirement to meet the NAAB Conditions, as part of the larger institutional strategic planning and assessment efforts.

**Program Response**:

At the institutional level, CCA's planning framework has historically been guided by the *Dream Big* strategic plans of 2010–15 and 2016–20, which set forth enduring commitments to diversity, sustainability, curricular innovation, and community engagement. While comprehensive strategic planning has been postponed in recent years due to the pandemic, consequent delays to campus unification process, and a presidential transition, the College has maintained continuity through a set of articulated institutional priorities—emphasizing financial stability; student success; diversity, equity, inclusion, and belonging; and program innovation—that have guided our work. With the opening of the Double Ground building in Fall 2024 and the arrival of new presidential leadership, CCA will embark on a new strategic planning process in 2026.

**Program and Divisional Multi-year Objectives**
Within this context, the Architecture Division has participated in the College's regular process of reflection and goal setting. Each year, except AY24–25 when the process was suspended to focus on immediate institutional challenges, program chairs and deans across all divisions reaffirm continuing and define new goals, which are shared with the Provost and serve as the framework for their work. For Architecture, these objectives identify five core areas of emphasis:

- **Curriculum & Research**: Advancing a curriculum that unites deep disciplinary knowledge, technical facility, and faculty research.
- **Public Profile & Identity**: Building a clear public identity rooted in faculty expertise, socially engaged making, and the Bay Area's context.
- **DEIB & Community**: Strengthening DEIB commitments and fostering an inclusive, supportive community.
- **Access & Recruitment**: Expanding access and enrollment through recruitment strategies and innovative non-degree pathways.
- **Philanthropy & Partnerships:** Cultivating philanthropy and partnerships that sustain research, pedagogy, and the Division's public profile.

**2030 Vision Plan**
In 2025, the Division and its faculty completed a forward-looking framework: the *CCA Architecture 2030 Vision Plan*, adopted by a unanimous faculty vote in September 2025. Building on the Dean and Chairs' multi-year goals, the Vision Plan consolidates and extends these commitments into a five-year trajectory that positions the Division as a model for a renewed discipline—committed to collaboration across fields and to confronting climate change, social inequity, and technological transformation as the very terrain of design. In the absence of an active collegewide strategic plan, the Vision Plan now serves as the Division's operative framework, with five guiding priorities that mirror and amplify those earlier objectives:

1. Advancing a pedagogy of urgency and impact;
2. Rethinking technology as practice and inquiry;
3. Expanding reach and deepening impact;
4. Strengthening disciplinary foundations; and
5. Fostering a culture of research and experimentation.

The Vision Plan will guide both internal planning and the Division's active participation in the College-wide strategic planning process to come.

The Architecture Division's Vision Plan is also an extension of the College's long-term priorities and commitments to innovation, student success, and belonging. Embedded in the Vision Plan is a goal of continuing to develop curricula that emphasize fundamental design skills, historical knowledge and literacy, and professional readiness—in other words, to provide students with pedagogy that continues to meet NAAB's 2020 Conditions of Accreditation. Moreover, the Vision Plan's emphasis on equity, ecology, and emerging technologies aligns directly with NAAB Student and Program Criteria in areas such as social equity and inclusion, ecological knowledge, leadership and collaboration, and research and innovation. In this way, the Division's objectives both reaffirm the College's mission and ensure compliance with national standards for architectural education.

**Institutional Planning and Assessment**
The Division's objectives are also situated within broader institutional planning and assessment structures. At the college level, in 2023, CCA engaged external consultants to benchmark degree offerings against peer institutions and market conditions, identifying opportunities for program growth across all divisions. This work has informed collegewide strategy and continues to shape planning through regular forums such as meetings between divisional deans and the Provost and collegewide academic planning meetings.

Progress toward the program and divisional objectives is tracked through a recurring set of indicators described in Section 5.2.2. These measures span student learning, student success, climate and culture, faculty research, and external feedback. Together, objectives and indicators create a continuous feedback loop that aligns divisional planning with institutional priorities and ensures accountability to NAAB Conditions.

**5.2.2** Key performance indicators used by the unit and the institution.

**Program Response**:

Planning and assessment in the Division and programs draw upon a consistent set of measures that are reviewed regularly and assessed annually. They provide the evidence base for monitoring **program and divisional objectives**, sustaining the Vision Plan, and supporting the College's commitments to innovation, equity, and student success.

**Curriculum & Research**
Indicators include end-of-term faculty course assessments, student course evaluations, and structured multi-faculty portfolio reviews in both the B.Arch and M.Arch programs. Annual assessment meetings bring faculty, chairs, and the dean together to evaluate curricular sequences and identify areas for improvement. Faculty research and creative practice are tracked through publications, exhibitions, external awards, and competitive grants, with faculty reviews conducted through the College's Appointments, Tenure, and Promotion process. Sustained participation and success in the international Biodesign Challenge, in collaboration with UCSF, provides additional evidence of curricular strength, interdisciplinary collaboration, and student achievement in research-driven design. These measures sustain curricular quality, affirm a culture of research and experimentation, and support the Vision Plan's priority of advancing a pedagogy of urgency and impact.

**Public Identity**
The Division's public profile is measured through recognition of student and faculty work in competitive venues such as the *Metropolis* Future 100 and major exhibitions and publications. Additional indicators include the Division's research journal *Scaffold*, targeted social media engagement and audience growth metrics, recruitment brochures, and website analytics that track external reach. These measures demonstrate the Division's ability to communicate a clear public identity and align with the Vision Plan's priority of expanding reach and deepening impact.

**DEIB & Community**
Indicators include implementation of the Division's DEIB Commitments, student participation in organizations such as AIAS, NOMAS, and IIDA, attendance at town halls and co-curricular events, and findings from graduating student exit surveys. Faculty peer observations and promotion reviews provide additional evidence of climate and culture within teaching. These measures advance DEIB goals and align with the Vision Plan's commitment to strengthening disciplinary foundations through equity and inclusion.

**Access & Recruitment**
Recruitment and admissions are evaluated through application, acceptance, and yield rates, student demographic data, and retention and graduation rates. Indicators also include participation in national architecture and design college fairs, targeted outreach campaigns, and conversion rates from non-degree programs such as summer sessions and certificates. These measures track access, enrollment, and pipeline development, directly supporting the Vision Plan's priority of expanding reach and deepening impact.

**Philanthropy & Partnerships**
Indicators include levels of philanthropic support, the number and scope of sponsored studios, and the outcomes of research collaborations. These are tracked through student scholarships and fellowships sustained by the Gensler Center for Design Excellence, faculty and student research projects supported through the Autodesk Alliance, and other externally funded initiatives. Fundraising outcomes tied to publications such as *CCA Architecture Books* and events like exhibitions or symposia also serve as measures of the Division's ability to leverage its academic profile into philanthropic support. Alumni and industry partnerships, measured through events, mentorship programs, and collaborative projects, further demonstrate the Division's capacity to cultivate external relationships. These indicators sustain pedagogy and research, advancing the Vision Plan's priority of fostering a culture of research and experimentation.

**Institutional Reviews**
At the college level, assessment includes course evaluations, annual Year-End Assessment Reports, and regular meetings with the Provost that connect divisional assessment to broader institutional planning. These structures ensure that divisional indicators are embedded in a continuous system of collegewide review.

These indicators form a recurring system for measuring performance, informing decision-making, and enabling the Division to monitor outcomes, respond to emerging needs, and sustain continuous improvement as a core aspect of planning and assessment.

**5.2.3** How well the program is progressing toward its mission and stated multiyear objectives.

**Program Response:**

The adoption of the 2030 Vision Plan has provided faculty and leadership with a renewed framework for aligning pedagogy, research, and partnerships with the Division's stated goals. Even amid the disruptions of the pandemic and ongoing fiscal constraints, our Architecture programs have made steady progress by translating strategic objectives into curricular innovation, new research pathways, and expanded opportunities for student success.

**Curriculum & Research**
Progress is evident in a series of curricular innovations and research achievements. The B.Arch concentrations tied to the Division's research labs create clear avenues for advanced study, while the restructured first-year M.Arch core studio sequence introduces students to multiple design approaches within a shared theme. The revised B.Arch and M.Arch Architectural Theory course now foregrounds issues of race, power, disability, and embodiment, advancing the Division's equity and research

commitments. Faculty and student research have gained national visibility through exhibitions, grants, and publications, while sustained student success in the international Biodesign Challenge demonstrates curricular strength and interdisciplinary collaboration.

Progress is also marked by investment in facilities that expand capacity for experimentation. The new Digital Craft Lab studio and makerspace is a centerpiece of the expanded campus, providing students and faculty with a physical platform for sustained material exploration and embedding the Division's culture of inquiry in daily academic life.

**Public Profile & Identity**
The Division has strengthened its external profile through recognition of student work in the *Metropolis* Future 100 and in prominent publications and exhibitions. Targeted social media engagement, features such as Dezeen's *School Shows*, and the Division's research journal *Scaffold* have expanded its audience, while the launch of CCA Architecture Books provides a durable platform for faculty- and student-led publishing.

Recent initiatives in Philanthropy & Partnerships—including the forthcoming book *Repairing Greenville* and the Pioneering Biomaterials symposium and exhibition—also extend the Division's visibility and reinforce its reputation as a site of socially and environmentally engaged design.

**DEIB & Community**
The Division has advanced its DEIB commitments by embedding equity and inclusion into curriculum and culture. The revised B.Arch and M.Arch theory course, faculty peer observations, and town halls and symposia on topics related to diversity and inclusion contribute to a more inclusive learning environment. Student organizations such as NOMAS and AIAS have grown in activity, reflecting student engagement and leadership in shaping community culture. Faculty hiring and promotion processes have led to increased racial and gender diversity in our adjunct faculty ranks, ensuring that the Division continues to diversify perspectives.

**Access & Recruitment**
Recruitment strategies have expanded access and diversified enrollment pipelines. The Division's active participation in national architecture and design college fairs, combined with targeted outreach campaigns and enhanced recruitment materials, has increased visibility among prospective students. A new recruiting brochure, designed in collaboration with Graphic Design faculty, has provided a distinctive tool for articulating the Division's identity in admissions contexts. Non-degree pathways such as summer programs and certificates are building bridges into degree study, while retention and graduation rates remain steady. These efforts are supported by scholarships and fellowships that lower barriers to access and ensure student success.

**Philanthropy & Partnerships**
The Division's reach has been extended through sustained partnerships and new sources of support. The **Autodesk Academic Alliance** provides faculty and students with access to the San Francisco Technology Center, enabling advanced research in robotic fabrication, simulation, and biomaterials. Long-term engagement with the fire-ravaged town of Greenville, California, connected six studios and three seminars to community recovery and resilience, culminating in *Repairing Greenville*, a forthcoming book documenting design's role in civic life. This volume will be published under **CCA Architecture Books,** the Division's imprint launched in 2018 to disseminate faculty- and student-led research and design to a wider public.

Faculty-led labs continue to advance research and public engagement: the Urban Works Agency's white paper on collective housing informed revisions to San Francisco's group housing policy in 2022; the Buoyant Ecologies Float Lab, first deployed in the Port of Oakland and now anchored at the Treasure Island Sailing Center, serves as a regional platform for ecological research and outreach; and the Architectural Ecologies Lab's partnerships with the Presidio Trust and Moss Landing Marine Laboratory on oyster bed restoration exemplify the Division's commitment to ecological restoration and civic engagement.

The **M. Arthur Gensler Jr. Center for Design Excellence**—established with $1M from the Gensler family and $1M from Gensler (the firm)—has become a structural catalyst for student and faculty success. The Center funds scholarships that expand access, supports research and course development, and sponsors mentorship and internship programs that embed students in professional networks. It launched publicly with the Climate as Praxis symposium in 2023 and, in 2025, helped support the Pioneering Biomaterials symposium and exhibition. Together, these initiatives demonstrate how philanthropy and partnerships are positioning CCA Architecture as a visible leader in advancing socially and environmentally engaged design.

**Summary**
These achievements demonstrate that the B.Arch and M.Arch programs, and the Division as a whole, are progressing toward their collaboratively defined mission in tangible ways: embedding equity, ecology, and technological literacy across curricula; expanding opportunities for research and creative practice; and connecting students directly to professional and civic contexts. The 2030 Vision Plan provides a shared roadmap for the next five years, ensuring that progress is measured not only by accomplishments but by the alignment of teaching, research, and partnerships with stated objectives. While challenges remain, the trajectory is clear: CCA Architecture is preparing graduates for purposeful professional practice, as thinkers and makers equipped to confront complexity with creativity and care.

**5.2.4** Strengths, challenges, and opportunities faced by the program as it strives to continuously improve learning outcomes and opportunities.

**Program Response:**

The Division's strengths lie in the dedication and expertise of its faculty, the ambition and engagement of its students, and the culture of research and experimentation fostered by its four labs. These are supported by an expanded campus infrastructure—including new shops and a dedicated makerspace for the Digital Craft Lab—that integrates new technologies with a sustained hands-on culture of making. Skilled staff provide essential support for this work, and while staffing levels remain lean, recent additions have begun to strengthen capacity. External partnerships further amplify these strengths: the M. Arthur Gensler Jr. Center for Design Excellence provides scholarship funding, faculty and course support, and dedicated internships and mentorships through Gensler's San Francisco office, while annual support through the Division's Public Programs and Publications campaign underwrites a wide range of initiatives. The Division also benefits from presenting partnerships with the Center for Architecture and Design, SFMOMA, and other cultural institutions, extending the reach of faculty and student work to broader publics. Taken together, these assets have enabled CCA Architecture to sustain a distinctive culture of innovation and to achieve recognition across areas ranging from digital fabrication and ecological design to public engagement and professional partnerships.

Challenges remain: financial pressures across the College constrain resources, faculty compensation lags behind peer institutions, and enrollment declines create further strain. Faculty morale has been tested by budget cuts, staff reductions, and the delayed completion of campus unification. The Division

also faces an urgent need to rebuild a more diverse and sustainable faculty cohort, as departures have reduced the number of tenure-track colleagues. Unionization of ranked faculty, however, promises greater transparency and stability in expectations, compensation, and governance.

At the same time, significant opportunities are emerging. The Huang Foundation's recent $22.5 million gift–which was doubled through matching donations–along with a $20 million allocation from the State of California, signal confidence in CCA's future and create new capacity for investment. The opening of the Simpson Family Makers Building, also known as Double Ground, in fall 2024 marked the College's full unification in San Francisco. The new facility adds expanded studios, shops, and a dedicated makerspace for the Digital Craft Lab, creating an enhanced environment for teaching and research. New initiatives such as the MAAD Architectural Ecologies track, expanded summer programs, and certificate development will further extend the Division's reach. The upcoming college-wide strategic planning process in 2026 offers a timely opportunity to align divisional initiatives with broader institutional goals.

These strengths, challenges, and opportunities underscore the Division's resilience and its capacity to adapt, positioning CCA Architecture to meet its mission while navigating shifting higher-education and professional landscapes.

**5.2.5** Ongoing outside input from others, including practitioners.

**Program Response:**

The Division benefits from a steady flow of input from external practitioners, alumni, and peers. Professional consultants embedded in the B.Arch and M.Arch Integrated Studios provide expert guidance in codes, structures, energy, and façades, aligning student work with contemporary standards of practice. Employers engaged through internship surveys, post-internship debriefs, and career fairs contribute direct feedback on B.Arch and M.Arch students' professional preparedness. Guest critics at final reviews, including both local practitioners and external academics, provide immediate commentary on student work; beginning in 2024, this input has been formally collected through a survey. Alumni remain a vital source of perspective: they are intentionally invited to participate in reviews, often mentor current students, and are regularly featured in divisional platforms such as *Scaffold* and Instagram. Finally, the NAAB accreditation process itself serves as a recurring form of external review, prompting reflection and adjustment. These inputs are not incidental but actively shape curricular adjustments, advising practices, and broader program improvements. Findings are incorporated into end-of-year assessment meetings and curriculum committee discussions, ensuring that practitioner feedback informs actual program adjustments.

The program must also demonstrate that it regularly uses the results of self-assessments to advise and encourage changes and adjustments that promote student and faculty success.

**Program Response**:

Self-assessment in the B.Arch and M.Arch programs and the Architecture Division functions less as a discrete exercise and more as an embedded practice that drives improvement. The multiple assessment tools described in Section 5.3—course evaluations, mid-program reviews, external critic feedback, exit surveys, year-end faculty reports, and chair assessments—are not ends in themselves but catalysts for change. Findings from these processes are synthesized by program chairs and discussed with faculty in curriculum committees, divisional summits, and annual assessment meetings. These conversations routinely lead to curricular refinements (such as revisions to core sequences or the integration of building technology consultants into studios), adjustments to pedagogy in response to student feedback, and

resource requests tied to identified needs in shops, advising, or teaching support. Faculty performance reviews similarly connect assessment to professional development, mentoring, and workload adjustments. In short, assessment results are consistently translated into actions—at the level of courses, curricula, faculty support, and student resources—that promote student learning, faculty effectiveness, and the overall quality of the program. The Division demonstrates a recurring system that incorporates critique, measures performance, and translates findings into curricular, cultural, and infrastructural changes that advance student learning and program quality.

**5.3 Curricular Development. The program must demonstrate a well-reasoned process for assessing its curriculum and making adjustments based on the outcome of the assessment.**
*Programs must also identify the frequency for assessing all or part of its curriculum.*

**Program Response:**

CCA's Architecture programs benefit from passionate faculty who believe in innovation and continual improvement. Faculty almost universally revise their courses from year to year, evolving their methods and subject matter in response to student and external feedback. At the same time, the curricula of both the B.Arch and M.Arch programs follow a well-honed sequence, with clearly defined program learning objectives (PLOs) and course learning outcomes (CLOs). All PLOs and CLOs were comprehensively updated in 2024 to align with the 2020 NAAB Conditions. Student learning is assessed annually against the PLOs and CLOs, and student feedback solicited, to help identify areas for improvement. Program faculty, curricular coordinators, and program Chairs collaborate regularly to conduct assessment and to develop curricular revisions.

**5.3.1** The relationship between course assessment and curricular development, including NAAB program and student criteria.

**Program Response:**

CCA Architecture has long maintained a robust system of course assessment and curricular development enabling us to continually refine our pedagogy and improve student learning outcomes. In the last two years we have strengthened methods of both direct and indirect assessment in accordance with NAAB's increased emphasis on self-assessment under the 2020 accreditation conditions. We have also been attentive to the need to complete iterative cycles of assessment and curriculum development, which entails assessing, proposing curricular changes, implementing those changes, and then assessing their effectiveness.

**Curriculum Assessment**
The B.Arch and M.Arch programs practice multiple methods of direct and indirect assessments of student learning.

Direct assessments of student learning include:

- **Faculty assessments of individual student course work:** Within the non-studio courses, student learning is evaluated primarily through graded assignments such as written assignments, quizzes, exams, and a final project or paper. In studios, student learning is assessed through studio pin-ups and mid-semester and final reviews of students' drawings, models, and workbooks. Almost all studio faculty conduct one-on-one mid-semester and end-of-semester exit

interviews with students. Over the last two years, we have encouraged faculty to adopt several assessment best practices, including using grading rubrics to evaluate student work and sharing verbal and written mid-semester feedback with students so that students understand how they can improve. The latter is something that students have requested and appreciated.

- **Faculty semester-end assessment of student learning.** Faculty of NAAB-qualifying courses fill out an assessment form at the end of the semester. The form asks them to identify the pedagogical activities and assignments that address each course learning outcome, state the percentage of students who achieved each learning outcome, and reflect on successes and areas for improvement.

- **Junior / Mid-Program Review:** All architecture students undergo a review at the beginning of their fourth semester in the program. For B.Arch students, this is called Junior Review; for M.Arch students it is called Mid-Program Review. The review serves as a key moment for students to assess their own learning holistically, to get feedback about their academic progress from multiple faculty members, and to engage in a thoughtful and constructive conversation about areas of strength and areas for growth. Each student presents their academic work from the first three semesters in a digital presentation to two or three faculty members. The work is also submitted as a portfolio, and printed and pinned up the walls in the review space. Each student gives a 5–7 minute long presentation followed by a discussion with the assembled faculty members. The faculty give verbal and written feedback assessing the student's work in the areas of Critical Thinking and Expression, Design Process, Representation, Technical Knowledge, Design Synthesis, and Research. (These areas were refined in 2024 to reflect the revision in Program Learning Objectives.) The students receive the comments approximately two weeks after the review. Ranked faculty from all course sequences (design studio, design media, building technology, history/theory, and professional practice) from the Architecture Division participate in the review.

- **Final studio reviews with invited external critics and written feedback:** Each semester, we invite external guests to join us for final reviews. We strive to get a mix of professionals from large firms and small practices, architectural academics from other schools, scholars from other disciplines, and guests from constituency and community groups. We ask external reviewers to offer written feedback through a form. The questions follow our NAAB-aligned program learning outcomes. This feedback is later shared with studio faculty.

- **End-of-year curriculum assessment meeting:** We conduct an annual assessment meeting attended by faculty, Chairs, and the Dean, where we ask faculty in key areas of the curriculum to briefly share their studio pedagogy, show examples of successful and less successful student work, and what were strengths and areas for improvement for the following year. These presentations are followed by robust discussions among faculty about pedagogical successes, gaps, needs, and trends across the curricular sequences and areas. These discussions are incredibly valuable since they offer the opportunity for faculty within and across curricular streams to engage in discussion and exchange about pedagogy.

- **Grading benchmarks:** Recognizing the benefits of measurable assessments of student learning, in 2024, the undergraduate and graduate Architecture Chairs established a benchmark across all NAAB-qualifying courses: Our goal was to have 90% of students graduate with a grade of B or

higher. This benchmark was introduced to faculty teaching relevant courses. In 2025, we began evaluation of these benchmarks, working with CCA's Office of Institutional Research to obtain aggregate program- and course-level data dating back to 2016, and beginning discussions with faculty to analyze and draw conclusions from the aggregate grading data.

Indirect assessments of student learning include:

- **Student course evaluations:** At the end of the semester, students complete two assessments: a course evaluation to give feedback on instructional quality and college-wide learning outcomes (administered by the college), and a self-assessment of their own achievement in the course's specific learning outcomes (administered by the B.Arch and M.Arch programs).

- **Chair year-end assessments:** Each chair completes a lengthy annual year-end assessment report that is filed with the Provost's office. These reports include summaries and findings from the above assessments, as well as planned actions, and assessments of the previous year's planned actions.

- **Graduating student exit survey:** Starting in 2024, we began administering a detailed exit survey of graduating students in which we asked them to reflect on their experience at CCA; the quality of college and program teaching, facilities, and services; and report on their employment status.

- **Feedback from town halls, Student Council, and student surveys**: Our division offers several vehicles for students to give feedback about curricular and co-curricular concerns, including regular town halls and listening sessions with administrators and faculty; Student Council, which frequently communicates with chairs about student concerns; and periodic student- or program-initiated surveys about student learning and quality of life.

- **Program-level statistical data:** CCA's Office of Institutional Research develops and periodically shares data-based assessments of student success, including aggregated grading, retention, demographic, and progress data with Program Chairs. Chairs have access to interactive dashboards (using the Tableau Public platform) to review detailed data about their programs.

**Curricular Development**

Program Chairs and faculty draw from these multiple assessment methods to develop major and minor proposals for curricular change and revision. All proposals for curriculum revision go through a robust process of consultation and review by Architecture faculty, through the Architecture Curriculum Committee, which meets three times per semester. Additionally, the chairs hold periodic curriculum "summits" with coordinators and faculty in specific curricular areas (such as Design Media, Building Technology, and History/Theory) to assess student learning and develop recommendations for curriculum refinement and revision.

Major curricular changes (those that involve changing a course's learning outcomes, teaching formats, adding or subtracting a required course, or a program's curriculum sequence) are typically first initiated by the Chair and discussed in the Architecture Curriculum Committee, before being formalized as proposals. The college requires programs to submit a proposal that includes evidence for the need of the change, approval of the Dean, and details about the potential impacts of changes on faculty and students. Once

finalized, proposals for curricular changes are forwarded to the college for review and approval by the Curriculum Review Committee, and, where needed, the college-wide Curriculum Committee. A curricular change usually takes at least one year to complete.

Minor changes (for example, changes that do not impact a course's learning outcomes or format) can be made by faculty annually in response to the feedback they receive from students, the year-end assessment meeting, colleagues, and Chairs.

**5.3.2** The roles and responsibilities of the personnel and committees involved in setting curricular agendas and initiatives, including the curriculum committee, program coordinators, and department chairs or directors.

**Program Response:**

**Chairs and Dean:** The Undergraduate and Graduate Architecture Chairs oversee curricular agendas and initiatives, in consultation with the Dean of the Architecture Division. The Chairs and Dean meet biweekly to discuss ongoing initiatives. Chairs solicit input and advice from faculty through the Architecture Curriculum Committee (see below).

**Curriculum coordinators:** Currently, the Architecture Division has three curriculum coordinators who oversee specific areas of the B.Arch and M.Arch curricula that have significant roles in our NAAB accreditation: design media, building technology, and the Integrated Studios. In past years we had a history/theory curriculum coordinator, but this position was eliminated due to budgetary constraints. (Irene Cheng, the Chair of Graduate Architecture, was previously the history/theory curriculum coordinator and subsumed those responsibilities in her Program Chair role.) Curriculum coordinators work with the Program Chairs to ensure that CCA is meeting NAAB requirements, and help oversee the faculty and curricula of the core courses in their area. Curriculum coordinators also work with Chairs to organize periodic "summits" of faculty to discuss the pedagogy in their curricular area.

**Level coordinators:** For each semester of Core studio, there is an assigned Level Coordinator who oversees and coordinates among all faculty teaching in that semester. For example, the B.Arch Level 2 coordinator connects all instructors and courses teaching in Semester 2 (including studio, history/theory, design media, and building technology) to set a shared calendar (helping to manage student deadlines and workload) and initiate conversations about curricular synergies. Level coordinators work with the Program Chairs to ensure that CCA is meeting NAAB requirements.

**Architecture Curriculum Committee (ACC):** The Architecture Curriculum Committee is composed of all ranked faculty in the B.Arch and M.Arch programs. (Prior to 2019, ACC was composed of the Chairs and curriculum coordinators only.) Occasionally, unranked faculty are asked to attend, if a course they are teaching is under discussion. The ACC meets three times per semester, and is the primary forum through which major curricular changes are collectively developed and discussed.

**College-wide Curriculum Committee (CC):** All matters pertaining to changes to college-wide curriculum are reviewed by a college-wide Curriculum Committee. The Curriculum Committee reports to the Provost and works with the Executive Committee and directors in consultation with Program Chairs on curricular policy, and provides oversight in changes to the college curriculum. The CC initiates discussions and makes recommendations related to course offerings in order to achieve the mission of the college as

outlined in the Strategic Plan. Architecture faculty Chris Falliers currently chairs the CC, and another Architecture faculty, Peter Anderson, serves on the committee.

**Associate Provost:** Dominick Tracy is the Associate Provost for Academic Effectiveness (AP). The Associate Provost oversees and coordinates the curriculum revision process and assessment efforts college wide. The AP is the primary liaison between the CC and Academic Affairs, ensuring coordination and communications between these entities. The AP also serves as the accreditation liaison officer (ALO) for the College with its primary accreditor (WSCUC) and its other secondary accreditor (NASAD).

**Curriculum Revision Committee (CRC)**. This committee is responsible for reviewing program curricular changes prior to implementation in order to identify any logistical issues, ensure there is adequate planning for any transitional period to minimize unforeseen/negative impacts on students, finalize the plan, and ensure it is accurately reflected in the SIS. Members include the Registrar; Associate Provost; VP of Academic Operations; Senior Director of Advising, Planning & Retention; and Senior Director of Academic Operations, Information Systems & Curricular Management. Deans and Chairs present the proposed changes to the Committee after the program and divisional leadership have thoroughly developed their proposal.

### 5.4 Human Resources and Human Resource Development

The program must demonstrate that it has appropriate and adequately funded human resources to support student learning and achievement. Human resources include full- and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. The program must:

The CCA Architecture Division's faculty and staff form an intellectually diverse, professionally active, and deeply collaborative community. Together, they sustain an educational environment that connects design excellence to pressing cultural, environmental, and technological questions. Faculty expertise spans architectural design, interior design, urbanism, history and theory, building technology, computation, fabrication, material innovation, and socially engaged practice. Many are licensed architects or accomplished scholars, and most sustain active professional practices or research agendas alongside their teaching. This dual commitment ensures that students are immersed in a curriculum informed by contemporary discourse, technical innovation, and evolving professional standards, while also connecting them directly to Bay Area and global design networks.

Within the Architecture programs, the current faculty composition includes **eight full-time ranked faculty** (tenured and tenure-track), **eleven part-time ranked renewable (RR) faculty**, **fifteen adjunct faculty**, and **two visiting faculty**. The majority of Architecture faculty teach across the undergraduate and graduate programs. This distribution of appointment types allows the Division to balance long-term institutional stewardship provided by tenured/tenure-track and RR appointments with the timely engagement of new voices and expertise through adjunct and visiting appointments. At the college level, the balance is defined in terms of teaching lines rather than headcount, with guidelines calling for approximately 25–30% of lines to be carried by tenured/tenure-track faculty, 25–30% by ranked renewable faculty, and 40–50% by adjunct, visiting, distinguished, or emeritus faculty. In AY25, across the B.Arch and M.Arch programs, 35% of teaching lines were taught by tenured/tenure-track faculty, 28.5% by ranked renewable faculty, and 36.5% by adjunct and visiting faculty (34.5% by adjunct and 2% by visiting). Each division and program determines its mix of teaching lines in consultation with the Dean and with approval of the Provost, ensuring consistency with institutional goals. Tenure-track and ranked faculty are appointed through competitive, committee-led searches and are reviewed regularly under the College's reappointment and promotion processes, ensuring high standards of teaching, scholarship, and

service (see Faculty Handbook). Collectively, their accomplishments include national and international design awards, influential publications, major exhibitions, and leadership roles in professional and academic organizations. A complete record of faculty credentials and achievements is provided in Appendix 3, Faculty Resumes.

All adjunct and ranked faculty are represented through collective bargaining. Adjunct faculty are represented by a union and their terms of employment are covered by an established collective bargaining agreement (CBA), which remains in effect while a successor contract is negotiated. Ranked faculty are represented by their own union and are currently bargaining their first agreement. These CBAs ensure that workload, evaluation, and compensation are applied equitably and transparently, further reinforcing a culture of shared governance and accountability.

The Division's administrative structure is designed to provide focused leadership for each program while ensuring alignment across the Division. The **Dean of Architecture** oversees all programs, supported by the **Undergraduate Architecture Program Chair** and the **Graduate Architecture Program Chair**, who is responsible for both the MArch and the MAAD program. The **Associate Chair of the Graduate Architecture Program** provides additional leadership, with primary responsibility for graduate advising (in collaboration with CCA's Academic Advising office), internship supervision, and graduate admissions. This structure ensures that undergraduate and graduate students alike receive tailored academic and professional support.

Divisional faculty, program chairs and dean are supported by a single **Assistant Director of Academic Administration**, who manages day-to-day operations of the Division. Working closely with the Dean and Chairs, the Assistant Director coordinates curriculum and schedule planning, recruitment, internal and external events, community and industry partnerships, communications, assessment and accreditation, and budget management. The Assistant Director also oversees the Division's student workers and manages purchasing. While modest in scale, this staffing reflects the Division's close-knit nature and culture of shared responsibility.

The Division benefits from the centralized infrastructure provided by Academic Operations Functional teams in the Office of Academic Affairs, which extend the capacity of small programs in areas that would be unsustainable to manage independently. The Academic Operations, Information Systems and Curriculum Management team partners with program chairs and the Assistant Director on scheduling, curriculum, and academic course management systems. The Curricular Engagement & Graduate Relations team coordinates teaching assistant assignments, field trip funding, and curricular milestones such as reviews and the End of Year Exhibition and supports graduate recruitment. The Professional Engagement & External Partnerships team supports career development activities and external partnerships. Together, these teams ensure consistent systems and equitable practices across the College, allowing the Division to focus its staff on program-specific needs.

Beyond Academic Affairs, Architecture faculty and students also benefit from collegewide partners—including Academic Advising, Student Affairs, Advancement, Marketing and Communications, Admissions, Studio Operations, Operations and Facilities, Libraries, and Technology Services.—that provide essential infrastructure for operations, faculty support, and student success. For a small and tightly knit Division, this network is integral to the adequacy and balance of human resources and amplifies the reach and impact of our programs, with their contributions detailed in later sections of this report.

For details on CCA's administrative structure, see Section 5.1.1.

**5.4.1** Demonstrate that it balances the workloads of all faculty in a way that promotes student and faculty achievement.

**Program Response**:

Workload policies in the Architecture programs, and in all programs at the college, are designed to balance teaching, research, service, and professional practice in ways that support both student learning and faculty achievement. Clear expectations for full-time, part-time, and adjunct faculty ensure consistency and equity, while scheduling practices, governance structures, and professional leave options provide flexibility for faculty to sustain active professional, creative, and scholarly practices alongside their academic responsibilities.

**Ranked Faculty (Tenure-Track and Ranked Renewable)**
By collegewide policy, tenured and tenure-track (TT) faculty are always appointed on a full-time basis with a five-line teaching load, where one line equals three credit hours and a six-credit design studio counts as two lines. Ranked renewable (RR) faculty hold part-time appointments of 60% (three lines) to 80% (four lines), with terms of three years and the possibility of renewal upon successful evaluation. In limited cases, RR faculty may be approved to carry a full-time (100% FTE) load when serving in significant administrative roles—such as Program Chair or chair of a collegewide standing committee—or with the special approval of the Provost. Visiting faculty are generally part-time but may be appointed full-time for the duration of their visit.

Instructional expectations for both TT and RR faculty extend beyond classroom teaching to include participation in program, divisional, and collegewide meetings; Faculty Week events; annual commencement; Faculty Senate meetings; and ongoing professional training. These responsibilities ensure that ranked faculty are active contributors to both program culture and institutional governance.

Service is also a formal and proportional component of workload. For TT faculty at 100% FTE, service is considered roughly equivalent to one teaching line; RR faculty are expected to provide service commensurate with their line assignment. Program chairs meet with each ranked faculty member at the start of the academic year to set expectations, ensuring service assignments are transparent, equitable, and aligned with faculty strengths.

In the Architecture programs, service commonly includes participation in the graduate admissions committee; service on Initial Review Committees as part of the Appointments, Promotions, and Tenure process; student recruiting activities on and off campus; curricular stream coordination; serving on the lecture committee; organizing the annual divisional awards process; and advising student organizations.

In addition to these program- and division-specific responsibilities, faculty have access to a range of collegewide service opportunities. A dedicated Ranked Faculty Service page catalogs options such as serving on standing committees—including the Faculty Senate Executive Committee, Curriculum Committee, and Appointments, Promotions, and Tenure Committee—as well as participating in task forces, workshops, faculty mentorship, and course substitution. Together, these opportunities ensure that faculty service is meaningful, distributed equitably, and aligned with both program needs and institutional priorities.

**Adjunct Faculty**
Adjunct faculty teach on a per-course basis, to a maximum of four lines per academic year, under the terms of their collective bargaining agreement (CBA). Their instructional expectations align with those of ranked faculty, including attending meetings related to their teaching obligations (primarily program faculty

meetings) and participating in program assessment and accreditation activities connected to their courses, and are further detailed in the Unranked Faculty Job Descriptions. They are often welcome, though not required, to attend other meetings at the program, divisional, or College level. They do not carry formal service obligations beyond these instructional expectations. Adjunct faculty may also be engaged for non-instructional activities beyond their teaching assignments. These roles—such as serving as level coordinators, organizing and running workshops, coordinating special events like lectures or exhibitions, or serving on collegewide or divisional committees not included in their regular expectations are compensated separately from instructional pay.

**Balance and Oversight**
Workload balance is actively managed to sustain teaching quality and faculty achievement. Faculty serving in significant administrative or governance roles—such as Program Chair or Collegewide Standing Committee chair—receive course releases to recognize these responsibilities. Afternoon studio scheduling allows practitioner-faculty to balance their teaching commitments with active professional practice. Ranked faculty may also request a personal leave of absence of up to one year to pursue external professional, creative, or scholarly opportunities.

Workload policies for adjunct faculty remain governed by their current CBA, which continues in effect while a successor agreement is negotiated. Ranked faculty workload is currently defined in the Faculty Handbook, while their first CBA is under negotiation. General qualifications and expectations for both ranked and adjunct faculty are detailed in the Faculty Position Descriptions page on Portal. The Dean, Program Chairs, and academic leadership collaborate each year to ensure an equitable distribution of teaching, service, and research assignments across the faculty, while also creating space for leadership and professional development.

**5.4.2 Demonstrate that it has an Architect Licensing Advisor who is actively performing the duties defined in the NCARB position description. These duties include attending the biannual NCARB Licensing Advisor Summit and/or other training opportunities to stay up-to-date on the requirements for licensure and ensure that students have resources to make informed decisions on their path to licensure.**

**Program Response**:

CCA's Architect Licensing Advisor is **Senior Adjunct Randolph (Randy) Ruiz**, who also serves as B.Arch Internship Coordinator and teaches the B.Arch Professional Practice course. Ruiz has attended the NCARB Licensing Advisor Summit in 2016, 2017, 2019, 2021, 2023, and 2025, as well as the NCARB Scholars in Professional Practice program in 2021. This combination of roles strategically links licensure advising with both the curriculum and internship resources, giving students clear and consistent guidance on their path to practice. In his role as Undergraduate Internship Coordinator, Ruiz collaborates with **Associate Chair of Graduate Architecture Alex Schofield**, who serves as Internship Advisor for MArch students, to align undergraduate and graduate advising and ensure consistency across the programs. Ruiz serves as the primary point of contact for students on licensure, maintaining up-to-date knowledge of NCARB and California Architects Board requirements through ongoing participation in NCARB training opportunities.

The Licensing Advisor meets with students as a group, or individually as requested, to explain the Architectural Experience Program (AXP), eligibility for the Architect Registration Examination (ARE), and strategies for integrating licensure requirements into their professional trajectories. Licensure education is reinforced not only through the BArch and MArch Professional Practice courses, but also across both curricula through guest lectures and alumni panels. The Advisor collaborates with program chairs and the Professional Engagement and External Partnerships team to align internship and job placement

resources with licensure pathways, further supporting students as they transition from academic study to professional practice.

Complementing this role, the Division also supports a student licensing advisor position. M.Arch student Siow Fang currently serves in this capacity and attended the NCARB Licensing Advisor Summit in 2025. The student advisor provides a peer-to-peer perspective on licensure preparation, extending awareness and engagement across the student body.

All students in the BArch and MArch programs are required to complete an internship as part of their degree. Through the combined efforts of Ruiz and Schofield, this requirement is integrated with licensure advising in both programs, ensuring that students understand how their academic work, professional experience, and NCARB requirements intersect on the path to practice. The role of the NCARB Licensing Advisor, including the involvement of the student licensing advisor, is further described in Section 3, PC.1 Career Paths.

**5.4.3** Demonstrate that faculty and staff have opportunities to pursue professional development that contributes to program improvement.

**Program Response**:

Professional development at CCA is understood as a vital investment in the quality of teaching, research, and program culture. The college and the Architecture Division provide faculty and staff with a range of opportunities—from sabbatical leaves and research fellowships to symposia, workshops, and staff training programs—that directly contribute to program improvement by fostering innovative pedagogy, advancing faculty scholarship, and building staff capacity to support student learning.

**Sabbaticals**
Sabbatical leave represents one of the most significant forms of faculty development support at CCA. The college's generous sabbatical policy is designed to advance faculty teaching, scholarship, and professional practice. Tenured and tenure-track faculty, as well as ranked renewable (RR) faculty whose initial ranked appointment began prior to AY 2011–12, are eligible to apply for sabbatical leave. Faculty may take one semester at full pay after six semesters of teaching, or two semesters at full pay after twelve semesters. Professional growth during sabbatical may include research and scholarship, professional practice, enhancements to teaching skills, or the development of professional relationships nationally and internationally. Upon return, faculty submit a sabbatical report and present their work in public Sabbatical Talks. This process ensures that the benefits of sabbatical leave extend beyond the individual, contributing directly to curricular renewal, faculty collaboration, and the overall vitality of the Architecture programs. Full details of the sabbatical policy and process are provided in the Faculty Handbook in section 2.D.4.

**Division-Level Support**
The Division and Architecture programs are committed to supporting the development and dissemination of faculty research, scholarship, and pedagogy, and actively encourage participation in professional development opportunities that advance this work while fostering dialogue with peers across and beyond the discipline. In support of this commitment, funding is provided primarily by the **Gensler Center for Design Excellence** and the **Public Programs and Publications** fund, the latter raised annually through a campaign supported by Bay Area firms and individuals, with modest contributions from divisional and program operating budgets when available. These funds are used for a range of purposes, from underwriting faculty-led symposia and events to supporting individual research travel, conference presentations, and publication subventions. In addition, the Dean, working with the College's

Advancement Office, supports individual faculty in securing external grants and cultivating partnerships with community, industry, and academic collaborators. A recent example is the development of the **Autodesk Academic Alliance**, advanced in partnership with the directors of the Digital Craft Lab and Architectural Ecologies Lab. Together, these investments and partnerships reflect a sustained commitment to faculty development as a driver of curricular innovation and program improvement.

**The M. Arthur Gensler, Jr. Center for Design Excellence**
The Gensler Center for Design Excellence has become one of the Division's most important resources for advancing faculty research and program vitality. Established in 2023, the Gensler Summer Research Fellowships fund current students or recent alumni to work alongside faculty on summer research projects. Faculty apply each spring to have their projects supported, creating opportunities for mentorship, collaborative inquiry, and the advancement of both faculty and student research agendas. The Center also provides annual stipends to the directors of the Division's four research labs, supporting their leadership of projects that generate new knowledge and enrich program curricula. In addition, the Center supplements course delivery by providing material and travel funds beyond the support offered by the College, and faculty may request Center support for research travel or participation in conferences.

**Architecture Lecture Series and Events**
The Division's Architecture Lecture Series is a central forum for professional development, bringing leading voices from architecture and related fields to CCA, and offering faculty avenues to expand expertise and foster connections that inform both teaching and research.

The Lecture Series is also a platform for faculty-led initiatives. Each year, faculty are invited to propose symposia, exhibitions, or lecture events. Recent highlights include the Pioneering Biomaterials Symposium (2025), the History Theory Experiments Lab's Materialities of Architectural Discourse symposium (2021), the Urban Works Agency's "Reclaiming Land" series of symposia and workshops (2020–25), and Digital Craft Lab's Digital Craft Futures (2024).

The Division also supports faculty in bringing guest speakers into their courses, expanding students' exposure to diverse perspectives and strengthening pedagogy. A current example is the ongoing History Theory Experiments (HTX) Talks series, which invites guest speakers—often via Zoom—to lecture in and converse with students in history and theory classes, frequently extending access to the wider CCA community and public.

Together, the Lecture Series and its affiliated events not only advance individual faculty research but also shape the Division's collective discourse, expand its reach, and enhance its visibility within and beyond CCA.

**Publications and Exhibitions**
The Division also supports faculty in advancing their scholarship and pedagogy through publications and exhibitions, supported with funding from the Public Programs and Publications fund and the Gensler Center. For example, Irene Cheng received a subvention for indexing her book *The Shape of Utopia* (2023), funded through the College's publications budget. The Division also invests in documenting and disseminating studio-based research by providing funding and work-study student support for publications like Chris Roach and Julia Grinkrug's studio research book *Apocalypse Now! Project for the Post Retail City* and Janette Kim's studio research book *Designing a Just City*.

In addition, the CCA Architecture Books imprint has provided a platform for faculty-authored and faculty-edited publications that extend the Division's intellectual and creative impact. Examples include *Drawing Codes: Experimental Protocols of Architectural Representation* (Andrew Kudless and Adam Marcus, 2024), *New Investigations in Collective Form* (Neeraj Bhatia, 2018 & 2023), and the forthcoming *Reviewing Design Book Review: A Counter Anthology*, edited by James Graham and William LIttmann (supported by a $10,000 Graham Foundation Grant) and *Property Playbook* by Janette Kim.

Exhibitions have been another avenue for supporting and disseminating faculty research. Notable examples include *Drawing Codes: Volumes I* (2017) and *Volume II* (2021), developed in partnership with CCA Exhibitions, which traveled to multiple venues nationally, and the faculty-led Pioneering Biomaterials Exhibition (2025), which accompanied the symposium of the same name and was supported jointly by the Gensler Center, Autodesk, and CCA Exhibitions (see Section 5.6.2). These projects not only advanced individual faculty research but also enhanced the Division's visibility and contributed to the broader discourse of contemporary architecture

**Collegewide Support**

In addition to the Division's initiatives, faculty benefit from professional development resources offered at the College level. These include competitive grant programs, teaching development workshops, civic engagement initiatives, and access to campus resources that support both teaching and research. While recent fiscal pressures and budget reductions have affected professional development funding across the College, the long-standing commitment to supporting faculty remains strong and demonstrable. Programs such as the Creative Citizens in Action (CCA@CCA) micro-grants and coordinatorships, the Teaching Lab and Faculty Week workshops, and access to libraries, shops, and digital resources continue to provide meaningful opportunities for faculty development. Faculty also have access to the Teaching page on Portal, which consolidates resources, policies, and practical tools to support pedagogy across all programs. Collectively, these resources complement the Division's own supports and ensure multiple pathways for faculty to advance their scholarship, pedagogy, and professional practice.

**Collegewide Faculty Grants**

Until recently, the College offered a competitive faculty grants program, including targeted opportunities for BIPOC faculty. Suspended during the COVID-19 pandemic, the program was reinstated in 2023–24 and suspended again in 2024–25 as part of collegewide cost management strategies (see Section 5.7). Between 2018 and 2020, six Architecture Division faculty received support for research and conference participation through these grants. While suspended at the college level, the Division continues to provide support through restricted funds, modest operating resources, and Gensler Center funding. Pending union negotiations, the College anticipates reopening the grant submission process in 2026–27.

**Creative Citizens in Action (CCA@CCA)**

The (CCA@CCA) initiative offers faculty opportunities for professional development tied to civic engagement and democratic practice. Faculty may apply for CCA@CCA Micro Grants to support course development, or CCA@CCA Faculty Coordinatorships to organize the annual Creative Citizens Program Series in collaboration with CCA Exhibitions.

**Exhibition Opportunities**

Faculty also benefit from collegewide support for exhibitions, which serve as an important form of professional development by extending research, pedagogy, and creative work into public-facing formats. The Faculty Exhibition Grant supports faculty in the planning and presentation of group

exhibitions at CCA's teaching galleries. In addition, the college's Exhibitions team annually solicits faculty requests for exhibitions in one of CCA's three teaching galleries. Faculty may propose exhibitions related to coursework, scholarship, or awards, as well as curated or theme-based exhibitions.

**The Teaching Lab and Faculty Development Workshops**
The College's Teaching Lab functions as a "virtual center" that integrates teaching resources, faculty development opportunities, and access to support services.Within this framework, the Learning Resource Center offers consultations on research-based, learner-centered strategies for teaching and learning, and co-facilitates workshops on inclusive and accessible pedagogies. The Teaching Lab also aggregates practical tools such as the Course Design, Planning, and Building Resources portal, which supports faculty in developing courses, delivering instructional materials, and managing classrooms, and the Inclusive Teaching portal, which offers strategies for strengthening inclusive teaching practices across the College.

Under the leadership of Matt Silady, **Director of Academic and Faculty Development**, CCA offers faculty development workshops during Faculty Week in the fall and spring semesters. Recent offerings have included sessions on interpreting accommodations, best practices for supporting multi-language learners, language justice, mental health in the classroom, and the role of AI in teaching and learning. These workshops ensure that faculty continuously refresh and refine their pedagogy in response to changing student needs and disciplinary challenges.

**Access to Facilities and Resources**
Faculty also benefit from full access to the College's physical and informational resources. All faculty access to the CCA Libraries and their extensive digital databases, as well as to professional staff expertise in the shops, studios, labs, and information technology departments.

**Staff Professional Development**
Staff professional development is supported through CCA Skillstudio, a collegewide program that offers trainings and workshops throughout the year. Sessions address technical and operational skills , student support, and fostering a culture of care. Staff also benefit from full access to the College's physical and informational resources, enabling them to remain up-to-date in both technical skills and student engagement strategies, directly supporting the effectiveness of the Architecture programs. Staff and faculty also have access to Employee Forms and Resources, a central portal that provides links to information and tools to support the day-to-day work of employees across the College.

**Leadership Development for Chairs**
In addition to supporting individual faculty development, the College invests in the growth of academic leadership. Weekly Chair Support Trainings provide program chairs with ongoing guidance on systems, policies, and processes related to staffing, scheduling, hiring, and academic operations. Chairs also participate in the monthly **Chairs and Academic Partners Meeting (CAMP)**, which convenes program chairs, deans, divisional assistant directors, and the Academic Affairs team, including the Provost and Academic Affairs functional area directors. CAMP serves as a forum for collective leadership development, alignment, and shared problem-solving across the College.

**Summary**
Despite recent fiscal constraints, the Architecture Division and the College sustain a broad and meaningful ecosystem of professional development opportunities for faculty, staff, and academic leaders. Sabbaticals, research fellowships, symposia, publications, civic engagement initiatives, teaching

workshops, and staff trainings all contribute directly to program improvement by supporting innovative pedagogy, advancing research, and strengthening student support. Leadership development opportunities for program chairs and academic partners further ensure that those in key academic leadership positions are equipped to sustain effective operations and collaborative decision-making. Together, these resources foster a culture of inquiry, collaboration, and continuous improvement.

**5.4.4 Describe the support services available to students in the program, including but not limited to academic and personal advising, mental well-being, career guidance, internship, and job placement.**

Student success in the BArch and MArch programs is supported through a combination of Division-specific advising structures and a broad network of collegewide services dedicated to academic progress, personal advising, well-being, career development, and internships. CCA's student services are anchored on the Learning page of the Portal, which provides students with a central hub of academic resources, and the Thriving page, which connects them to health, wellness, and inclusion resources. Within this framework, the Division's faculty, Program Chairs, and Associate Chair work in close collaboration with Academic Affairs staff and College offices to ensure that students receive consistent, coordinated support from entry through graduation.

**Academic Advising and Learning Support**

Academic Advising partners with students to support their creative, academic, personal, and professional goals. Advisors also guide students in navigating short- and long-term planning toward degree completion. Within the B.Arch program, advising is coordinated by **Assistant Director Drew Carmichael**, a dedicated advisor who also supports students in Interior Design, Furniture, Graphic Design, Industrial Design, and Interaction Design. Carmichael provides guidance on academic planning, registration, and degree completion, as well as success support when needed or requested. In the M.Arch program, primary advising is provided by the **Associate Chair of Graduate Architecture Alex Schofield**, in collaboration with Academic Advising. Schofield supports students with course sequencing, degree requirements, internships, and professional trajectories. In both programs, mid-program reviews serve as checkpoints where students receive structured feedback on their progress, preparation for advanced study, and planning for thesis or professional practice.

Academic advising is complemented by the **Learning Resource Center (LRC)**—CCA's hub for student academic support, accessible through the Learning portal. Staffed by 15–20 CCA students and faculty, the LRC provides coaching and tutoring across a wide range of subjects. It supports undergraduate and graduate students at all levels through both scheduled appointments and "drop-in" hours during the semester. Services include academic, professional development, and software coaching; multilingual writing support from faculty coaches specializing in reading, writing, oral communication, presentations, and peer critique; and guidance on brainstorming, composition, proofreading, and communicating creative ideas through words, visuals, and tools. Career preparation is also emphasized, with coaching on résumés, cover letters, graduate school applications, grant proposals, and professional documentation. The LRC also provides support for Universal Design for Learning, ensuring that its resources proactively support equity and inclusion across the College and are available not only to students but also to faculty and staff. Graduate students benefit from dedicated Graduate Student Resources, which consolidate support for many of the most common academic tasks encountered in graduate study, from writing to research documentation.

**Personal Advising, Student Services, and Student Success**

CCA also provides a comprehensive network of personal advising, coaching, and student life resources designed to support student well-being, belonging, and persistence. The Student Services portal provides

students with quick access to self-service tools, ticketing, and appointment scheduling with departments such as Financial Aid, Student Accounts, Academic Advising and Planning, Student Records, Housing and Residential Education, Dining and Transportation, and International Student Services.

The **Division of Student Affairs** coordinates these resources.Through its Community Resources page, students have access to a wide array of support, including basic needs, housing, health services, and financial wellness resources. Within Student Affairs, the **Dean of Students Office** provides advocacy, case management, and crisis response, ensuring that students receive coordinated support when personal challenges intersect with their academic success. The **Office of Student Belonging and Inclusion (OSBI)** builds on this foundation, offering advising, programming, and affinity-based support for historically underrepresented and marginalized communities—including BIPOC students, LGBTQ+ students, women, and first-generation students.

The College also supports students through **Access/Disability Services**, which is committed to creating an inclusive learning environment for all. The team works with students, faculty, and staff to ensure equitable access to courses, resources, and facilities, and provides individualized accommodations for students with documented disabilities. Their work is grounded in principles of Universal Design for Learning, helping to proactively embed accessibility and inclusivity across the College.

The **Financial Aid Office** is another key partner in supporting student persistence and success. In addition to administering scholarships, grants, and federal and state aid, the office provides one-on-one advising to help students and families navigate financial planning, loan management, and funding opportunities. Many students also participate in work-study, which provides on-campus employment opportunities that help offset the cost of attendance while building professional skills and connections. In the Architecture Division, work-study students contribute as research assistants in the Division's labs, support divisional communications, and assist with events and exhibitions. Graduate students may also be appointed as teaching assistants, gaining both financial support and valuable instructional experience. These resources are central to ensuring that students can fully access and complete their education at CCA, particularly those from underrepresented or economically vulnerable backgrounds.

The **Campus Life** team shapes the student experience through residential services, programming, and leadership opportunities. Campus Life supports students living in CCA's residential communities at Blattner Hall and Founders Hall as well as those commuting from across the Bay Area. Programs and traditions are designed to foster wellness, belonging, and community, while events such as the annual student art and craft fair celebrate creativity and provide entrepreneurial opportunities. Students are also encouraged to take on leadership roles as Resident Advisors, Program Assistants, or through governance in Student Council and the Graduate Student Alliance. Across these avenues, students receive direct support and mentorship from Campus Life's professional staff.

The **International Student Services (ISS)** office provides specialized advising for students on F-1 and J-1 visas and supports all international students as they navigate cultural and academic transitions. ISS offers education and resources on U.S. immigration regulations, referrals for services including counseling and academic coaching, and faculty/staff consultation when international student concerns arise. Students access extensive resources through the ISS portal page.

The College also promotes civic and community engagement through the **Center for Art and Public Life (CAPL)**, which cultivates connections between CCA students, faculty, and Bay Area communities. CAPL programs emphasize socially engaged creative practice and provide opportunities for students to extend their learning beyond the classroom. Signature initiatives include the annual Impact Awards, which

provide funding, mentorship, and support for justice-driven creative projects, and CAPL Connects Fellowships.

These supports operate in tandem with the expectations outlined in the Student Handbook, which provides students with a comprehensive guide to responsibilities, conduct, and policies that frame life at CCA.

**Mental Well-Being**
CCA recognizes that mental health and well-being are central to student success, and provides a range of resources that foster resilience and belonging alongside academic and creative work.

**Counseling & Psychological Services (CAPS)** is the primary resource, offering confidential services such as individual therapy, crisis intervention, consultation, referrals, and workshops. CAPS therapists bring extensive clinical experience and work closely with students to help them balance academic, creative, and personal demands. They also collaborate with staff and faculty when student needs intersect with classroom or community contexts. Students may schedule counseling sessions, access off-campus referrals, or request specialized assessments (including those for accommodations or emotional support animals). In addition, CAPS provides ongoing outreach and workshops for students, staff, and faculty.

The **CCA Cares** program complements CAPS by focusing on prevention, early intervention, and coordinated support. The Cares Team engages students experiencing distressing, disruptive, or dangerous behaviors and connects them with appropriate resources. Concerns can also be submitted through an online referral form.

Campus Life extends these services with wellness programming, workshops, and community-building initiatives that encourage students to prioritize health alongside their academic and creative pursuits. Additional resources and information are available through the Health & Well-being page.

**Career Guidance, Internships, and Job Placement**
The Architecture programs, and the Division as a whole, are deeply committed to the professional and career success of our students and alumni. This commitment is woven into both the curriculum and the advising structures, and is strengthened through close collaboration with collegewide offices, industry partners, and alumni networks.

CCA integrates professional development into every student's education, providing tools, events, and networking opportunities through the **Professional Engagement & External Partnerships (PEEP)** office. PEEP provides resources to help students polish résumés and professional portfolios, find jobs and internships, and book professional advisor sessions with working art and design professionals. Through **Handshake**, students and alumni access job and internship postings and schedule one-on-one sessions with Industry Professional Advisors—practicing artists, designers, architects, entrepreneurs, and alumni who offer individualized, field-specific career support. The PEEP Resource Library further supports students with tools for portfolio development, career-search strategies, pitching, network building, and entrepreneurship.

**Internships** are a degree requirement in both the BArch and MArch programs. Advising and guidance related to internships are provided by the programs' Internship Coordinators: Randolph (Randy) Ruiz for the BArch program and Associate Graduate Chair Alex Schofield for the MArch program. The coordinators guide students in internship placement, portfolio development, and professional readiness,

and support AXP registration where applicable. They also collaborate with the Program Chairs, and PEEP, to organize portfolio workshops, alumni panels, and to support the division's career fair. Professional practice courses in both programs reinforce this framework by embedding career preparation into the curriculum. For licensure advising and ARE/AXP guidance, see Section 5.4.2.

In partnership with PEEP, the Division hosts the Architecture & Interiors: Emerging Talent Job Fair each spring. In the spring of 2025, fourteen Bay Area firms, coming to campus to connect with our students and alumni. In addition, portfolio workshops are offered by the programs in coordination with the Architecture Student Council and AIAS, further preparing students for professional engagement.

CCA's commitment to professional development extends beyond graduation. Alumni have access to unlimited career coaching for five years after completing their degree, and continue to receive up to eight coaching sessions annually thereafter. They remain connected to the network of Professional Development Coaches and Industry Professional Advisors, ensuring that the support provided during their education sustains them through early-career transitions and into long-term practice.

For more on the Architecture Division's approach to students' professional preparation, see Section 3, PC.1 Career Paths.

**Student Organizations and Community**
Student organizations provide another layer of advising and professional development through peer-to-peer support, leadership opportunities, and direct links to the profession. Within the Architecture Division, student groups are supported with some funding from the Gensler Center for Design Excellence, which helps sustain their programming and community-building activities. These organizations play a vital role in shaping student experience, fostering professional networks, and cultivating mentoring relationships.

The **Architecture Student Council** serves as the representative student body for the Division. Each year, representatives are elected from every level of the BArch, MArch, and BFA Interior Design programs to serve on the Council. The Council also elects officers who guide its work and convene for regular meetings. Student Council leadership communicates regularly with the Dean, Program Chairs, and the Assistant Director to provide feedback and advance student initiatives. Topics addressed have ranged from campus planning and curricular concerns to student mentorship and studio culture.

Since 2000, CCA has hosted a chapter of **Alpha Rho Chi**, a professional-social fraternity for architecture students, Alpha Rho Chi develops initiatives in leadership, mentorship, networking, and professionalism. Each year, the chapter awards the Alpha Rho Chi Medal to a graduating student who demonstrates leadership, service to the school, and promise for future professional achievement.

The Division also supports a chapter of the **National Organization of Minority Architecture Students (NOMAS)**. The chapter organizes fundraising events, political and social discussions, and student-led initiatives to raise awareness of diversity and equity in architecture. Each year, the Division provides support for chapter members to attend the national NOMA conference, strengthening their professional networks and exposure to broader disciplinary conversations. NOMAS members also have collaborated on submissions for the annual NOMA competition, and received an award for this in 2024.

The **American Institute of Architecture Students (AIAS)** chapter connects CCA students directly to the profession through workshops, firm visits, mentoring, and skill-building events. AIAS members also participate in lectures and networking events with the San Francisco AIA chapter. Most recently, a CCA

student helped organize the online career development event *"Real Talk on Licensure: ARE Tell-All"*. Every other year a CCA student serves on the AIASF board; this year's representative is M.Arch student Salim Ahmed.

Architecture students are also engaged in collegewide organizations that extend their leadership and advocacy. The CCA Student Council bridges communities through events, initiatives, and advocacy. It represents student perspectives in forums such as the DEIB Community Forum and Board of Trustees meetings.

Graduate students participate in the Graduate Student Alliance (GSA), which connects students across all graduate programs. The GSA organizes new student welcome events, mixers, and semester-end celebrations, while also serving as a liaison between the graduate student body and College leadership, including the President and Board of Trustees.

**Summary**
Through this combination of academic advising, academic support, personal advising, mental well-being services, career guidance, internships, and student organizations, CCA ensures that Architecture students are supported holistically in their academic and professional development. The alignment of Division-specific advising with Collegewide resources provides students with the tools, mentorship, and networks needed to succeed during their studies and to prepare for meaningful, impactful careers in architecture and design.

## 5.5 Social Equity, Diversity, and Inclusion

The program must demonstrate its commitment to diversity and inclusion among current and prospective faculty, staff, and students. The program must:

At California College of the Arts, we understand that equity is action and inclusion is culture. The Architecture Division grounds this understanding in intentional practices across admissions, hiring, pedagogy, student support, and public engagement.

CCA's DEIB goals, policies, and accountability structures are publicly documented through the Diversity, Equity, Inclusion & Belonging at CCA webpage. This site articulates the institution's shared commitments, provides updates on strategic progress, and serves as a hub for campus-wide initiatives that support representation, belonging, and structural change.

Our college is unique in the depth of its commitment to not only teaching about equity, diversity, inclusion, and justice, but practicing it at the institutional level. CCA has long believed in the practice of Land Acknowledgement, and as residents on native lands, the college and the Architecture Division is mindful of Native sovereignty and cultural rights. CCA's Decolonial School is a unique pedagogical initiative that searches out new curricular models to support equity-oriented work. Coursework in Critical Ethnic Studies is built into every undergraduate degree program. In short, CCA is a recognized leader in the study and practice of understanding the world in ways that can help us make it more just.

For more on the Division's commitments to social equity, diversion, and inclusion, see Section 2, Shared Value: Equity, Diversity, and Inclusion, and Section 3, PC.8 Social Equity and Inclusion.

**5.5.1** Describe how this commitment is reflected in the distribution of its human, physical, and financial resources.

**Program Response**:

CCA Architecture's commitment to equity, diversity, inclusion, and belonging is reflected in how we recruit and support people, design and adapt our spaces, and allocate both internal and external resources. We recognize that advancing equity is not just about good intentions—it is about sustained investment, institutional accountability, and cultural change at multiple scales. This commitment is also documented at the institutional level through Action & Accountability: CCA's ongoing commitment to anti-racism, equity, and social justice, which outlines goals, reports on progress, and reinforces the college's responsibility to embed equity into all aspects of its operations.

**Human Resources**
Several offices and initiatives at CCA provide resources that help faculty and students from diverse backgrounds thrive. The Office of Student Belonging & Inclusion, the Equity Advancement Council, Access/Disability Services, and the CANVAS program all contribute to student success, with CANVAS offering mentorship and community-building specifically for students of color. Faculty and staff are supported through the **Faculty of Color Alliance** and **Staff of Color Alliance**, affinity groups that foster shared experience, mutual support, and professional advocacy.

In the Division, student advocacy and leadership are a core priority. Our chapter of the National Organization of Minority Architecture Students (NOMAS) is vibrant and student-led, with guidance from faculty mentors. In 2020–21, following the racial justice uprisings of the previous summer, CCA Architecture convened a series of cross-constituent conversations that brought faculty, students, and staff together to articulate **DEIB Commitments**. These commitments, which remain publicly accessible on our program webpage, continue to guide the Division's work today.

**Physical Resources**
CCA's new Double Ground campus in San Francisco reflects a commitment to accessibility and inclusivity in its physical infrastructure. Our building includes gender-neutral restrooms and improved access for students with disabilities, and provides shared studio, fabrication, and public spaces designed to promote transparency, collaboration, and belonging. We continue to evaluate and adapt our learning environments to ensure they support students of all identities and learning needs. Our existing facilities in the Main Building have also long reflected CCA's commitment to inclusive and accessible spaces of pedagogy. (See Section 5.6 Physical Resources for further details.)

**Financial Resources**
Within the Architecture Division, financial resources are deployed to increase access and retention for students from historically underrepresented communities. Scholarships awarded through the M. Arthur Gensler Jr. Center for Design Excellence explicitly prioritize students of color, first-generation college students, and those pursuing work that advances social justice in the built environment. These targeted scholarships are complemented by college-wide funding mechanisms and aid packages with similar priorities. The Gensler Center also provides support for our chapter of the National Organization of Minority Architecture Students (NOMAS).

The division also invests in programming that reflects our values. Through the CCA Architecture Lecture Series, we intentionally platform a wide range of voices and perspectives each semester. This includes architects and designers whose work centers racial, environmental, and spatial justice. Signature events—such as the Sandra Vivanco Memorial Lecture, which honors a former faculty member's legacy of advocacy for Latinx and women architects—highlight work from across the Americas focused on equity and community engagement.

**Institutional Infrastructure**
DEIB work in the Architecture Division is supported by a robust, college-wide ecosystem of programs, policies, and partnerships that reflect CCA's commitment to equity as action and inclusion as culture. These efforts are guided by the college's publicly articulated DEIB Goals, which define strategic objectives for advancing representation, fostering belonging, and embedding equity across curricular and co-curricular domains. Additional initiatives—such as the DEIB Community Engagement Grants—have enabled faculty, staff, and students to lead equity-centered projects and partnerships. Together, these structures cultivate a culture of community accountability and sustained transformation, as detailed on the college's DEIB portal.

**5.5.2** Describe its plan for maintaining or increasing the diversity of its faculty and staff since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's faculty and staff demographics with that of the program's students and other benchmarks the program deems relevant.

**Program Response**:

CCA Architecture is committed to cultivating a faculty and staff cohort that reflects the diversity of our students, our city, and the publics we ultimately serve. Since the last accreditation cycle, our efforts have focused on equity-informed hiring, transparent processes, and long-term pipeline building, even amid significant hiring constraints tied to enrollment declines and consequential financial constraints.

**Past and Present Strategies**
Tenure-track searches are conducted under the college's rigorous equity-informed protocols. These include inclusive language in job advertisements, required anti-bias training for search committees, and structured evaluation rubrics designed to mitigate bias and ensure a broad and inclusive applicant pool. Although recent enrollment and budget constraints have limited our ability to pursue new ranked faculty hires, the Division has prioritized equity in adjunct and visiting faculty hiring, with a focus on increasing the representation of women and underrepresented voices among part-time faculty. In AY2023–24 and AY2024–25, we welcomed several new BIPOC faculty, including Arthur Harusuvanakit, James Leng, and Jennifer Ly. Offers were also extended to three Black faculty candidates during this period, though all ultimately declined. These outcomes underscore both the competitive landscape and the urgency of continuing to build inclusive academic environments that attract and retain diverse talent.

We have made particular strides in increasing the representation of women in our adjunct pool, and we actively maintain a prospective faculty list to support future outreach. In 2023, program chairs proposed a Target of Opportunity hiring initiative—designed to bring in faculty whose work directly advances the Division's DEIB goals—but this was suspended due to college-wide budget constraints. Even in the absence of full-time hiring opportunities, all adjunct appointments are evaluated through an equity lens. CCA's college-wide protocols require inclusive job descriptions, anti-bias training for hiring committees, and structured evaluations to mitigate bias.

**Future Plans**
When ranked searches resume, we intend to relaunch the Target of Opportunity proposal and pursue additional cluster hire strategies. We are also evaluating mentorship structures to better support early-career and underrepresented faculty in adjunct and visiting roles. These future strategies are designed not only to increase representational diversity but also to close the gap between the diversity of our student body and that of our ranked faculty.

**Faculty Demographics**

As noted above, the limited size of our ladder-rank faculty and institutional budget pressures have made it difficult to expand our full-time faculty or replace faculty after retirements. In recent years, we have also seen both tenured and ranked renewable faculty recruited by R1 universities—a testament to what they were able to accomplish at CCA but also a challenge since we have not been able to replace them. CCA maintains both a tenure-track path, filled through international searches, and a ranked renewable path, more akin to professor-of-practice positions at other schools and often filled by local practitioners. Teaching and service are structured similarly across these positions, and both streams are understood by faculty and students alike as the core of the program.

Since 2016, the size of this ranked faculty has declined modestly (from 22 to 19 positions). In AY2025, 63% of credit hours were taught by these core faculty members. Demographically, the ranked faculty remains predominantly white and male: 68% male / 32% female, and 74% white / 21% Asian / 5% multiracial. These numbers are not where the Architecture programs would like them to be, and efforts to diversify have been constrained by the combination of limited hiring opportunities and budget pressures tied to collegewide enrollment decline.

The following tables present faculty demographics over time, disaggregated by appointment category (tenure-track/tenured, ranked renewable, and adjunct) and by race/ethnicity and gender.

**Faculty Demographics 2018 - 2024**

| | | | White | Black / African American | Hispanic / Latinx | Asian | Two or More Races | Other / Unknown | NRA |
|---|---|---|---|---|---|---|---|---|---|
| Year | Category | Total | % | % | % | % | % | % | % |
| AY2018 | TT | 9 | 67% | 0% | 0% | 33% | 0% | 0% | 0% |
| | RR | 10 | 90% | 0% | 0% | 0% | 10% | 0% | 0% |
| | Adjunct | 40 | 70% | 3% | 10% | 3% | 0% | 15% | 0% |
| AY2021 | TT | 8 | 63% | 0% | 0% | 38% | 0% | 0% | 0% |
| | RR | 12 | 83% | 0% | 0% | 8% | 8% | 0% | 0% |
| | Adjunct | 22 | 59% | 9% | 23% | 5% | 0% | 5% | 0% |
| AY2024 | TT | 8 | 62% | 0% | 0% | 38% | 0% | 0% | 0% |
| | RR | 13 | 85% | 0% | 0% | 8% | 8% | 0% | 0% |
| | Adjunct | 23 | 61% | 0% | 13% | 4% | 0% | 9% | 13% |

**Faculty Demographics by Gender (2018 - 2024)**

| | | | Male | Female | Nonbinary / Other |
|---|---|---|---|---|---|
| Year | Category | Total | % | % | % |
| AY2018 | TT | 9 | 78% | 22% | 0% |
| | RR | 10 | 70% | 30% | 0% |
| | Adjunct | 40 | 68% | 33% | 0% |

| | | | | | |
|---|---|---|---|---|---|
| AY2021 | TT | 8 | 75% | 25% | 0% |
| | RR | 12 | 67% | 33% | 0% |
| | Adjunct | 22 | 82% | 18% | 0% |
| AY2024 | TT | 8 | 62% | 38% | 0% |
| | RR | 13 | 77% | 23% | 0% |
| | Adjunct | 23 | 48% | 48% | 4% |

Taken together, these data highlight both progress and persistent challenges. Among ranked faculty, there have been modest gains in the number of BIPOC faculty, most notably among Asian and multiracial colleagues. The pace of more significant change has been slowed by the limited opportunities for new ranked faculty hiring. By contrast, the adjunct pool has become the most diverse segment of our teaching cohort, with steady gains among women, BIPOC, and, most recently, nonbinary faculty. Gender balance has improved most markedly among adjuncts, where parity was reached in AY2024.

**Staff Demographics**

Staff positions within the Division have remained extremely limited and have fluctuated modestly over time, ranging between five and two since 2017. Most recently, in 2023, a reorganization of Academic Affairs resulted in staff reductions across all divisions as the College shifted to a more centralized academic operations model in response to enrollment-related financial pressures.

For the past two academic years, the Architecture Division has had two full-time staff members (the Dean and the Assistant Director), with a demographic split of 50% male / 50% female and 50% underrepresented minority (African American) / 50% white. Looking across the longer eight-year span, staff composition has included white, Black/African American, Latinx, Asian, and multiracial colleagues.

**Architecture Division Staff Demographics (2021 - 2025)**

| Year | Total Staff | White (N / %) | Black/African American (N / %) | Hispanic / Latinx (N / %) | Asian (N / %) | Two or more races (N / %) |
|---|---|---|---|---|---|---|
| AY 2017 | 3 | 2 / 67% | 0 /0% | 0 / 0% | 0 / 0% | 1 / 33% |
| AY 2019 | 5 | 3 / 60% | 0 /0% | 0 /0% | 2 / 40% | 0 /0% |
| AY 2021 | 4 | 2 / 50% | 1 / 25% | 1 / 25% | 0 / 0% | 0 / 0% |
| AY 2023 | 5 | 2 / 40% | 2 / 40% | 0 /0% | 0 / 0% | 1 / 20% |
| AY 2025 | 2 | 1 / 50% | 1 / 50% | 0 / 0% | 0 / 0% | 0 / 0% |

These divisional data sit within the broader institutional context, where staff race and ethnicity are tracked annually and publicly reported through CCA's CCA Staff Race/Ethnicity & Gender demographics page.

**Interpretation and Commitments**

On the student side, CCA is a proudly and profoundly diverse institution, and the Architecture Division exceeds even the high benchmark of the larger college in attracting underrepresented minorities. While our adjunct faculty pool has become more representative, we continue to fall short of demographic parity with our student body, particularly in the ranked faculty ranks.

While structural constraints and enrollment declines have limited opportunities to diversify our tenure-track ranks, CCA Architecture has made meaningful progress in building a more representative adjunct faculty and sustaining a diverse staff. With modest enrollment growth returning, we are positioned to pursue new hiring strategies that will better align faculty demographics with those of our students and the communities we serve, guided by the Division's DEIB Commitments.

**5.5.3** Describe its plan for maintaining or increasing the diversity of its students since the last accreditation cycle, how it has implemented the plan, and what it intends to do during the next accreditation cycle. Also, compare the program's student demographics with that of the institution and other benchmarks the program deems relevant.

**Program Response**:

CCA Architecture's student body reflects both the diversity of California and the global character of San Francisco. Through sustained pipeline initiatives, targeted recruitment, and institutional commitments to equity and belonging, the Division and the College are building a student population that reflects the varied communities we serve.

The following table presents demographic data from CCA's institutional NAAB reports in 2016 and 2025. Numbers may not total 100% due to rounding. For graduate programs, federal reporting requirements have historically led to higher rates of "race and ethnicity unknown," resulting in less complete data for the M.Arch program compared to the undergraduate population.

**Student Demographics (AY2017 & AY 2025)**

| | B.Arch Program | | M.Arch Program | | CCA (GR & UG) | |
|---|---|---|---|---|---|---|
| | AY 2017 | AY 2025 | AY 2017 | AY 2025 | AY 2017 | AY 2025 |
| American Indian or Alaska Native | 0% | 0% | 0% | 0% | 0% | 0% |
| Asian | 13% | 21% | 7% | 14% | 16% | 13% |
| Native Hawaiian or Pacific Islander | 0% | 0% | 0% | 0% | 1% | 0% |
| Black or African American | 4% | 4% | 5% | 0% | 6% | 4% |
| Hispanic/Latino | 20% | 27% | 13% | 5% | 12% | 14% |
| White | 14% | 21% | 33% | 26% | 27% | 20% |
| Two or more races | 0% | 3% | 0% | 5% | 0% | 6% |
| Nonresident alien | 43% | 22% | 31% | 24% | 33% | 35% |
| Race and ethnicity unknown | 6% | 3% | 11% | 26% | 5% | 7% |

The demographic profile of the Division reflects a genuinely diverse mix of students, with notable gains over the past decade. In the B.Arch program, Hispanic/Latino and Asian enrollments have both increased. While international student enrollment has declined (a trend consistent with peer institutions nationally), this shift has been offset by greater representation of domestic students from underrepresented communities. The M.Arch program shows a different pattern: Asian enrollment has doubled, while white student representation has decreased, though declines among Black and Hispanic/Latino students highlight an area for renewed recruitment. Collegewide, the student body has become increasingly diverse, with growth in Hispanic/Latino and multiracial students and a stable presence of nonresident aliens. Taken together, these trends underscore that architecture at CCA is characterized less by demographic dominance than by diversity itself.

The Architecture Division's students are currently 53% female and 46% male, a ratio that has been generally consistent over time. Collegewide, students are 69% female and 31% male, which has also remained steady across recent years.

**Benchmark data from peer AICAD institutions (2024)** helps situate these trends in a national context. Even with a decline since 2016, international students still represent nearly one-third of CCA's population, placing the college among the most globally diverse art and design schools. Hispanic/Latino enrollment at 16.5% exceeds that of most Tier 3 AICAD peers, a reflection of California's demographics and the impact of community-college partnerships. Asian enrollment is also among the strongest in our cohort, while white students make up only one-fifth of our student body—considerably lower than at most AICAD schools—underscoring that no single group predominates. Multiracial representation is similarly robust. At the same time, Black/African American enrollment remains modest relative to peers, highlighting an area for growth that we are addressing through initiatives such as SFNOMA's Project Pipeline and targeted graduate recruitment at the NOMA national conference.

**Past and Current Strategies**
Since the last accreditation cycle, the Division has expanded recruitment and retention efforts in ways that span the full pipeline into architectural education—from early exposure programs for elementary, middle, and high school students, to transfer pathways and financial support for undergraduates, to national recruitment for graduate programs. These initiatives include:

- **Graduate outreach**: Participation in the NOMAS Graduate School Expo has become a key strategy for reaching prospective graduate students from underrepresented backgrounds.
- **Undergraduate pathways**: Transfer articulation agreements with California community colleges have been strengthened to ease access for socioeconomically and racially underrepresented students into the B.Arch program.
- **Early exposure:** Engagement with the **Architecture Foundation of San Francisco** (AFSF) supports programs for middle and high school students from across the Bay Area and beyond. In 2025, CCA Architecture partnered with AFSF and the San Francisco Symphony to send our students into 5th grade SF public school classrooms—particularly in underserved districts—to share their experiences studying architecture.
- **Scholarship support**: **The Visionary Practice Scholarship**, launched in 2023, reimagines the college's former Diversity Scholarship by providing full tuition and fees for students who bring bold ideas and diverse life experiences to their architectural education.
- **Pre-college opportunities**: Through Gensler Center scholarships, we provide financial assistance for students of color and first-generation college students to attend CCA's Pre-College architecture program, creating early exposure to the field and a pipeline into our undergraduate programs.
- **Community partnerships**: Each summer (except in 2025, due to scheduling conflicts), we host SFNOMA's Project Pipeline Camp on campus, offering Bay Area middle and high school students an immersive introduction to architecture, design, and social equity in the built environment.

These efforts are complemented by our support for identity-based student groups such as NOMAS, and by the integration of DEIB commitments into the Division's curriculum, public programming, and studio culture.

**Future Initiatives**
Looking ahead, we will build on this momentum by strengthening partnerships with high schools, community colleges, and community-based and professional organizations to create more visible and

viable pathways into the field of architecture. In Fall 2025, we will launch a new collaboration with AIASF and AFSF to pilot a Youth Festival at the Center for Architecture, held in conjunction with the Architecture and the City Festival. This initiative is designed to broaden early exposure to architecture, design, and art education for young people. We also plan to assess retention data to ensure that historically underserved students receive the academic and advising support necessary for their success once enrolled.

**5.5.4** Document what institutional, college, or program policies are in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA), as well as any other social equity, diversity, and inclusion initiatives at the program, college, or institutional level.

**Program Response**:

CCA maintains robust policies and institutional structures to promote equal employment opportunity, prevent discrimination, and advance a culture of equity and inclusion. These frameworks are enacted through both formal policy and program-level commitments, and are publicly documented through the **Diversity, Equity, Inclusion & Belonging at CCA** portal, which outlines strategic goals, progress reports, and opportunities for community engagement.

**Institutional Framework**
At the college level, DEIB work is guided by multiple interconnected efforts:

- The **Office of Student Belonging & Inclusion (OSBI)** provides identity-based student support, programming, and advocacy.
- The **Equity Advancement Council (EAC)** serves as a shared governance body that reviews institutional policy, monitors progress, and proposes new DEIB initiatives.
- The **Access/Disability Services** office supports inclusive learning through individualized accommodations and adaptive strategies.
- The college's **DEIB Goals** define institutional priorities in representation, belonging, curricular transformation, and accountability, supported by action plans and open forums.
- The college also provides resources for a wide range of marginalized groups, particularly those facing threat in today's political climate like undocumented students and transgender students.

All hiring processes at CCA are governed by **Equal Employment Opportunity and DEIB policies**, and the college offers anti-bias training for hiring committees, inclusive job postings, and institutional oversight of search processes.

**Program-Level Commitments and Accountability**
Within the Architecture Division, our **DEIB Commitments** serve as a program-level framework for inclusive curriculum, pedagogy, partnerships, and critique. Developed through a division-wide, cross-constituent process, they establish a structure for continuous reflection and accountability that is publicly accessible on the BArch and MArch program pages.

Key tenets include:

- **Decentering exclusionary norms** in architectural language, references, and teaching formats
- **Expanding foundational knowledge** to include histories, methods, and precedents shaped by equity and justice
- **Foregrounding identity and plurality** as core components of learning
- **Diversifying evaluation criteria and critique formats** to empower student agency and broaden aesthetic values

- **Embedding co-creation and mutual benefit** in community and institutional partnerships

These commitments inform hiring priorities, curricular reform, public programming, and community engagement—and serve as a dynamic structure for faculty to share progress, acknowledge limitations, and foster mutual accountability. They position equity as a shared responsibility rather than a top-down directive.

**5.5.5** Describe the resources and procedures in place to provide adaptive environments and effective strategies to support faculty, staff, and students with different physical and/or mental abilities.

**Program Response**:

The Architecture Division is committed to creating a learning environment in which students, faculty, and staff of all physical, mental, and neurodiverse abilities can thrive. We work closely with institutional partners to ensure that policies, physical spaces, pedagogical formats, and wellness services are inclusive by design.

**Institutional Supports**

- The **Access/Disability Services** team coordinates academic accommodations and adaptive technologies, and supports faculty in designing inclusive classroom environments.
- The **Learning Resource Center** offers ongoing workshops, tools, and consultation on **Universal Design for Learning (UDL)**. These are integrated into faculty development across all divisions, including architecture.
- Faculty are encouraged to consult the **Learning Resources for Faculty portal**, which provides practical tools on accessible syllabus design, inclusive critique formats, and neurodiverse learning strategies in support of inclusive, student-centered pedagogy.

**Program-Level Practices**
The Architecture Division's DEIB Commitments explicitly address issues of equity in teaching formats and learning environments. These commitments have shaped the following practices:

- **Critique structures** have evolved to include a wider range of formats, such as peer reviews, roundtables, asynchronous feedback, and collaborative sessions. These changes aim to reduce performance anxiety and support diverse forms of expression.
- **Studio layouts and material access** are reviewed for accessibility, with accommodations made as needed.
- **Project deliverables** now include greater flexibility in format and method, recognizing that expanded modalities can both level the playing field and enrich learning.

**Well-being and Inclusive Culture**
CCA's **Counseling & Psychological Services (CAPS)** team provides confidential mental health support, and the division works with the Student Affairs team to support students facing stress, trauma, or burnout. We view wellness not as peripheral to access, but as foundational to equitable design education. Our DEIB Commitments include a pledge to foster a studio culture rooted in empathy, balance, and inclusion—recognizing that well-being is fundamental to access and to the long-term diversification of the profession. The college also maintains **CCA Cares**, an online form for reporting concerns on behalf of students who may be in need of outreach.

Additional details on institutional supports, mental health services, and inclusive learning strategies can be found through the **Diversity, Equity, Inclusion & Belonging at CCA** webpage, which serves as a central hub for the college's policies, programs, and community-building efforts.

## 5.6 Physical Resources

The program must describe its physical resources and demonstrate how they safely and equitably support the program's pedagogical approach and student and faculty achievement. Physical resources include but are not limited to the following:

### Overview and Campus Expansion

CCA's physical resources have been substantially transformed with the unification of the College on an expanded **San Francisco** campus, following the closure of the Oakland campus and the completion of a major campus expansion. This consolidation has created a cohesive physical environment that brings together teaching spaces, making facilities, and residential life in one location.

The San Francisco campus today is defined by three interrelated strengths: the teaching and presentations spaces of the Main Building, the extensive network of shops and maker spaces in the new Simpson Family Makers Building (aka "Double Ground"), and a high level of technological support that permeates both. Together, these resources sustain a student learning environment characterized by collegial interaction, a culture of supported making, and ubiquitous access to the tools and platforms of contemporary art, design, and architecture.

The **Main Building** (formerly referred to as 1111 Eighth Street), a **160,000-square-foot** converted bus-repair facility, remains the academic hub of the campus. Architecture studios continue to occupy part of the fully-accessible second floor, where open-plan spaces foster interaction, flexibility, and visibility across the discipline. Classrooms throughout the building are media-ready and adaptable, supporting a wide range of pedagogical formats. At its core is the **Nave**, the expansive, column-free hall that doubles as the College's most public space. It continues to serve as a site for critiques, reviews, exhibitions, and events, making student work and academic dialogue visible to the entire community.

The **80,000-square-foot Simpson Family Makers Building (Double Ground)**, which opened in fall 2024, consolidates and expands CCA's culture of making. Designed by Studio Gang, the mass-timber building brings together fabrication facilities—including traditional shops focusing on wood and metal and advanced facilities for rapid prototyping—into one integrated hub, framed by indoor and outdoor maker yards and supported by new academic and exhibition spaces. For the Architecture Division, Double Ground includes the new home of the **Digital Craft Lab**, an advanced studio and research environment for digital fabrication and robotic design.

In addition to the Main Building and Double Ground, two other campus facilities play essential roles in supporting CCA's academic and administrative life. **80 Carolina** houses most of the College's administrative offices, including Information Technology, Student Affairs, Student Services, and Admissions, as well as the Faculty Center and the Fashion Design program. **184 Hooper Street** accommodates studios and shops for the First Year program—the common foundation year for all undergraduates—as well as several general-use classrooms that serve the wider College. The First Year Studios comprise six classrooms (Drawing, 2D, 3D, and 4D), all outfitted with heavy-duty work tables and lockers for faculty teaching supplies.

Two new residence halls further expand student housing in San Francisco and strengthen campus life. **Founders Hall**, designed by Stanley Saitowitz / Natoma Architects and located across from the Main Building, houses first- and second-year students as well as Makers Café (the College's dining hall). **Blattner Hall**, designed by Leddy Maytum Stacy Architects and located a short walk from the Main Building, houses upper-division and graduate students as well as the Campus Gallery, a multipurpose venue for events and lectures, and an art supply store serving CCA students and the public. More information about CCA's residence halls and life can be found on the CCA On-Campus Housing page.

The consolidated San Francisco campus is fully ADA-accessible, ensuring equitable access to studios, classrooms, shops, galleries, and residences, and reinforcing the College's commitment to an inclusive learning environment. The campus also incorporates sustainable design strategies, including daylighting, energy efficiency measures, and adaptable spaces, aligning with CCA's commitment to resilience and environmental responsibility. Double Ground contributes to this approach through mass timber construction, broad exterior pathways that provide shade and extend the studio footprint outdoors, and rooftop gardens that cool the building while offering habitat for birds and pollinators. Campus and building maps are available online, providing an overview of facilities and their locations.

**5.6.1** Space to support and encourage studio-based learning.

**Program Response**:

The west end of the second floor of the Main Building is dedicated to Architecture design studios. The space is organized into ten 760 square-foot bays, each of which accommodates a full studio section. Every student is assigned a dedicated desk and locker within their studio, complemented by a large shared work table that encourages collaboration and exchange. Each bay is equipped with a large-screen monitor to support teaching, presentations, and digital pin-ups. The studios are open-plan and reconfigurable, allowing faculty to adapt layouts to the pedagogical needs of individual sections or to support larger collaborative efforts.

Natural light from overhead skylights creates a bright, top-lit environment that fosters a sense of openness and connection. The configuration of bays and shared resources provides an atmosphere conducive to collaboration, growth, and discovery, aligning with the Division's emphasis on design as both an individual and collective endeavor. Students have 24/7 access to their studios, which supports a high level of engagement and ownership of the space (although the Division strongly discourages all-night work sessions in support of student health and wellness).

Pin-ups and informal reviews regularly occur within the studios themselves. Faculty also have the option to reserve space in the **Nave**, the campus's 350-foot long, 36-foot tall, central public hall, for more expansive presentations. Mid-term and final reviews—now reframed as "conversations" in the Architecture Division—typically take place in the 10,320 square-foot Nave, where student work is visible to peers, faculty, and visitors across the college. This setting emphasizes architecture's role as a public, discursive practice.

The **Digital Craft Lab (DCL) studio** provides an advanced studio and maker environment that functions as both an academic research lab (as described in Section 2) and a physical space that combines cold-desked studio workstations with advanced fabrication equipment and flexible areas for student exhibitions. Access is restricted to students currently enrolled in Digital Craft studios and electives, or those trained on the equipment in previous classes. Its resources include a **large KUKA robotic arm**, **a**

**smaller KUKA robot**, an **X-Carve CNC** machine, and three **Potterbots** for robotic clay extrusion. In Summer 2024, the Lab's capacity was significantly expanded with the addition of an industrial KUKA robot, enabling advanced robotic research and fabrication. Located adjacent to the Perry Family Maker Yard, the DCL extends seamlessly into outdoor fabrication zones, supporting large-scale prototyping and experimentation. Beginning in Fall 2025, the Lab will also be supported by a dedicated Graduate Studio Assistant, managed by strengthening day-to-day operations and maintenance of the lab. Looking ahead, the Dean and Lab Directors are working to secure additional institutional and external donor support to further expand the Lab's capacity and to equip and support the operation of the KUKA robot.

Together, the dedicated design studios in the Main Building alongside the wood, metal, and digital fabrication studios of Double Ground—joined by the specialized DCL—provide a comprehensive studio-based learning environment that supports both core architectural education and advanced research.

**5.6.2 Space to support and encourage didactic and interactive learning, including lecture halls, seminar spaces, small group study rooms, labs, shops, and equipment.**

**Program Response**:

In addition to dedicated studios, architecture students have access to a wide variety of instructional, making, and exhibition spaces across the San Francisco campus. These facilities are distributed primarily between the Main Building, which houses classrooms, computer labs, printing facilities, and galleries, and the Simpson Family Makers Building (Double Ground), which consolidates shops, studios, and additional teaching and exhibition spaces. Together, these resources provide the infrastructure for didactic learning, digital production, hands-on experimentation, and public presentation, supporting both disciplinary and cross-disciplinary engagement.

**Classrooms & Lecture Halls**
The Main Building includes a variety of media-ready classrooms that accommodate lectures, seminars, and discussion-based courses. These classrooms range in size to support different pedagogical formats and are equipped with projection systems, large-screen displays, and hybrid technology to enable remote participation when needed. Faculty also have access to flexible conference and breakout rooms, ensuring that small-group instruction and advising can occur in dedicated spaces.

CCA maintains three primary **lecture and presentation venues**:

- **Timken Lecture Hall**, the College's principal lecture space, used for large lecture classes and public lectures and symposia. *Seating Capacity: 132.*
- The **Nave Presentation Space**, extends the character of the Nave as a campus commons. Light-filled and flexible, this 2,110 square-foot space serves as a highly visible venue for lectures, exhibitions, performances, workshops, and gatherings. *Seating Capacity: 150.*
- The **Novack Hub for Creative Citizens**, located next to the Novack Gallery off the Double Ground Quad, is a lecture hall and gathering space designed for academic and public programming. *Seating Capacity: 60.*

**Computer Labs, AR/VR, and Media Resources**
CCA maintains a broad range of computer labs, lab classrooms, and casual-use stations across the San Francisco campus. In the Main Building, dedicated classroom labs provide access to industry-standard

software and high-performance workstations configured for CAD, BIM, parametric modeling, and VR/AR exploration. These labs support both instruction and advanced digital production, offering a robust environment for design, visualization, and multimedia creation.

Architecture students and faculty have access to the following facilities in the Main Building:

- **Lab 240** – An unscheduled, drop-in lab available for student and faculty use.
  *Equipment:* 15 iMac Intel Retina 5K (27”), 3 HP Z2 G9 Workstations with Intel Core i9 processors, 10 Wacom Cintiq Pro 13 tablets, 2 HP DesignJet T1600dr large-format color plotters, Xerox Versalink C9000 color printer, HP LaserJet 700 M712 B/W printer, and a suite of flatbed scanners (4 Epson V850 Pro, 1 Epson V750-M Pro, and 1 Epson Expression 12000XL 12”x17”).
- **Lab A** – A classroom lab configured for instruction in graphic software. Outside of scheduled class times, it is open for student use.
  *Equipment:* 18 Mac Studio M2 computers, 18 Wacom Cintiq Pro 13 tablets, and 2 Epson V850 Pro flatbed scanners.
- **Lab B** – A classroom lab dedicated to graphic-intensive work, open to all students and faculty outside of class sessions (24/7).
  *Equipment:* 18 HP Z2 G9 Workstations with Intel Core i9 processors, 18 Wacom Cintiq 13HD tablets, and 2 Epson V850 Pro flatbed scanners.
- **Lab C** – A classroom lab also dedicated to graphic-intensive work, available 24/7 outside of scheduled classes.
  *Equipment:* 18 Mac Studio M2 computers, 18 Wacom Cintiq Pro 16 tablets, and 1 Epson V850 Pro flatbed scanner.
- **West 4 AR/VR Lab** – A specialized lab dedicated to Virtual Reality and Augmented Reality intensive work. It currently provides two wired VR headsets, an HTC Vive and an Oculus Rift S, supported by two high-performance PC stations.

CCA maintains an extensive catalog of licensed software available across these labs, with specific packages tailored to architecture and design. Appropriate labs provide access to tools such as Adobe Creative Suite, Rhino, Revit, Grasshopper, V-Ray, ArcGIS, and others. A complete and regularly updated list of available applications is maintained here. To extend access beyond the labs, CCA provides current students and faculty with access to CCA-owned software used in the curriculum on their personal computers at no additional cost.

The **Creative Instructional Technology (CIT)** team budgets for, purchases, and maintains the technology resources used in labs and classrooms. All equipment follows a structured multi-year refresh cycle according to the following standard intervals:

- Academic lab and classroom computers: every 5 years
- Printers and scanners: every 5 years or as necessary
- Classroom AV projectors: every 5 years
- Flat-screen displays: 5+ years
- Control and audio systems: 5–10 years, depending on technology requirements

The **Media Center** complements these resources by offering a wide range of audiovisual and digital equipment for short- and long-term checkout by students and faculty. The Media Center inventory includes:

- Audio equipment

- Cables and adaptors
- Carts (TV, projector, VR)
- Cameras, lenses, and accessories
- Computers, iPads, and peripherals
- Lighting equipment and kits
- Projectors and document cameras
- Tablets and accessories
- Tripods and mounts
- TV monitors and media players
- Video cameras and accessories
- VR headsets

In addition to institutionally provided labs and software, **CCA requires all undergraduate and graduate architecture students to maintain a personal computer** that meets published specifications for performance and software compatibility. These requirements ensure that every student can engage fully in coursework both on and off campus. Specifications are updated annually and are published on the College's website here.

**Printing Facilities**
CCA maintains robust printing resources that support coursework, reviews, and exhibitions across all programs, including architecture. These facilities are distributed throughout the Main Building and the Double Ground and are designed to provide students with access to a range of scales, formats, and levels of print quality.

The College operates **four large-format plotters** suitable for non-archival posters and display materials, available **24 hours a day, seven days a week** during the semester. Students also have access to smaller-format color and black-and-white printers throughout campus. Students who require **enhanced color accuracy, archival-quality output, or specialized paper** may use the **Digital Fine Art Studio (DFAS)**, which provides instruction and access to medium- and wide-format archival printing on a range of substrates. The **Flat Lab**, located on the second floor of the Main Building next to Computer Lab 240, further expands CCA's print-based resources. Its focus is risograph and small-format digital printing. To ensure equitable access, all CCA students receive a baseline printing credit each semester, and may receive an additional $10 credit upon completing a print services orientation, which offsets the cost of standard printing and plotting. Printing is managed in-house by College staff and offered to students and faculty at heavily discounted rates compared to outside providers.

**Shops & Maker Spaces**
The **Simpson Family Makers Building (Double Ground)**, opened in 2024, represents the most significant expansion of CCA's making facilities in the past decade. Designed by Studio Gang, the Double Ground consolidates and extends CCA's tradition of supported making by bringing together a wide network of fabrication shops and labs under one roof. With its opening, fabrication shops that were previously located on the Oakland campus and on the second floor of the Main Building were relocated and expanded into this new, purpose-built facility. The ground level now includes the Hybrid Lab, Digital Fabrication Studio, Furniture Shop and Bench, Ceramics Bench and Kiln Room, Sculpture Bench Room, Print Media Studios, Metal Shop, Omni and Model Shops with an adjacent Open Bench Room, Jewelry and Metal Arts Studio, Spray Room, Mold Making Rooms, and Finishing/Sandblasting Room, along with two outdoor maker yards for large-scale work.

To ensure safe and equitable access to these spaces, the **Resource Hub**, located in the Double Ground lobby, serves as the primary repository for personal protective equipment (PPE), hand tools, and power tools. Current students, faculty, and staff may check out tools and equipment free of charge.
Among the many shops within the Double Ground, several are of particular importance to architecture students:

- **Model Shop** – Located off the Double Ground lobby, the Model Shop provides a full range of woodworking and prototyping equipment, including saws, sanders, drill presses, mills, routers, lathes, a vacuum forming machine, and workbenches. Key equipment includes a Sawstop Cabinet Saw, Clausing Drill Press, Formech Vacuumformer, Powermatic and Jet wood lathes, Rockwell Delta Bandsaw, Dewalt sliding compound miter saw, and a Singer 20U industrial sewing machine. Access requires completion of a general wood shop orientation.
- **Omni Shop** – A large, well-lit fabrication shop adjacent to the Model Shop and across the Perry Family Maker Yard from the **Digital Craft Lab (DCL)**. The DCL, described in the Studios section, serves as a hub for architectural robotics and computational design research, making its proximity to the Omni Shop and Digital Fabrication Studio especially valuable for students integrating analog and digital fabrication processes.
- **Digital Fabrication Studio** – Located off the Double Ground lobby and directly adjacent to the DCL, the Digital Fabrication Studio supports advanced digital prototyping. Equipment includes six CNC laser cutter/engravers (ranging in bed size from 18" x 24" to 24" x 48"), fifty desktop 3D printers available for checkout, eight Bambu printers for in-lab use, and a SCM Morbidelli N-50 CNC Router with an eight-bay automatic tool changer (capable of cutting materials up to 3120 x 1685 x 250 mm). Students and faculty must attend an orientation before using equipment, and reservations are required. Certified users may check out 3D printers for two-week increments, with entire classes eligible to check out up to four printers for a semester.
- **Hybrid Lab** – A shared interdisciplinary space for making with innovative technology and electronics. Students have access to an array of Arduino controllers, sensors, motors, and other components for interactive and robotic prototyping. The Hybrid Lab is staffed by a full-time manager and a team of skilled student workers.
- **Open Bench Room** – A light-filled bench room available for any enrolled student, staff, or faculty member to use as a walk-in workspace. Benches operate on a first-come, first-served basis. There are 52 lockers in the space that can be checked out to users via the tool center, a sheet materials storage area, and open shelving for short-term storage. Users are expected to leave workspaces clean and tidy.
- **Maker Yards & Back Lot** – Two outdoor maker yards provide flexible space for large-scale projects and outdoor fabrication. Individual students may use these spaces without reservation, provided their work does not disrupt class activities. Classes can reserve use of the maker yards for larger projects. The Back Lot, located behind the Double Ground, also provides additional capacity for large-scale fabrication and longer-term projects
- **Furniture Machine Room** – Houses a full complement of woodworking machinery for milling and shaping solid hardwoods. Access is generally restricted to students in the Furniture program or currently enrolled in a furniture class; however, graduate students and upper-level undergraduates may request access for project work, which is granted depending on available capacity.

In addition to the Double Ground, other campus shops further expand student access to specialized fabrication processes. The **Soft Lab** (located on the ground floor of 80 Carolina) serves as the primary "soft goods" fabrication space for all students at CCA. Equipped for fibers, yarns, fabrics, and textile construction technologies, the lab is open to all students who complete a required orientation.

These spaces are staffed by expert makers, studio managers, and technical specialists who provide training, maintain equipment, and ensure safe and equitable access. The Studio Operations Team oversees operations, including acquisitions of new equipment, maintenance of existing facilities, and ongoing projects to modernize tools and expand capacity. Students receive structured safety training and ongoing support, ensuring that all maker spaces are used responsibly and effectively.

Beyond the campus itself, select architecture students and faculty also benefit from access to Autodesk's Technology Center at Pier 9 through CCA's Academic Alliance with Autodesk. This partnership provides additional desk space and exposure to advanced prototyping tools, expanding opportunities for research and collaboration.

**Exhibition & Gallery Spaces**
Exhibitions are an essential dimension of an education at CCA, providing opportunities for students to share their work with peers, faculty, and the broader public. **The College's galleries** serve as living laboratories where students can expand their practice, test ideas in public, and gain professional experience in installation, curation, and presentation. Together, these venues underscore the role of exhibition as both a pedagogical tool and a mode of civic engagement.

- **Deborah and Kenneth Novack Gallery** (Double Ground)
  Located off the rooftop quad in CCA's Double Ground building, the Novack Gallery is a professional exhibition venue that brings together students, faculty, and the larger community around the presentation of student and faculty work. It also serves as a training ground in gallery operations. One of its inaugural shows, *Pioneering Biomaterials* (curated by the three directors of the Architectural Ecologies Lab and Negar Kalantar, co-director of the Digital Craft Lab), exemplified the gallery's role in connecting advanced research with public audiences.
- **Campus Gallery** (Blattner Hall, 17th Street)
  Positioned at the threshold between CCA and the surrounding neighborhood, the Campus Gallery functions as a bridge to the wider community. It showcases a wide range of contemporary work, including projects by emerging and established Bay Area artists, while also supporting student and faculty exhibitions.
- **PLAySPACE Gallery** (Main Building)
  The Paulette Long and Shepard Pollack Art Community Experiment, or PLAySPACE, is a graduate student–run venue dedicated to exhibition experimentation and professional learning. Located just off the Nave, it offers visibility and flexibility, enabling exhibitions to extend into the Nave itself. Students here gain hands-on curatorial and production experience while pushing the boundaries of exhibition practice.

These dedicated venues are complemented by the **Nave**, which functions as a flexible campus commons and a major site for exhibitions, reviews, end-of-year shows, and public programming. Additional exhibition opportunities extend to the **Wattis Institute for Contemporary Arts**, one of the nation's leading nonprofit contemporary art centers, located on CCA's campus.

**CCA Exhibitions**, led by a professional staff of three (Director of Exhibitions and Public Programming, Gallery Manager, and Installation Manager), manages the galleries and is supported by a robust team of student workers. The department maintains a formal exhibitions request process for faculty, students, and programs interested in proposing exhibitions, and provides comprehensive resources and guidance for installing and promoting shows. The Exhibition Resources page illustrates the high level of technical and logistical support available to students and faculty, including detailed guidance on planning, installation, safety, and promotion. In addition, the Exhibitions Team maintains a publicly accessible Exhibitions Archive, which documents exhibitions from 2015 to the present, ensuring that student and faculty work remains part of a lasting institutional record.

**The Simpson Library as a Campus Resource**
The Simpson Library, located in the Main Building on CCA's consolidated San Francisco campus, serves as both an academic resource and a hub for study and collaboration across all programs, including Architecture. The space offers dedicated areas for quiet study, flexible group workspaces, and display zones that feature rotating collections and exhibitions of student work. Its open stacks provide direct access to a carefully curated print collection, periodicals, and special holdings. While the breadth and depth of the collections are detailed in Section 5.8, the library's physical environment itself plays an equally important role in supporting didactic and interactive learning across the College.

**Informal and Community Learning Spaces**
In addition to classrooms, labs, and galleries, the San Francisco campus offers informal spaces that support learning, well-being, and community. Chimera Cove, a new student lounge opened in Spring 2025 on the Main Building's second floor, provides a flexible setting for relaxation, peer connection, and student-led programming. On the ground floor, a study lounge adjacent to the Office of Student Belonging and Inclusion and the Multicultural Resource Center supports quiet study and collaboration, while the Center itself offers a welcoming place to relax and build community.

The Prayer, Meditation, and Reflection Room in the Main Building provides a place of sanctuary for students and employees. Designed by LMNOP Design, a San Francisco–based firm founded by CCA Architecture alumni, the space underscores the College's commitment to holistic support for its community.

The campus landscape itself functions as an important site of informal learning. The **Gensler Courtyard**, located between the Main Building and the Double Ground, serves as the primary entry to campus and a central gathering point for students, faculty, and visitors. Its defining feature, **the Cascade**—a broad stair and seating element—leads to the **rooftop quad** and gardens atop the Double Ground, providing additional outdoor space for study, social interaction, and campus events. These three outdoor spaces–the courtyard, the cascade, and the quad–may also be reserved for class projects, exhibitions, gatherings, and other creative uses. Looking ahead, the Double Ground Teaching Garden Beds will also be available for faculty and student use.

Finally, Makers Café in Founders Hall serves as a central hub for both residential and commuter students. By providing space for informal gatherings, co-curricular activities, and shared meals, it functions as an important site for connection beyond studios, classrooms, and residence halls.

**5.6.3** Space to support and encourage the full range of faculty roles and responsibilities, including preparation for teaching, research, mentoring, and student advising.

**Program Response**:

CCA provides faculty with a wide range of spaces and resources that support their professional responsibilities as teachers, mentors, researchers, and advisors. All faculty have access to the physical, technological, and information resources described elsewhere in this section and in Section 5.8, including the Simpson Library, computing labs, printing facilities, and shops and maker spaces. A central hub for faculty across the College is the **Faculty Center** at 80 Carolina, which offers shared workspace, conference rooms, and amenities that directly support course preparation, research and creative practice, mentoring, and student advising.

Ranked faculty in the Architecture Division (tenured, tenure-track, and ranked renewable) also share dedicated offices in rooms 212 and 213, located adjacent to Studio 210 (the Interior Design Studio). These offices provide shared space for teaching preparation, limited storage, and small-group meetings. Division Program Chairs retain access to these shared offices and, beginning in fall 2025, will also have access, along with all Program Chairs at the college, to shared hot-desk workstations within the Academic Affairs administrative suite in 80 Carolina, near the division deans' private offices. A shared work area for all chairs is also maintained in room B1 on the ground floor of the Main Building.

The **Faculty Center** itself, located on the ground floor of 80 Carolina with direct outdoor access, is a primary hub for teaching and collegial exchange. All active teaching faculty have access to this space, which includes a shared lounge and work area, two reservable conference rooms for meetings with students or colleagues, and amenities such as a kitchenette, restroom, day-use lockers, a computer station with multifunction printer, an AV cart, and a variety of seating options. The Faculty Center reinforces mentoring and advising by providing a professional yet informal setting where faculty can meet with students outside of studios and classrooms.

In addition, the co-directors of the Digital Craft Lab maintain office space within the DCL studio itself, reflecting its role as a site of teaching preparation, research, and student mentorship. The Digital Craft Lab and the Architectural Ecologies Lab directors also have dedicated shared desk space at Autodesk's Pier 9 Technology Center through CCA's Academic Alliance with Autodesk, further extending their access to specialized resources for research and faculty-student collaboration.

Beyond these dedicated offices and centers, faculty benefit from college-wide infrastructure that supports their teaching, research, and advising roles. All faculty have access to campus printers and copiers, with contracted faculty receiving up to a $75 printing credit each semester. Collaboration and co-working spaces across campus can also be reserved for project meetings or advising sessions.

Together, these spaces ensure that faculty are supported in the full range of their professional roles—providing environments for course preparation, one-on-one and group advising, mentoring relationships, and scholarly or creative research.

**5.6.4** Resources to support all learning formats and pedagogies in use by the program.

**Program Response**:

CCA's physical resources are effective only insofar as they are supported by the professional staff and operational infrastructure that make them accessible to students and faculty across a wide range of

pedagogies. Whether the format is design studio, seminar, lecture, hybrid or online instruction, field-based learning, or public-facing exhibition, the College maintains staffing and systems that ensure these resources can be used safely, equitably, and effectively.

**Studio Operations Team**
The College's extensive shop and maker spaces are staffed by 23 full-time Studio Managers and 5 Studio Operations Managers. These specialists provide daily oversight, equipment maintenance, safety enforcement, technical expertise, and curricular support, ensuring that students can integrate hands-on fabrication into their coursework. Each studio also supports a team of student workers, who assist in studio and equipment maintenance, provide peer coaching, and promote safe and appropriate use of the facilities and resources. Required orientations and ongoing training sessions, led by this team, standardize safe and equitable access to facilities, aligning with the College's learning-through-making pedagogy.

**Academic Computing, User Support, and Media Center Staff**
The Academic Computing team—consisting of an Associate Director of Academic Computing, an Associate Director of Academic Computing and Studio Operations, one system administrator, and two user support specialists, in partnership with specialist staff from the Studio Operations team—supports the full range of digital pedagogies, from CAD and BIM modeling to advanced visualization and AR/VR environments. These staff members oversee software licensing and deployment, manage on-campus computer labs and hardware access, and provide instructional support—enabling students and faculty to work confidently with both everyday and advanced digital tools across studios, seminars, and hybrid learning environments. **Technology Services** provides a Helpdesk with staff available by phone or email for basic troubleshooting and for directing users to more advanced assistance. The User Support Specialists provide much of the in-person training and tech support, via the **Tech Office**, helping students and faculty connect to CCA-provided resources such as the campus Wi-Fi network, printing and software installation on personal laptops and IoT devices. The two full-time staff in the **Media Center** manage a check-out desk that provides access to and support for laptops, iPads, cameras, AR/VR technology, lighting and audio equipment. They also oversee AV support for daily classroom use as well as for events, large-scale end-of-year reviews, and thesis exhibitions.

**Printing Support**
Large-format and archival printing resources are maintained and supported by the Academic Computing user support specialists and the Digital Fine Art Studio team. Staff provide orientation sessions, technical troubleshooting, and training in best practices for print workflows, supporting both everyday academic needs and exhibition-quality outputs. This ensures equitable access to high-quality production across pedagogical formats, from in-progress critiques to final reviews and public exhibitions.

**Exhibitions Team**
A dedicated exhibitions staff of three (Director of Exhibitions and Public Programming, Gallery Manager, Installation Manager), supported by student workers, assist faculty and students in mounting professional exhibitions in the Novack, Campus, and PLAySPACE galleries, as well as online. This support allows exhibition-making to function as both a teaching format and a professional development opportunity.

**Academic Operations Functional Teams**
The Academic Operations, Information Systems and Curriculum Management team supports scheduling and classroom allocations, while the Curricular Engagement & Graduate Relations team manages major

curricular milestones, including space planning and coordination for junior and mid-program reviews, final reviews, and the Collegewide End of Year Exhibition. Together, their work ensures that seminars, studios, critiques, and other curricular events are effectively supported, sustaining continuity across diverse instructional modes. (See 5.4 Human Resources)

**Operations and Facilities**
The College's Operations and Facilities team provides the foundation that makes all instructional spaces usable and adaptable. Their work in maintenance, repair, custodial services, and environmental systems ensures classrooms, studios, shops, and galleries are safe, clean, and responsive to evolving pedagogical needs while staying in compliance with building and life safety code requirements. By enabling reliable day-to-day function and supporting upgrades as spaces adapt to new modes of teaching, Operations and Facilities underpins the effectiveness of all other resources described in this section.

**Library & Research Support**
Instructional librarians and academic technologists provide research and digital resource support to students and faculty. Their teaching of information literacy, citation practices, and digital workflows bolsters both seminar-based and studio research pedagogies, complementing the Simpson Library's role as a physical and intellectual resource. (See 5.8 Information Resources)

**Systems and Orientation Processes**
Across these areas, consistent training and orientation processes are essential. All students are required to participate in shop orientations, and specialized facilities such as DFAS and the Digital Craft Lab require additional onboarding. These practices ensure equitable access, maintain safety, and reinforce professional standards of practice.

**Public Safety**
CCA's campus is supported by a robust Public Safety team that oversees safety and security across the campus.

**5.6.5** Plans for disaster and recovery of information.

**Program Response**:

Physical and digital resources are safeguarded through institutional disaster recovery protocols. All student and faculty files are supported by cloud-based storage platforms, with an institutional data center containing servers and UPS back-up measures in place. In addition, the school has redundant ISP services that roll-over automatically in the case of an outage. The centralization of shops and studios within the new Double Ground building has also consolidated safety training and access management, reinforcing CCA's culture of safe, and equitable resource access.

CCA's emergency response protocols are accessible on the Emergency Response page, which includes guides for earthquakes, fire, active shooters, medical emergencies, hazmat incidents, and criminal activity.In collaboration with the San Francisco Fire Department, the college offers NERT training (Neighborhood Emergency Response Training) to the entire campus every summer.

**RAVE: Emergency Notification System**

RAVE is the campus-wide emergency response network that quickly informs the community about any situation that poses a threat to safety. In the event of a campus emergency, email alerts will be sent automatically to all CCA email addresses. All CCA community members (students, staff, and faculty) are automatically enrolled to receive texts and email messages. The RAVE system is tested every fall and spring semester.

If the program's pedagogy does not require some or all of the above physical resources, the program must describe the effect (if any) that online, off-site, or hybrid formats have on digital and physical resources.

**N/A**

### 5.7 Financial Resources

The program must demonstrate that it has the appropriate institutional support and financial resources to support student learning and achievement during the next term of accreditation.

**Program Response**:

The Architecture Division at California College of the Arts benefits from strong institutional commitment and a culture of adaptability. Like many small, tuition-dependent institutions, CCA faces meaningful financial headwinds—including declining enrollment and an ongoing structural deficit. At the same time, the College and the Division have mobilized significant new resources to support core academic activities, sustain student financial aid, and pursue long-term resilience.

**Institutional Financial Context**

As a small, independent, not-for-profit college of art, design, and architecture, CCA operates within a centralized budgeting model. The annual operating budget is developed by the President and Provost, in consultation with the Chief Financial Officer and academic and senior leadership, and is reviewed and approved by the Board of Trustees. Program and divisional budgets are set annually through a process of proposal, review, and revision that culminates with a budget authorization mid-summer for the academic and fiscal year. This structure governs all salaries, financial aid, academic and administrative services, facilities, and technology. Core institutional functions—including enrollment, advancement, library services, academic affairs, shops and studios, and facilities management—are also centrally managed. Technology, facilities, and operating fund requests from the Architecture Programs are reviewed annually as part of the College's budget process.

For FY26, CCA's total operating budget is $72 million, with approximately 68% of revenue generated through tuition and housing. Additional income is generated through auxiliary services (including housing), philanthropic support, and endowment returns. Expense growth has been carefully managed–our budget has only increased approximately 7% in the past decade. Although the College has grown its philanthropic capacity, it remains structurally reliant on enrollment-driven revenue.

Enrollment has declined steadily since the COVID-19 pandemic, falling from a peak headcount of 1,970 in AY17 to 1,308 in AY25**.** These declines—coupled with rising operational costs—have contributed to a structural deficit of approximately $25 million for AY26.

In response, the College has secured several major infusions of support that provide immediate resources to stabilize operations and support transformation while longer-term structural changes are planned and implemented:

- A **$22.5 million** gift from the Huang Family Foundation, matched by an additional **$22.5 million** in donor contributions

- A **$20 million** one-time allocation from the State of California to support operational and academic transformation

These investments are enabling the development of new academic offerings, the expansion of continuing and executive education, increased student support, facilities improvements, staffing investments, and the strategic consolidation or reconfiguration of small, resource-intensive programs. Enterprise systems such as Workday continue to support improved financial forecasting, scenario modeling, and institutional transparency.

While these efforts have laid important groundwork, the outlook remains cautious. The College is actively pursuing a more sustainable financial model, with current priorities including:

- Diversifying revenue beyond tuition through new degree and non-degree programs
- Improving student retention, yield, and recruitment outcomes
- Streamlining academic delivery models to reduce instructional cost per student
- Growing philanthropic and industry partnerships
- Sustaining financial aid while moderating discount rate growth

As in prior years, the Provost and CFO work closely with divisional leadership to align financial decision-making with academic priorities. The Architecture Division has actively contributed to this realignment—securing restricted funding, supporting recruitment and enrollment, and piloting mission-aligned initiatives that advance both educational quality and financial sustainability.

**Student Support**
A central priority for both the College and the Division has been the expansion of student financial aid. In AY2025, **92% of B.Arch students** and **100% of M.Arch students** received some form of financial support. Average awards have grown substantially since 2016: for B.Arch students, average scholarships nearly doubled (from $12,766 to $24,856) and total support per student rose from $22,909 to $33,542. For M.Arch students, average scholarships increased by nearly 50% and total support rose from $30,385 to $37,565.

**Average Student Financial Support AY16 vs AY25**

| Program | Average Scholarship AY16 | Average Scholarship AY25 | Avg. Total Support incl. loans AY16 | Avg. Total Support incl. loans AY25 |
|---|---|---|---|---|
| B.Arch | $12,766 | **$24,856** | $22,909 | **$33,542** |
| M.Arch | $10,756 | **$15,788** | $30,385 | **$37,565** |

In addition to institutional aid, donor-funded scholarships endowed specifically for architecture students play a significant role. The George Jewett Foundation Scholarship, the Fong & Chan Architects Scholarship, the Gensler Memorial Diversity Scholarship, and the Victor Carrasco Endowed Scholarship amplify institutional awards, reduce student debt, and increase access for students from underrepresented backgrounds. The Gensler Center Scholarships—awarded by faculty nomination to upper-level students in all of the Division's programs—are another key source of support. The endowed Kaz Baba Travel Award, a competitive grant supporting independent student travel and research, further enriches the educational experience by opening opportunities for exploration beyond the classroom. These funds significantly expand access and reduce barriers for architecture students.

**Fundraising and Partnerships**

Beyond scholarships, fundraising more broadly has become a critical complement to operating budgets, directly sustaining academic quality in an era of contraction. Over the last 4-5 years, **the Division has raised over $1 million in contributed income** to support student success, curriculum development and delivery,research, and public programs.

**Total Architecture Division Fundraising since FY21**

| Source | Total Since FY21 |
|---|---|
| Autodesk | $65,000 |
| Carrasco Emergency Fund | $233,525 |
| Gensler Center Annual Spenddown | $400,000 |
| Other Gifts | $258,371 |
| Public Programs and Publications Fund | $121,015 |
| Total | $1,077,911 |

Restricted fundraising has become an essential component of the Division's financial model. The Gensler Center for Design Excellence, established with a $2 million gift in 2022, provides $100,000 annually in spend-down funds to support lab director stipends, public events, faculty and course support, research fellowships, and scholarships, while also adding $100,000 each year to a growing endowment. The Center also awards $30,000 in scholarships annually to six students across the B.Arch, M.Arch, and Interior Design programs, each paired with a professional mentor from Gensler San Francisco. The Victor Carrasco Endowed Scholarship, now valued at approximately $1.5 million with annual donor contributions of $75,000–$100,000, supports M.Arch and MAAD students. In AY2025–26, these scholarships will support six students with average awards of $15,000. During the pandemic, donor support was redirected to create the Carrasco Emergency Fund, which delivered over $233,000 in aid to more than 100 students. Since 2022, the Division has also benefited from the Autodesk Academic Alliance, which provides roughly $16,000 annually to support research and public programming while granting students and faculty access to advanced fabrication equipment at Autodesk's Pier 9 Technology Center. Additional donor support of about $20,000 each year sustains the CCA Architecture Lecture Series and CCA Architecture Books, both of which amplify student and faculty work to broader audiences. A major in-kind gift in 2024—a KUKA KR150 industrial robot—further strengthened the Division's research infrastructure.

**Program and Division Operating Budgets**

In recent years, the Architecture Division's operating budgets have been reduced as part of college-wide cost containment measures. These reductions reflect not only structural changes in budget management but also operational adjustments necessitated by staffing reductions across the college, including in Academic Affairs. Certain forms of support that had long been managed within program budgets—beginning with consumable course materials, followed by field trips, and then teaching assistantships—are now funded centrally through Studio Operations or Academic Affairs. Importantly, these shifts did not reduce the actual amount of support available in these areas; in the case of teaching assistantships, for example, the budget moved from the M.Arch program to Academic Affairs while the overall level of funding remained unchanged. By centralizing these resources, the College has sought to ensure greater equity, consistency, and efficiency across programs, even as the Division has adjusted its own operations to meet financial constraints.

The Division budget also encompasses the BFA in Interior Design, which shares operational, curricular, and staffing resources with Architecture. Similarly, the budget for the post-professional MAAD program is incorporated into the M.Arch budget, reflecting shared faculty and infrastructure. Core academic activities—including public lectures, thesis reviews, visiting critics, and student exhibitions—continue to be supported through a combination of discretionary funds, targeted fundraising, and centrally administered resources.

While these changes increased equity and consistency across programs, they also reduced the flexibility, and fungibility, of resources directly managed by the programs and the Division. The net effect was a decline in the Division's "all-in" resources in FY23 and FY24, even after accounting for centralization. The Division has adapted by making operational adjustments while supplementing its core budget with restricted fundraising and donor support to sustain mission-aligned initiatives.

In **FY26**, the Division's budget also reflects a **one-time addition from the college** to cover NAAB accreditation costs—including the visiting team's travel and lodging, hospitality, APR/exhibition production, and contingency. This funding is in addition to our recurring operating budget and is not part of the normal allocation cycle, underscoring the institution's commitment to accreditation and program quality.

**Multi-Year Budget Trend (FY23–FY26)**
The following table presents operating and central resources across four years, with "all-in" totals reflecting the actual funds available to the Division. Total resources declined sharply between FY23 and FY25, even with the centralization of certain supports. These reductions created real pressure on program-managed budgets, but the Division responded by drawing on restricted fundraising and donor gifts to fill gaps. This allowed us to sustain robust co- and extracurricular programming while adapting operations to leaner conditions. The shifts reveal the vulnerability of local budgets, yet also demonstrate the Division's resilience and ability to mobilize external resources to maintain quality.

**Program and Division Operating Budget plus Central Funding (FY 23-FY26)**

| FY | B.Arch | M.Arch | Division | Total | Central | All-in Total | Key Notes |
|---|---|---|---|---|---|---|---|
| **FY23** | $26,598 | $56,027 | $57,464 | **$140,089** | $64,024 | **$204,113** | Includes field trips and TAships in program budgets. Consumable materials moved to Studio Ops |
| **FY24** | $22,796 | $51,110 | $52,174 | **$126,080** | $48,839 | **$174,919** | Field trips and consumable materials moved to Academic Affairs/Studio Ops. AA Coordinatorships reduced (shift to Gensler) |
| **FY25** | $4,700 | $3,600 | $46,507 | **$54,807** | $80,183 | **$134,990** | TAships moved to Academic Affairs; Program Work-study moved to division budget. Other central funding continues as FY24. |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **FY26** | $6,075 | $4,400 | $79,869 | **$90,344** | $79,590 | **$169,934** | One-time NAAB accreditation & site visit costs ($27.895) in Division Admin; Central support same as FY25. |

**Faculty Salaries**

Faculty salaries remain the most substantial institutional commitment to the Division, reflecting CCA's investment in teaching, advising, and research. While totals fluctuate from year to year, these changes primarily reflect course line allocations, faculty on sabbatical, and the balance between ranked and adjunct instruction. Importantly, sabbatical funding—an additional form of institutional support—represents a significant investment in faculty development and program quality (see also Section 5.4, Human Resources).

**Architecture Division Faculty Salaries (FY23 - FY25)**

| Category | FY23 Total | FY24 Total | FY25 Total |
|---|---|---|---|
| BArch Ranked Faculty Salaries | $811,463 | $548,401 | $798,321 |
| MArch Ranked Faculty Salaries | $404,119 | $306,286 | $306,259 |
| **Total Ranked Faculty Salaries** | **$1,215,582** | **$854,687** | **$1,104,580** |
| BArch Adjunct & Visiting Faculty Salaries | $243,211 | $329,736 | $172,937 |
| MArch Adjunct & Visiting Faculty Salaries | $50,760 | $57,587 | $129,423 |
| **Total Adjunct & Visiting Faculty Salaries** | **$293,971** | **$387,323** | **$302,360** |
| **Ranked Faculty Sabbaticals** | **$142,435** | **$426,627** | **$111,591** |
| **Total Faculty Salaries** | **$1,651,988** | **$1,668,637** | **$1,518,531** |

The increase in sabbatical expenditures in FY24 corresponds to a higher-than-usual number of ranked faculty on leave, temporarily lowering ranked salary totals while increasing adjunct and visiting faculty teaching costs. Including sabbatical funding in this picture demonstrates that, even as enrollment fluctuates, the College continues to invest in faculty development and program continuity.

**Outlook**

The financial outlook for the College remains complex—buoyed by major gifts and public investments that provide immediate stabilization, but still constrained by enrollment trends and reliance on tuition. At the same time, the College continues to invest in the resources necessary to support academic quality and student success, including our expanded and unified San Francisco campus, as well as improvements to our existing facilities and enhanced staffing support made possible through recent philanthropic gifts and public investments.

The Architecture Division has been an active partner in this process—strengthening recruitment and yield strategies, developing certificate and continuing education programs, expanding donor support for scholarships and public-facing work, and advocating for renewed investment in permanent faculty lines. Building on the momentum of the Huang Foundation gift and its matching contributions, and working with partners across the College to cultivate new philanthropic and industry relationships, we are aligning resources with our long-term vision. Together, these efforts

ensure that the Division has the appropriate institutional support and financial resources to sustain student learning and achievement during the next term of accreditation.

**5.8 Information Resources**

The program must demonstrate that all students, faculty, and staff have convenient and equitable access to architecture literature and information, as well as appropriate visual and digital resources that support professional education in architecture.

**Program Response**:

CCA provides students, and faculty in the architecture programs with equitable access to the literature, information, and digital and visual resources essential to professional education and research.

With the 2024 consolidation of CCA's campuses, **CCA Libraries' Simpson Library**—originally founded in 1986 on the San Francisco campus—became the College's central library and serves as the primary resource hub for all academic programs, including our architecture programs. The library's architecture collection focuses on contemporary practice, supported by historical texts that provide essential context. It prioritizes monographs on individual architects and practices, building types, theoretical and critical works, and, in recent years, sustainability and material innovation. The collection is developed in accordance with CCA Libraries' formal Collection Development Policy, which guides acquisitions based on curricular relevance, disciplinary balance, and evolving pedagogical priorities. Faculty input, course offerings, and student needs regularly inform purchasing decisions and ongoing assessment of the collection.

Simpson Library houses a 55,000-volume collection centered on the fine arts, design, architecture, and the humanities. It maintains 85 current periodical subscriptions, several special collections, and the CCA/C Archives. Materials are available in open stacks, and additional items can be retrieved from off-site storage on request.

**Facilities and Equipment**

The Simpson Library is located on the first floor of the main building on CCA's San Francisco campus. The space is bright, spacious, and easily accessible to students and faculty across disciplines. In addition to two catalog terminals at the entrance, the library provides 2 student-use computers, high-speed Wi-Fi, multiple worktables, and ample electrical outlets for laptop use. Printing, photocopying, and scanning services are available onsite, along with a light table and VHS and DVD players. The open-stack system ensures that students have direct access to books, periodicals, and research materials during regular operating hours.

**Digital Resources and Research Tools**

Digital access to the collection is provided through the CCA Libraries webpage, which links to the library catalog, open access collections, and an A–Z index of database subscriptions. Students and faculty have access to architecture-specific databases such as Artstor/JSStor, which provides high-resolution digital images including the SAHARA (Society of Architectural Historians Architecture Resources Archive), and the Avery Index to Architectural Periodicals.

Online research guides created with LibGuides offer subject-specific support, with high usage among architecture students for the *Architecture Research Guide*, *GIS Research Guide*, and *Local Research (SF & Oakland) Guide.*

The Libraries also maintain curated digital exhibitions, often interdisciplinary and student-led, that showcase the creative breadth of the CCA community. Notably, the Libraries have developed a dedicated guide to *Design Book Review*, a seminal journal of architectural criticism whose final four issues were published at CCA and which is currently being anthologized by CCA Architecture Books. Archival holdings include the Capp Street Project Archive, focused on experimental installation art in the Bay Area, and the CCA/C Archives, which document the institution's pedagogical and design legacy.

In 2025, CCA Libraries joined Calisphere—California's open gateway to digital collections of historical and cultural significance. Calisphere provides free public access to over 400,000 digitized images, texts, recordings, and artworks for research, teaching, and creative exploration. CCA's contributions include the digitized CCA/C Archives and the Hamaguchi Print Collection, further extending access to the college's rich cultural assets and integrating them into a broader scholarly ecosystem.

**Materials Library**
Architecture students and faculty also benefit from access to the Materials Library, located adjacent to the Architecture studios. The collection features material samples organized by type and cataloged with metadata on manufacturer, composition, properties, and applications. The collection emphasizes smart, emerging, and sustainable materials and is continually updated. Materials are displayed for hands-on browsing, with most samples available for checkout. The space includes display walls, a materials workbench with a microscope and iPad, and a staff support desk. The collection is searchable via the library catalog and is supported by a dedicated Materials Research Guide providing access to databases, journals, and other digital resources.

**Digital Learning Tools**
CCA supports a range of platforms to facilitate learning in all modalities, whether in-person or hybrid. Many of the most commonly-accessed tools are gathered on the Teaching and Learning Technologies site on the Portal. Students and faculty have access to:

- Google Apps for Education (esp. Google Drive and Google Classroom)
- Moodle (learning management system)
- Mural (white board & collaboration)
- Panopto (video creation & distribution)
- Zoom (video conferencing)

Support for these tools is provided jointly by Library and Educational Technology Services staff, who also provide guidance on configuring open-source tools such as WordPress for class use.

**Archiving and Showcasing Student Work**
The Division maintains a robust system for documenting, preserving, and disseminating student work as part of its commitment to continuous improvement and clear evidence of student achievement. **VAULT**, CCA's digital archive of creative and scholarly output, serves as the central repository for this material. Each semester, students upload coursework and faculty contribute syllabi. This archive supports reflective learning, informs ongoing curriculum development, enables both digital and physical exhibitions, and provides a ready source of documentation for accreditation.

Student work is shared through multiple channels that extend its impact beyond the classroom. It is featured on the Architecture Division and program webpages, on social media platforms such as

Instagram and Facebook, and in physical gallery installations. Each fall, the Division mounts a curated digital exhibition of the previous year's studio awards nominees and winners in the main building. By presenting the most accomplished projects from across the Division, this exhibition not only communicates the caliber and trajectory of the programs to internal and external audiences but also offers new and continuing students a benchmark for excellence in studio and design work.

**Library Budget and Collection Data**

**Library Budget**

| **Books** | |
|---|---|
| Architecture | $1,100 |
| Total | $9,000 |
| **Periodicals** | |
| Architecture | $5,573 |
| Total | $9,500 |
| **Databases** | |
| Total | $82,000 |

**Libraries Collections – August 2025**

| **Total titles** | **55,178** |
|---|---|
| **Architecture and related books by LC call number** | |
| HT (cities/urban planning) | 305 |
| NA (architecture) | 8,717 |
| SB (landscape architecture) | 412 |
| TA (civil engineering) | 211 |
| TH (building construction) | 261 |
| **Total** | **9,906** |
| **Number architecture videos** | **141** |
| **Number current architecture periodical titles** | **21** |
| **Total architecture periodical titles** | **64** |
| **Materials Library Samples** | **2,343** |

Further, the program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resource professionals who provide discipline-relevant information services that support teaching and research.

**Program Response**:

CCA provides architecture students, faculty, and staff with direct access to professional librarians and visual resource specialists who support teaching, learning, and research across all modalities.

CCA's Library is staffed by five professional librarians and library technicians, with additional support from an instructional designer and an instructional technologist. The Instructional Services and Technology (InST) Team—composed of two librarians, one instructional designer, and an instructional technologist—works closely with faculty and students to support research methodologies, digital resource use, and instructional integration. The team provides guidance on teaching and learning technologies that enhance a flexible, media-rich, studio-based, hands-on art and design education. Their work ensures that CCA's architecture curriculum leverages both analog and digital tools in ways that are accessible, innovative, and aligned with the college's creative ethos.

Librarians are available for individual consultation and in-class instruction, and respond to reference questions from approximately 10am to 5pm, Monday through Friday. They are deeply integrated into academic planning and are frequently consulted on course development, bibliographic instruction, and specialized research queries. Core history/theory courses in particular have regularly scheduled research workshop sessions with our librarians.

## 6—Public Information

The NAAB expects accredited degree programs to provide information to the public about accreditation activities and the relationship between the program and the NAAB, admissions and advising, and career information, as well as accurate public information about accredited and non-accredited architecture programs. The NAAB expects programs to be transparent and accountable in the information provided to students, faculty, and the public. As a result, all NAAB-accredited programs are required to ensure that the following information is posted online and is easily available to the public.

*Each program is responsible for demonstrating compliance with each criterion. If the programs have separate webpages, responses below should clearly identify and demonstrate compliance for the respective program.*

### 6.1 Statement on NAAB-Accredited Degrees

All institutions offering a NAAB-accredited degree program or any candidacy program must include the exact language found in the NAAB Conditions for Accreditation, 2020 Edition, Appendix 2, in catalogs and promotional media, including the program's website.

**Program Response**:
California College of the Arts (CCA) provides publicly accessible information regarding accreditation on the Accreditation & Assessment page of its public-facing website. This includes a dedicated NAAB section which holds the statement on NAAB-accredited degrees in its entirety and links to the updated NAAB Conditions for Accreditation, 2020 Edition. Both the B.Arch and M.Arch program websites also contain links to CCA's NAAB accreditation page..

### 6.2 Access to NAAB Conditions and Procedures

The program must make the following documents available to all students, faculty, and the public, via the program's website:

a) Conditions for Accreditation, 2020 Edition
b) Conditions for Accreditation in effect at the time of the last visit (2009 or 2014, depending on the date of the last visit)
c) Procedures for Accreditation, 2020 Edition
d) Procedures for Accreditation in effect at the time of the last visit (2012 or 2015, depending on the date of the last visit)

**Program Response**:
California College of the Arts Accreditation & Assessment page (NAAB section) includes information and documentation on NAAB Conditions and Procedures. The following documents are available in this section:

a) 2020 NAAB Conditions for Accreditation
b) 2014 NAAB Conditions for Accreditation
c) 2020 NAAB Procedures for Accreditation
d) 2015 NAAB Procedures for Accreditation

### 6.3 Access to Career Development Information

The program must demonstrate that students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

**Program Response:**
CCA provides students and graduates with access to information regarding professional development through several publicly accessible web pages. These include a Portal page titled Learning at CCA, which features sections such as Career Goals and Pathways- The Professional Engagement and External Partnerships Office and Career Goals and Pathways - Resources.

Additionally, a web page on Professional Development offers information on career development under the section Opportunities for CCA Students and Alumni, ensuring that both current students and alumni can explore career-related resources and opportunities through CCA's recruiting platform Handshake.

### 6.4 Public Access to Accreditation Reports and Related Documents

To promote transparency in the process of accreditation in architecture education, the program must make the following documents available to all students, faculty, and the public, via the program's website:

a) The most recent decision letter from the NAAB awarding accreditation or candidacy
b) The Architecture Program Report submitted for the last visit
c) NCARB ARE pass rates

**Program Response:**

**B.Arch/M.Arch:**

a) The most recent NAAB decision letter is posted on the CCA Accreditation Page: NAAB Section.

b) The Architecture Program report submitted for the last visit is posted on the Accreditation page: NAAB Architecture Programs Report 2016.

c) NCARB pass rates are linked in our public-facing program websites:
   - B.Arch NCARB ARE pass rates
   - M.Arch NCARB ARE pass rates

### 6.5 Admissions and Advising

The program must publicly document all policies and procedures that govern the evaluation of applicants for admission to the accredited program. These procedures must include first-time, first-year students as well as transfers from within and outside the institution. This documentation must include the following:

a) Application forms and instructions
b) Admissions requirements; admissions-decisions procedures, including policies and processes for evaluation of transcripts and portfolios (when required); and decisions regarding remediation and advanced standing
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Requirements and forms for applying for financial aid and scholarships

**Program Response:**

**B.Arch**:
The Bachelor of Architecture (B.Arch) program page provides direction to the Undergraduate Admissions page, which gives access to application forms and detailed admissions requirements. The site includes an Admissions Requirements Checklist that lists the policies and process of evaluating transcripts, transfer credits, portfolios and decisions regarding Advanced Standing. From the Undergraduate Admissions page, potential students are guided to the CCA Financial Aid page which includes requirements and forms for applying for the four major types of aid available to eligible students at CCA: scholarships, grants, work-study, and loans.

**Resources:**

a) B.Arch Website with direction to the Undergraduate Admissions Page
   - Undergraduate Application Forms and Requirements
b) Admissions Requirements Checklist
c) Forms and a description of the process for evaluating the content of a non-accredited degrees are included in the Admissions Requirements Checklist.
d) Financial Aid & Scholarships
   - Undergraduate Admissions: Explore your Financial Aid options

- Undergraduate Admissions: Scholarship Information

**M.Arch**:
The Master of Architecture (M.Arch) program page includes essential application forms and outlines all necessary admissions requirements. The page describes the process for evaluation of advanced standing for incoming students. Additionally, the page provides descriptions of the process used to evaluate the content of non-accredited degrees. The Graduate Admissions page directs applicants to basic information about financial aid and scholarships while linking the CCA Financial Aid page that includes requirements and forms for applying for the four major types of aid available to eligible students at CCA; Scholarships, Grants, Work Study and Loans.

**Resources**:
a) M.Arch Website with Application Forms and Requirements
b) Admissions Requirements
c) Forms and a description of the process for evaluating the content of a non-accredited degrees
d) Financial Aid & Scholarships
   - Graduate Admissions: Learn more about Scholarships, Grants, Work-study and Loans
   - Graduate Admissions: Scholarship Information

See also section 4.3 Evaluation of Preparatory Education.

## 6.6 Student Financial Information

**6.6.1** The program must demonstrate that students have access to current resources and advice for making decisions about financial aid.

**Program Response:**

**B.Arch / M.Arch:**

The CCA Financial Aid page includes information on scholarships (both internal and external), student employment and FAFSA resources.

The CCA Admissions page provides a Tuitions & Fees subsection that features the following information for both Undergraduate and Graduate students:
- Estimated Cost of Tuition for the current academic year
- Net Price Calculators
  - Financial Aid Estimates for First Year students
  - Average Tuition costs for Transfer students
- Important information and key dates for applying for Scholarships, Grants and Work-study Opportunities

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

**Program Response:**

**B.Arch/M.Arch:**

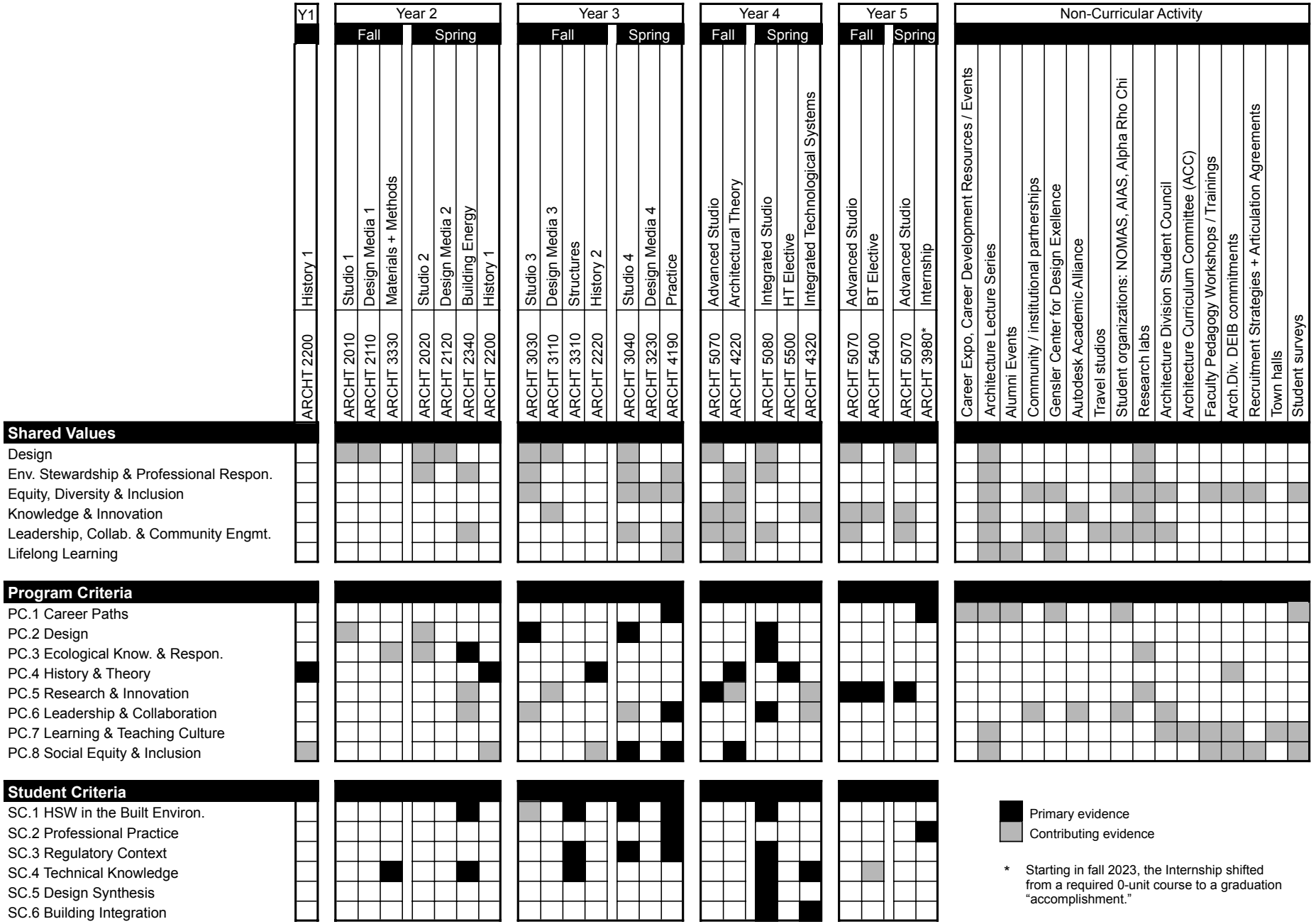
The Admissions page includes a section on Tuitions and Fees, which links to a web page that includes a section on Estimated Cost of Attendance. The latter provides students an initial estimate of all expenses related to the program.

## APPENDIX

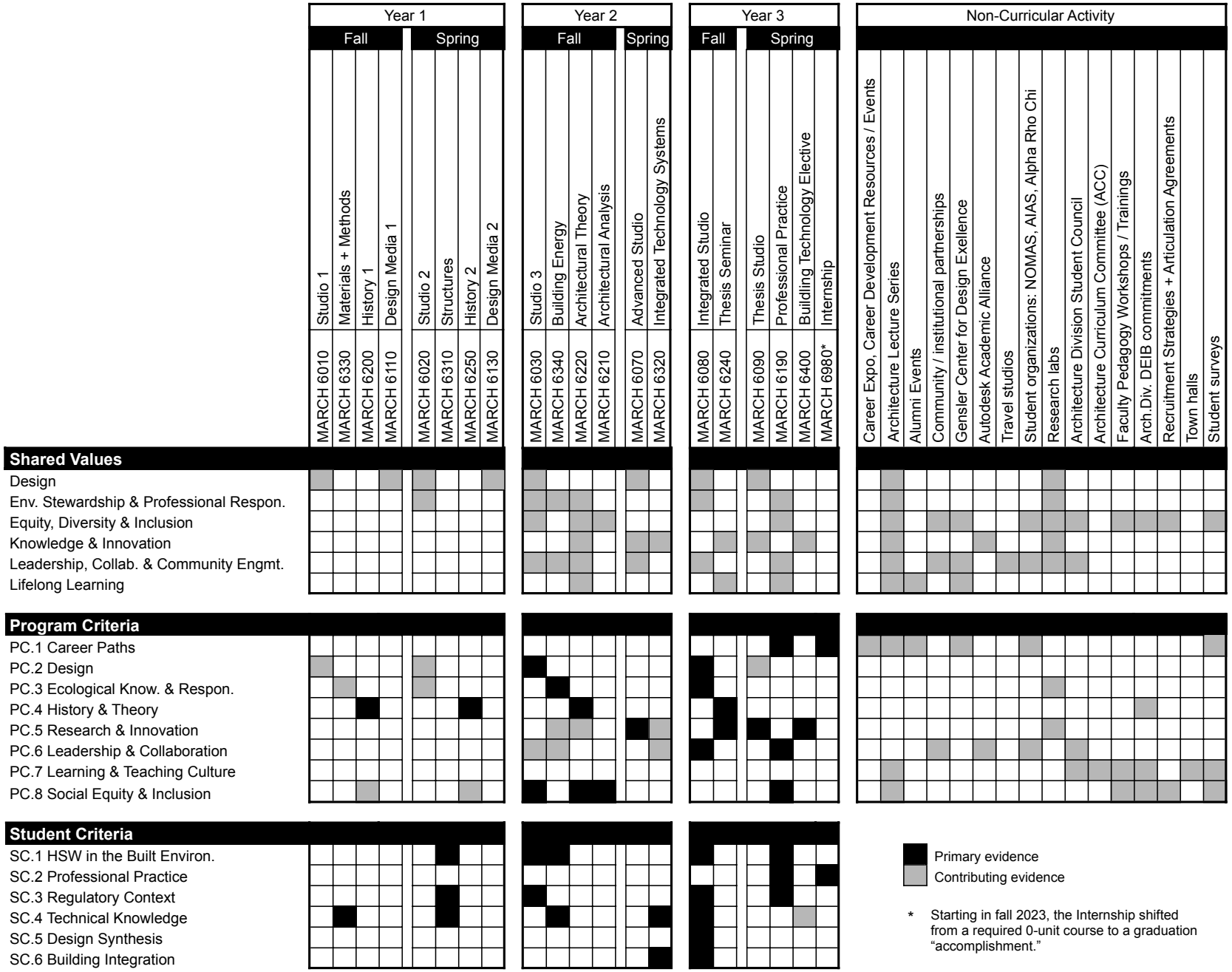
1. **PC/SC Matrix**
2. **Condition 4.2 Professional Degrees and Curriculum**
3. **Faculty Resumes**

## Appendix 1 NAAB PC/SC Matrix

APPENDIX 1: B.ARCH PC/SC MATRIX



APPENDIX 1: M.ARCH PC/SC MATRIX



## Appendix 2 Professional Degrees and Curriculum

# Bachelor of Architecture

| 1st year | 30 CREDITS | | 2nd year | 33 CREDITS | | 3rd year | 33 CREDITS | | 4th year | 33 CREDITS | | 5th year | 30 CREDITS | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| SEMESTER 1 | | SEMESTER 2 | SEMESTER 3 | | SEMESTER 4 | SEMESTER 5 | | SEMESTER 6 | SEMESTER 7 | | SEMESTER 8 | SEMESTER 9 | | SEMESTER 10 |
| Core Studio: Drawing<br>FYCST 1000, 1040, 1080, or 1120 3 | | Core Studio: 2D Design<br>FYCST 1000, 1040, 1080, or 1120 3 | Studio 1<br>ARCHT 2010 6 | | Studio 2<br>ARCHT 2020 6 | Studio 3<br>ARCHT 3030 6 | | Studio 4<br>ARCHT 3040 6 | Advanced Studio<br>ARCHT 5070 6 | | Advanced / Integrated Studio<br>ARCHT 5070 or 5080 6 | Advanced / Integrated Studio<br>ARCHT 5070 or 5080 6 | | Advanced Studio<br>ARCHT 5070 6 |
| Core Studio: 3D Design<br>FYCST 1000, 1040, 1080, or 1120 3 | | Core Studio: 4D Design<br>FYCST 1000, 1040, 1080, or 1120 3 | Design Media 1<br>ARCHT 2110 3 | | Design Media 2<br>ARCHT 2120 3 | Design Media 3<br>ARCHT 3110 3 | | Design Media 4<br>ARCHT 3230 3 | | | | | | |
| | | History 1<br>ARCHT 2200 3 | History 2<br>ARCHT 2220 3 | | | | | | Architectural Theory<br>ARCHT 4220 3 | | History Theory Elective<br>ARCHT 5500 3 | | | |
| Physics for Architecture<br>SCIMA 2040 3 | | | Materials + Methods<br>ARCHT 3330 3 | | Building Energy<br>ARCHT 2340 3 | Structures<br>ARCHT 3310 3 | | | | | Integrated Technology Systems<br>ARCHT 4320 3 | Building Technology Elective<br>ARCHT 5400 3 | | |
| | | | | | | | | Professional Practice<br>ARCHT 4190 3 | | | | | | Architecture Elective<br>3 |
| Writing 1<br>WRLIT 1030 or 1010 3 | | Foundation in Critical Studies<br>CRTSD 1500 3 | | | Writing 2<br>WRLIT 2030 or 2010 3 | Open Elective<br>3 | | Critical Ethnic Studies Studio<br>ETHST 2000 3 | Open Elective<br>3 | | H&S 2000 Level<br>3 | H&S 2000 Level<br>3 | | Open Elective<br>3 |
| Studio Elective<br>ARCHT 1000 or 1010 3 | | Studio Elective<br>ARCHT 1000 or 1010 3 | | | Introduction to the Modern Arts<br>HAAVC 1080 3 | | | Humanities & Sciences (H&S) 2000 Level<br>3 | H&S 2000 Level<br>3 | | Upper Division Interdisciplinary Studio<br>UDIST 3000 3 | H&S 2000 Level<br>3 | | H&S 3000 Level<br>3 |

Students must complete an internship in order to complete the Bachelor of Architecture degree.

Students undergo a Junior review at the beginning of their sixth semester.

B.Arch students must take at least one Integrated Studio as part of their studio sequence.

General Studies

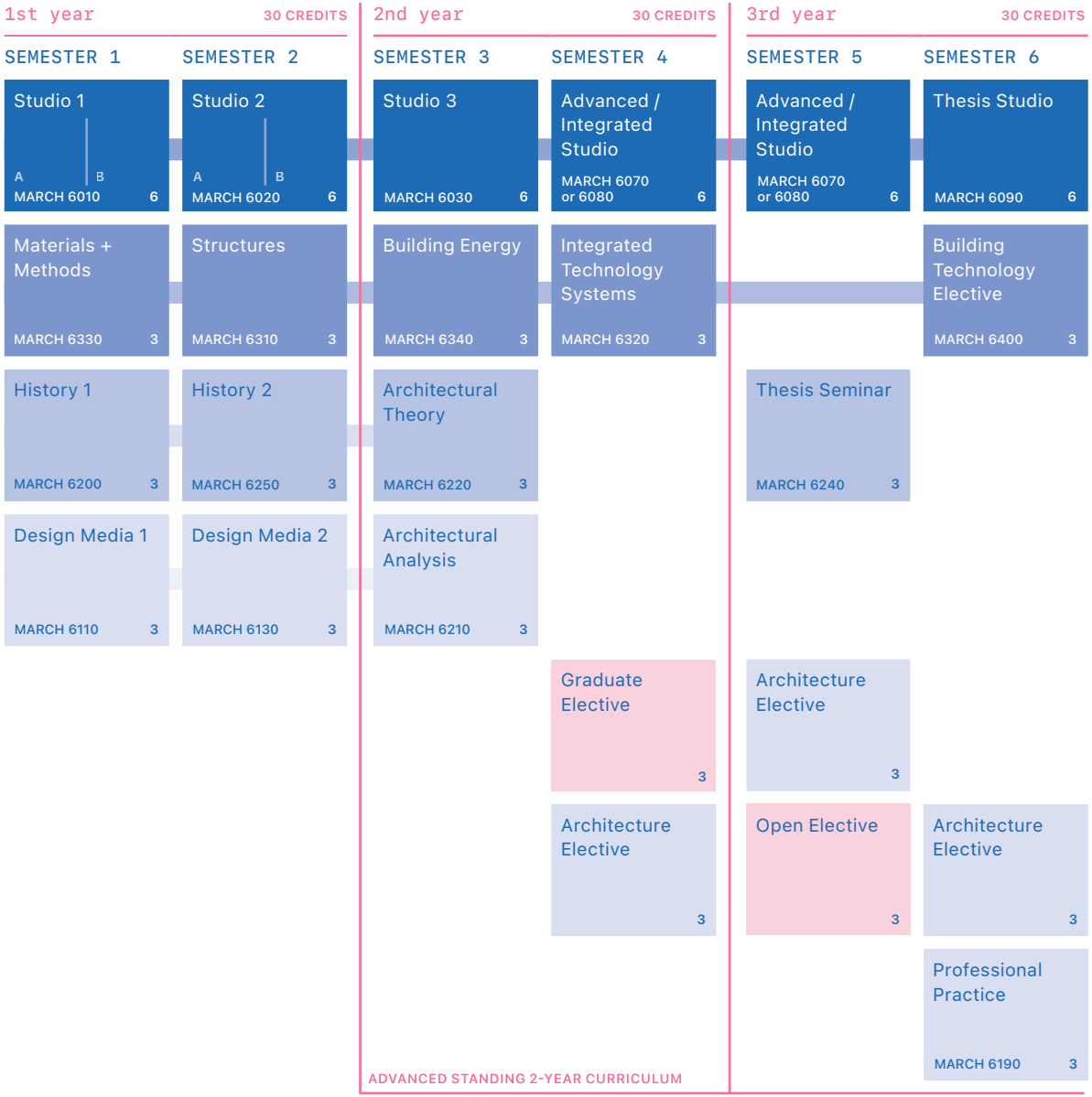
General Studies: Optional Studies

Professional Studies

Professional Studies

Professional Studies

# Master of Architecture




Students must complete an internship in order to complete the Master of Architecture degree.

Students undergo a Mid-Program review at the beginning of their fourth semester (or second semester, for students with full advanced standing).

M.Arch students must take at least one Integrated Studio as part of their studio sequence.

Optional Studies

Professional Studies

Professional Studies

Professional Studies

## Appendix 3: Faculty Resumes

**Name: Peter Anderson**

**Email:** peteranderson@cca.edu

**Courses Taught:**
ARCHT 5080 / MARCH 6080: Integrated Studio: Recentering Education In Greenville's Rebuild
ARCHT 5400-1/6400-1: Building Technology Elective: Future Timber: Innovating Building Products as Opportunities for Community Regeneration
ARCHT 5400-1/6400-1: Building Technology Elective: Mass Timber Systems And Products As Community Opportunities

**Educational Credentials:**
Master of Architecture, Harvard Graduate School of Design, 1988
Bachelor of Arts, French Language and Literature; International Studies, Pacific Lutheran University, 1983
Diplôme National de Langue Supérieur, Université de Nice, France/Collège International de Cannes, 1984

**Teaching Experience:**
Professor, California College of the Arts, 2003–current
Associate Professor, California College of the Arts, 2009–17
Adjunct Faculty, California College of the Arts, 2003–09
Visiting Professor, Northwest Polytechnic University, Xi'an, China (remote), 2019–23
Visiting Professor, Krakow Polytechnic and EU Eurasmus Scholar Program (remote), 2022
Krakow University of Technology, Poland, Visiting Professor, 2021
Fulbright Visiting Professor, Krakow University of Technology, Poland, 2018, 2019
University of California, Berkeley, Department of Architecture, 2013
International Laboratory for Architecture and Urban Design (ILAUD), Venice, Italy 2002
Visiting and Adjunct faculty, and Founding Director of Construction Process Innovation Laboratory, University of Hawaii School of Architecture, 1997–2001

**Professional Experience:**
Principal, Anderson Anderson Architecture, 1991–present, San Francisco and Seattle
President, Anderson Anderson, Inc./Bay Pacific Construction, 1984-present, San Francisco and Seattle
Director/Principal, Bandawood Ltd, Hong Kong SAR, China 2021-present

**Licenses/Registration:**
Architecture License, California, Washington, Hawaii
Contractor's License, Washington, California (not active)

**Selected Publications and Recent Research:** (all projects below are in collaboration with Mark Anderson)
Linden Center, Shilong Village, Dali, China, 2023
Phoenix House, Berkeley, California, 2015
Heilinpu School for Early Education, Kunming, China, 2014
Cazadero House, Cazadero, California, 2020
Rough Timber prototype, research on fire-resistant post-disaster mass timber housing, 2023
Cook Weaver Cliff House, Pemberton, British Columbia 2021

**Professional Memberships:**
Fellow, American Institute of Architects (2006-2019)
Fellow, Modular Building Institute

**Name: T Jason Anderson**

**Email**: tanderson@cca.edu

**Courses Taught**:
ARCHT 5700 / MARCH 6700: Digital Media Elective: Phenomenology of Digital Perception
ARCHT 1020: Game Spaces: Making

**Educational Credentials:**
Master of Architecture, Columbia University, 2001
Bachelor of Arts, Architecture, University of California, Berkeley, 1996

**Teaching Experience:**
Associate Professor, California College of the Arts, 2015–present
Associate Chair, Graduate Architecture, California College of the Arts, 2018–23
Visiting Teacher, Visiting Teachers' Programme, Architectural Association, 2013
Adjunct Professor, California College of the Arts, 2009–15
Senior Lecturer, California College of the Arts, 2006–09
Senior Lecturer, University of California, 2008, 2012, 2013
Visiting Assistant Professor, Pratt Institute, 2003–006
Adjunct Assistant Professor, Parsons School of Design, 2002–04
Adjunct Assistant Professor, Columbia University, 2002

**Professional Experience:**
Founder, studioAnomalous, 2013–present
Advisor, Vibrant Labs, 2019–20
Principal, Gallery MotoSF, 2011–13
Partner, A+D Architecture + Design, 2008–10
Project Manager, Group41 Architects, 2007–09
Project Manager, SHoP Architects, 2003–06

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**
"Face Nature Augmented: Madeline Schwartzman Workshop," Co-Facilitator, CCA,2020.
"Hip-Hop Architecture in Dialogue: Tajai Massey & Sekou Cooke," Organizer, MoAD & CCA, 2020.
"Creating Procedural Multiparticipant Analog Art," New Traditions Elementary, San Francisco, March 2020.
Immersive Media Discussion Panel, IDEO, San Francisco, November 2016.
"dFOIL: Drone Deployment Station & Augmented Reality Application," in *ACADIA,* ed. Kathy Velikov, K, 2016.
"Immersive Media Work," Cubed AIAS Pecha Kucha, San Francisco, 2016.
"Virtual Interactive Prototypes: Emerging Uses of Video Game Technology", with Chris Platz, San Francisco, 2015.
"Eleventh Street Parklet" Project Presentation, 102nd ACSA Meeting, Miami Beach, 2014.

**Professional Memberships:**
NCARB

**Name: Neeraj Bhatia**

**Email:** nbhatia@cca.edu

**Courses Taught**
ARCHT 5070 / MARCH 6070: Advanced Studio - The Territorial City
ARCHT 5800/ MARCH 6800: Urban Elective - Forming Life in Common
MARCH 6030: M.Arch Studio 3 - Common Space

**Educational Credentials:**
Master of Architecture and Urban Design (SMArchS), MIT, 2007
Bachelor of Architecture, University of Waterloo, 2005
Bachelor of Environmental Studies, University of Waterloo, 2003

**Teaching Experience:**
Associate Professor, California College of the Arts, 2018–25
Assistant Professor, California College of the Arts, 2013–18
Adjunct Associate Professor, Columbia University, 2025
Design Critic, Harvard University, 2024
Esherick Professor, UC Berkeley, 2018

**Professional Experience:**
Principal, THE OPEN WORKSHOP, 2013–present

**Licenses/Registration:**
California Architects Board, 2019–present
Ontario Association of Architects, 2013–present

**Selected Publications and Recent Research:**
Bhatia, N., Steinmuller, A., *Forming Life in Common*. San Francisco: Applied Research and Design Publishing, forthcoming 2026.
Bhatia, N, Hutton, J, Matson, Z, Utting, B., editors. *Journal of Architectural Education: Architecture Beyond Extraction* 79, no. 1 (2025).
Bhatia, N., *New Investigations in Collective Form: The Open Workshop*. Barcelona: Actar Publishers / CCA Architecture Books, 2019. 2nd Edition: San Francisco: Applied Research and Design / CCA Architecture Books, 2023.
Bhatia, N, White, M., editors. *Bracket 4: Takes Action*. San Francisco: AR+D, 2020.
Bhatia, N, Sheppard, L., editors. *Bracket 2: Goes Soft.* Barcelona: Actar, 2013.
Bhatia, N, Casper, M., editors. *The Petropolis of Tomorrow.* Barcelona: Actar, 2013.
Bhatia, N, Przybylski M, Sheppard L, White M, *Coupling: Strategies for Infrastructural Opportunism.* New York: Princeton Architectural Press, 2010.
Bhatia, N, Mayer J.H. *Arium: Weather and Architecture*. Berlin: Hatje Cantz, 2010.

**Professional Memberships:** N/A

**Name: Irene Cheng**

**Email**: icheng@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT 4220 / MARCH 6220: Architectural Theory
ARCHT 5500-01 / MARCH 6500-01: History/Theory Elective: Material Histories

**Educational Credentials:**
Doctor of Philosophy, Architecture (History and Theory), Columbia University, 2014
Master of Architecture, Columbia University, 2002
Bachelor of Arts, Social Studies, magna cum laude, Harvard University, 1997

**Teaching Experience:**
Associate Professor, California College of the Arts, 2019–present
Assistant Professor, California College of the Arts, 2012–19
Visiting Assistant Professor, UCLA, 2019

**Professional Experience:**
Principal, Cheng + Snyder, 2005–present
Architectural designer and publication coordinator, Bernard Tschumi Architects, 2002–05

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**
Cheng, Irene, David Gissen, and Brett Snyder. “Block Party: From Independent Living to Disability Communalism.” Project exhibited at the V&A Museum London, 2025; National Museum of Modern and Contemporary Art in Seoul, 2025; and Center for Architecture, 2022.
Cheng, Irene. *The Shape of Utopia: Radical Architecture in Nineteenth-Century America.* Minneapolis: University of Minnesota Press, 2023.
Cheng, Irene. “Gender, Race, and Space.” In *Bloomsbury Global Encyclopedia of Women in Architecture,* ed. Lori Brown and Karen Burns. London: Bloomsbury, 2023.
Cheng, Irene, Charles L. Davis, and Mabel O. Wilson, eds. *Race and Modern Architecture.* Pittsburgh:University of Pittsburgh Press, 2020.
Cheng, Irene. “Architectures.” In *A Concise Companion to Visual Culture,* ed. Aubrey Anable, A. Joan Saab, and Catherine Zuromskis. West Sussex: John Wiley & Sons, 2020.
Cheng, Irene. “The Racial Geometry of the Nation.” In *Race and Vision in the Nineteenth-Century United States,* ed. Shirley R. Samuels. Lanham, MD: Lexington Books, Rowman & Littlefield, 2019.
Cheng, Irene. “Pamphlets.” In *The Printed and the Built: Architecture, Print Culture and Public Debate in the Nineteenth Century,* ed. Mari Hvattum and Anne Hultzsch. London: Bloomsbury Press, 2018.
Cheng, Irene. “Race and Architectural Geometry: Thomas Jefferson’s Octagons.” *J19: The Journal of Nineteenth-Century Americanists* 3, no. 1 (Spring 2015).
Cheng, Irene and Bernard Tschumi, eds. *The State of Architecture at the Beginning of the 21st Century.* New York: The Monacelli Press, 2003.

**Professional Memberships:**
Society of Architectural Historians

**Name: Mark L. Donohue**

**Email**: mdonohue@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT 3030: Architecture Studio 3
ARCHT 5080 / MARCH 6080: Integrated Studio
ARCHT 3330: Materials and Methods
ARCHT 3040: Architecture Studio 4

**Educational Credentials:**
Master of Architecture II, with distinction, Harvard Graduate School of Design, 1995
Bachelor of Architecture, magna cum laude, Carnegie Mellon University, 1986

**Teaching Experience:**
Associate Professor, CCA, 2010–present
Senior Adjunct Professor, CCA, 2007–2010
Adjunct Professor, CCA, 1997–2007
Senior Lecturer, University of California, Berkeley, 2004
Assistant Professor, University of Nebraska, Lincoln, 1995–97
Summer Instructor, Harvard Graduate School of Design, 1995
Adjunct Professor, Boston Architectural Center, 1994–95
Teaching Assistant, Harvard Graduate School of Design, 1994

**Professional Experience:**
Founder - Principal, Visible Research Office, 2002–present
Associate, Gensler, 1997–2001
Associate, Mark Mack Architects, 1990–93
Project Architect, Landry Design Group, 1988–90
Designer, Canon Design Inc., 1987–88
Designer, Buro Pierre Zoelly, 1986–87

**Licenses/Registration:**
Architect - State of California (# C28778), 2001
Architect - State of Oregon (# ARI-13226), 2021

**Selected Publications and Recent Research:**
Double House (Moran/Gaw Residence); San Jose, CA, 2025–present
Architecture and Design Museum, Helsinki, Finland, 2024
Bend House (Reichardt Residence II); Bend, OR, 2020–23
Pour Winery – 2nd Place, Kayamandi, South Africa, 2020
“Twist Light Tower” - Urban Confluence Silicon Valley, San Jose, CA, 2020
Courtyard House (Brothers/You Residence); Los Angeles, CA, 2017–24

**Professional Memberships:**
American Institute of Architects (AIA)
Association of Collegiate School of Architects (ACSA)
Association for Computer-Aided Design in Architecture (ACADIA)
National Council of Architectural Registration Boards - Certification (NCARB)

**Name: Christopher Falliers**

**Email**: cfalliers@cca.edu

**Courses Taught** (Four semesters prior to current visit):
MARCH-6210: Architectural Analysis
ARCHT-2020: Architecture Studio 2
MARCH-6260: Grad Wide Elective - Pieces of Nature

**Educational Credentials:**
Master of Architecture, Massachusetts Institute of Technology, 1991
Bachelor of Arts, English, Writing Program, University of Colorado, Boulder, 1986

**Teaching Experience:**
Associate Professor, California College of the Arts (CCA), San Francisco, California, 2010–present
Chair of Graduate Architecture, CCA, 2008–2013
Adjunct Professor, CCA, 2004–2009
Lecturer, University of California, Berkeley, Berkeley, California, 1996–2003
Lecturer, Massachusetts Institute of Technology, Cambridge, Massachusetts, 1991–92

**Professional Experience:**
Principal + Partner, ideal x, Berkeley, CA and Ann Arbor, MI, 2015–present
Principal, u l a design, Berkeley, CA, 1999–present
Junior architectural designer, Freebairn-Smith & Crane, San Francisco, CA, 1993–99
Junior architectural designer, Testassociati, Alessandria, Italy, 1992–93
Junior architectural designer, Tremaglio Architects, Cambridge MA, 1990–91

**Licenses/Registration:**
NCARB Certification, 2019

**Selected Publications and Recent Research:**
Falliers, Chris and Antje Steinmuller, “Street Space as Collaborative Canvas,” in *Streetspace: An Anthology of Everyday Streets,* ed. Agustina Martire et. al. London: UCL Press, 2023.
Falliers, Chris, *Ucross Foundation Residency, Visual Arts,* 2023: Three-week residency with stipend, set in remote Wyoming, exploring representations of the environment through long-duration and dual (position, focus, and material) media.
Falliers, Chris. CCA divisional faculty grant + Yale Center for British Art visiting scholar supported research, 2023. Research on the changing visual representations and written descriptions of the atmosphere as informed by Enlightenment through Romantic thought and the emergence of human-produced climate.
Falliers, Chris, Leslie Roberts, and Adam Marcus, “Ecopoesis: Ecological Gatherings Towards Multi-disciplinary Solidarity,” book chapter in *Creative Activism: Research, Pedagogy and Practice,* ed. Elspeth Tilley. Cambridge, UK: Cambridge Scholars Publishing, 2022.

**Professional Memberships:** N/A

**Name: Thom Faulders**

**Email**: tfaulders@cca.edu

**Courses Taught** (Four semesters prior to current visit):
MARCH 6030: M.Arch Studio 3
MARCH 6090: Thesis Studio
MARCH 6440 / ARCHT 5070: Study Abroad - Project Tokyo: Experiments in Making
MARCH 6600-1 / ARCHT 5600: Elective - Awkward Architecture
MARCH 6070-1 / ARCHT 5070: Advanced Studio - Possible Futures

**Educational Credentials:**
Master of Architecture, Cranbrook Art Academy, 1993
Bachelor of Architecture, California Polytechnic State University, San Luis Obispo, 1986
California State University, Florence, Italy, one year study abroad, 1985–86

**Teaching Experience:**
Professor, California College of the Arts, 2013–present
Associate Professor, California College of the Arts, 2007–13
Assistant Professor, California College of the Arts, 2003–7
Adjunct Professor, California College of the Arts, 1999–2003
Visiting Lecturer, UC Berkeley, 1999, 2001, 2002
Visiting Lecturer, KTH Royal Institute of Technology, Stockholm, 1999

**Professional Experience:**
Principal, Faulders Studio, 2009–present
Principal, Beige Design, 1998–2009
Builder, Marmol Radziner, Neutra's Kaufmann House restoration, Palm Springs, 1995
Designer, Toraldo di Francia/Superstudio, Florence, Italy 1986–87

**Licenses/Registration:**
California State Licensed Architect, 1998–present
Florida State Licensed Architect, 2015–18

**Selected Publications and Recent Research:**
Exterior Architect, "2400 Work-Live Building", Miami, FL. New 62,000 SF work-live building located at the center of the Wynwood Arts District; construction 2025-26.
Exterior Architect, "Mount Sinai Medical Center Employee Garage", Miami Beach, FL. New six story, 27,000 SF façade located adjacent to the Julia Tuttle causeway; built 2024.
Public Artist / Exterior Architect, "Paseo Gulch Tower One Podium Parking Facade", Nashville, TN. 4-story façade at the base of a new 16-story living and mixed-use tower, built 2024.
Public Artist, "Shapeshift Oakland", Oakland, CA. The 4-story exterior artwork for Moxy Hotel provides an iconic gateway to the adjacent arts neighborhood in downtown Oakland, built 2021.
Public Artist / Artist in Residence Program, "Google ATAP Shade Canopy," Mountain View, CA. Situated between the realities of real world phenomena and information-based extremes; built 2021.
Exterior Architect, "Wynwood Garage", Miami, FL. 50,000 SF exterior design for a new 8-story mixed use and parking garage building in the Wynwood Arts District; built 2018.
"Material Imageability: the recent work of Thom Faulders," Blaine Brownell; Neil Spiller, ed., AD: California Dreaming, Wiley, London, March 2023.

**Name: Nataly Gattegno**

**Email:** ngattegno@cca.edu

**Courses Taught** (Four semesters prior to current visit):
MARCH 6010: MArch Studio 1B
MARCH 6240: Architecture Research Seminar
ARCH 5800 / MARCH 6800: Art City

**Educational Credentials:**
Master of Architecture, Princeton University, 2022
Master of Arts, Cambridge University, St Johns College, UK, 2000
Bachelor of Arts, Honors, Cambridge University, St Johns College, UK, 1998

**Teaching Experience:**
Professor of Architecture, California College of the Arts, 2020–present
Associate Professor of Architecture, California College of the Arts, 2014–20
Assistant Professor of Architecture, California College of the Arts, 2009–14
Lecturer, Cornell University, 2013
Lecturer, University of California Berkeley, 2010–11
Lecturer and Muschenheim Fellow, University of Michigan Taubman College, 2008–09
Assistant Professor, The University of Virginia School of Architecture, 2002–08

**Professional Experience:**
Co-Founder and Managing Partner, FUTUREFORMS, San Francisco, CA, 2002–present
Designer, ATOPIA LLC, NY, 2002–03
Designer, James Lambert Architects, London, UK, 1998–99

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**
Leviathan, Moscone Center, San Francisco, 2025
Cirrus, UC Davis, Sacramento, CA, 2025
Metamorphosis, San Francisco, 2025
Weatherscape, El Paso, TX, 2024
Continuum, Intuitive Surgical, Sunnyvale, CA, 2024
Bloom, Cupertino, CA, 2024
One Thousand Suns, CityLine, Sunnyvale, CA, 2022
Nephele Chandelier, San Francisco, 2022
Elektra, San Francisco, 2022
Orbital, Uber HQ, San Francisco, 2021
Radiance & Patten Parkway Arts Masterplan, Chattanooga, TN, 2021
Cosmos, Intuitive Surgical, Sunnyvale, CA, 2020
Constellations, University of West Florida, Pensacola, FL, 2020

**Professional Memberships:** N/A

**Name: James Graham**

**Email**: jamesgraham@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT 2200: History of Architecture 1, antiquity–1750
ARCHT 2220: History of Architecture 2, 1750–present
ARCHT 4220/MARCH 6220: Architectural Theory
GELCT 6200: Air Conditions

**Educational Credentials:**
Doctor of Philosophy in Architectural History and Theory, Columbia University GSAPP, 2019
Master of Architecture, MIT, 2009
Master of Arts in Media Studies and Film, The New School, 2008
Bachelor of Science in Architecture, with honors, University of Virginia, 2003

**Teaching Experience:**
Assistant Professor, California College of the Arts, 2020–
Adjunct Assistant Professor, Columbia University GSAPP, 2013–2020
Visiting Assistant Professor, Pratt Institute, 2012–2017

**Professional Experience:**
Director of Publications, Columbia University GSAPP, 2013–2020

**Licenses/Registration:**
Registered architect in the Commonwealth of Virginia, #14865, 2014–2024
Registered architect in the State of New York, #038447, 2015–

**Selected Publications and Recent Research:**
Graham, James. “Rehabilitory Modernism: László Moholy-Nagy’s Occupational Therapy at the School of Design in Chicago,” *Critical Inquiry* 51, no. 2 (Winter 2025).
Graham, James. “Cultivating ‘the Region’: Territory, Nation, and Lines in the Soviet Landscape, ca. 1930,” in *The Region: Spatial Histories of a Naturalized Concept*, ed. Ayala Levin and Manuel Shvartzberg Carrió (Aggregate, forthcoming).
Graham, James. “Archiving Atmosphere,” in *The Routledge Handbook of Art, Science, and Technology Studies*, ed. Hannah Star Rogers et al. Routledge, 2022.
Graham, James. “‘Commercial Battles of Self-Support’: Concrete Construction and the Disabled WWI Veteran,” issue on Disability and Preservation, ed. David Gissen, *Future Anterior* 16, no. 1 (Summer 2019): 16–32.
Graham, James, ed. *Climates: Architecture and the Planetary Imaginary*. Lars Müller Publishers, 2016.
Graham, James, ed. *2000+: The Urgencies of Architectural Theory*. New York: Columbia Books on Architecture and the City, 2015.

**Professional Memberships:**
Association for Slavic, East European, and Eurasian Studies (ASEEES)
Society of Architectural Historians (SAH)
European Architectural History Network (EAHN)
Global Architectural History Teaching Collaborative (GAHTC)

**Name: Margaret Ikeda**

**Email**: mikeda@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT-5080 / MARCH 6080: Integrated Studio
ARCHT-5040 / MARCH 6040: Building Technology Elective - Constructed Ecologies
MARCH-6020: M.Arch Studio 2

**Educational Credentials:**
Master of Architecture, University of California at Berkeley, 1994
Bachelor of Science, University of California at Davis, 1986

**Teaching Experience:**
Associate Professor, California College of the Arts, Architecture, 2018–present
Visiting Lecturer, University of Washington, College of the Built Environment, Seattle, WA, 2021
Visiting Lecturer, Gdansk University of Technology, Gdansk, Poland, 2020
Adjunct Professor, California College of the Arts, 2009–18

**Professional Experience:**
Co-Founder and Co-Director, Architectural Ecologies Lab. California College of the Arts, 2018–present
Co-Founder and Principal, Assembly, Berkeley, CA, 1994–present
Co-founder and Co-Director, Seashift Collaborative: Designing for Impermanence. Biodesign interdisciplinary research: UCSF, UCD, Stanford, MNU, 2019–present

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**
Outstanding Field Research Winner. California College of the Arts. BioDesign Challenge student team presentation of Shore Thing. Faculty leads: Margaret Ikeda, Evan Jones and Negar Kalantar, Ali Farajmandi (CCA), Dyche Mullins (UCSF), Ibrahim Mohamed, Amed Fariz Nizar (MNU). Top Eight Student Presentation at NYC BioDesign Challenge (June 13, 2025). Funded.

Buoyant Ecologies Float Lab, moved to Treasure Island in partnership with the Treasure Island Sailing Center (TISC). BCDC 3-year permit granted in June 2024, Move to Treasure Island on August 5, 2024. The Float Lab will become a backdrop for their TISC ocean health STEM education program. Funded.

Pioneering Biomaterials: Academia and Industry Convergence. Symposium and Exhibition, January 22 to February 14, 2025. Funded. https://pioneeringbiomaterials.com/

Adam Marcus, Margaret Ikeda, and Evan Jones. “Floating With: Buoyant Ecologies of Collaboration and Solidarity,” in *Transspecies Design: Design for a Posthumanist World,* ed. Adrian Parr and Michael Zaretsky. New York: Routledge, 2024.

Negar Kalantar, Evan Jones, Margaret Ikeda and Dyche Mullins. Chapter 3.2, “Smart Ways to Enclose Buildings: Using Super-Strong, Super-Hard,and Flexible Biomaterials Designed with Nano- and Mesoscale Technology,” in *The Routledge Companion to Smart Design Thinking in Architecture Urbanism. For a Sustainable Living Planet,* ed. Mitra Kanaani. New York: Routledge, 2024.

**Professional Memberships:** N/A

**Name: Jason Kelly Johnson**

**Email:** jjohnson2@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT 3030: B.Arch Studio 3
MARCH 5070 / 6070: Advanced Studio - Digital Craft / Computational Bamboo
ARCHT 5700 / 6700: Digital Media Elective - Synthetic Tectonics
ARCHT 5700 / 6700: Digital Media Elective - Intro to Creative Robotics in Art and Architecture

**Educational Credentials:**
Master of Architecture, Princeton University, 2021
Bachelor of Science Architecture, University of Virginia, 1996

**Teaching Experience:**
Professor of Architecture, California College of the Arts, 2021–present
Associate Professor of Architecture, California College of the Arts, 2015–21
Assistant Professor of Architecture, California College of the Arts, 2009–15
Lecturer, Cornell University, 2013
Lecturer and Oberdick Fellow, University of Michigan Taubman College, 2008– 09
Lecturer, University of Pennsylvania, 2005–07
Assistant Professor, University of Virginia School of Architecture, 2001–08

**Professional Experience:**
Co-Founder and Design Partner, FUTUREFORMS, San Francisco, 2002–present
Designer, Resider Umemoto, New York, 2000–2001
Designer, Polshek Partnership, New York,1996–99

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**
Leviathan, Moscone Center, San Francisco, 2025
Cirrus, UC Davis, Sacramento, CA, 2025
Metamorphosis, San Francisco, 2025
Weatherscape, El Paso, TX, 2024
Continuum, Intuitive Surgical, Sunnyvale, CA, 2024
Bloom, Cupertino, CA, 2024
One Thousand Suns, CityLine, Sunnyvale, CA, 2022
Nephele Chandelier, San Francisco, 2022
Elektra, San Francisco, 2022
Orbital, Uber HQ, San Francisco, 2021
Radiance & Patten Parkway Arts Masterplan, Chattanooga, TN, 2021
Cosmos, Intuitive Surgical, Sunnyvale, CA, 2020
Constellations, University of West Florida, Pensacola, FL, 2020

**Professional Memberships:**
ACADIA - Association for Computer Aided-Design in Architecture
Board Member 2012-21, President 2016-17, Vice President 2018-21

**Name: Negar Kalantar**

**Email**: kalantar@cca.edu

**Courses Taught** (Four semesters prior to current visit):
MARCH 6600: Robotic Craft: Exploring Innovation in Robotics and Materiality
ARCHT 5070 / MARCH 6070: Advanced Studio - Digital Craft: Embedded Intelligence

**Educational Credentials:**
Doctor of Philosophy in Architecture and Design Research, Virginia Tech, 2016
Master of Science in Architecture, Virginia Tech, 2014
Bachelor of Architecture and Master of Architecture, Shahid Beheshti University (SBU), Tehran, 2005

**Teaching Experience:**
Associate Professor, CCA, 2010–present
Assistant Professor of Architecture, Texas A&M University, 2014–18

**Professional Experience:**
Co-Founder, transLAB, 2010–present
Co-Founder, NYFT.Design, 2022–present
Senior Designer and Site Manager, Al Ahmadiah Co., Dubai, UAE, 2006–09
Special design research project with SOM Chicago (2011), Gensler (2014), Perkins & Will (2022)

**Licenses/Registration:** NA

**Selected Publications and Recent Research:**
Borhani, A., & Kalantar, N. “Nesting Fabrication,” in *The Routledge Companion to Smart Design Thinking in Architecture Urbanism. For a Sustainable Living Planet,* ed. Mitra Kanaani. New York: Routledge, 2024.
Kalantar, N., Ikeda, M., Jones, E., & Mullins, D. “Smart Ways to Enclose Buildings,” in *Routledge Companion to Smart Design Thinking.*
Borhani, A., Kalantar, N., Muliana, A., Mansoori, M., & Farajmandi, A. “Advancing Tunable Acoustics through Smart Materials,” in *Routledge Companion to Smart Design Thinking*.
Borhani, A., & Kalantar, N. “Kerfonic Wall,” in *Drawing Codes,* ed. Adam Marcus and Andrew Kudless. San Francisco: ORO And CCA Architecture Books , 2024.
Liu, D., Shahid, Z., Kalantar, N., et al. “Tunable Acoustic Properties in Kerf Structures.” *Journal of Architectural Engineering*, 2023.
Darnal, A., Poluri, K., Kalantar, N., et al. “3D Printed Freeform Kerf Structures.” *SPIE Proceedings,* 2023.
Farahbakhsh, M., Rybkowski, Z., Kalantar, N., et al. “Robotic 3D Printing Process Parameters.” A*utomation in Construction,* 2022.
Widstrand, C., Kalantar, N., & Gonella, S. Bandgap. “Tuning in Kerfed Metastrips.” *Extreme Mechanics Letters,* 2022.
Shahid, Z., Hubbard, J. E., Kalantar, N., & Muliana, “A. Dynamic Response of Kerf Structures.” *Acta Mechanica,* 2022.
Borhani, A., Kalantar, N., et al. “The Sound of Kerfing.” *ACADIA Proceedings,* 2022.
Darnal, A., Mantri, K., Kalantar, N., et al. “Chiral Kerf Composite Structures.” *Composites Part B: Engineering,* 2024.
Borhani, A., & Kalantar, N. “THINNESS: Form Finding in Eco-Ethical Shells.” *IASS Proceedings,* 2024.
Hosseini, N., Farajmandi, A., Kalantar, N., et al. “Transforming Eggshells into Bio-Building Systems.” *CAADRIA Proceedings*, 2025.

**Name: Janette Komoda Kim**

**Email**: janettekim@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCH-5070 / MARCH-6070: Advanced Studio
ARCHT-5800 / MARCH-6800: Urban Elective: From Public Engagement to Collective Power
ARCHT-3040: B.Arch Studio 4
ARCH-5070 / MARCH-6070: Advanced Studio: Retrofitting Work

**Educational Credentials:**
Master of Architecture, Princeton University, 2001
Bachelor of Arts, Columbia University, 1997

**Teaching Experience:**
Associate Professor, California College of the Arts, 2023–present
Assistant Professor, California College of the Arts, 2016–23
Assistant Professor, Syracuse University, 2015–16
Adjunct Assistant Professor, Columbia University GSAPP, 2005–15
Adjunct Assistant Professor, Barnard College, 2006–2011
Clinical Professor, Rensselaer Polytechnic Institute, 2005–06
Adjunct Assistant Professor, Rensselaer Polytechnic Institute, 2003–05

**Professional Experience:**
Co-Director, Urban Works Agency (UWA) at California College of the Arts, 2016–present
Principal, All of the Above, 2001–present
Editor in Chief and Founder, *ARPA Journal,* 2014–18
Co-Director, Urban Landscape Lab at Columbia University, 2008–15
Designer, Laura Kurgan Design, 2000–04
Junior Designer, Diller + Scofidio, 2002

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**
Kim, Janette, *Property Playbook*. Novato: Applied Research and Design Publishing, forthcoming.
Kim, Janette and Erik Carver, *The Underdome Guide to Energy Reform*. New York: Princeton Architectural Press, 2015.
Kim, Janette, “Manifold Enclosures,” in *Public Culture* (34, no. 3), 2022.
Kim, Janette, “Modeling a Critical Resilience,” in *Games and Play in the Creative, Smart and Ecological City*, ed. Dale Leorke & Marcus Owens. London: Taylor & Francis, 2021.
Designer, NaVaVana Experimental Farm, Sonoma County, with If/Then Studio. Schematic Design, 2024.
Designer, Minsu Boutique Hotel, Sichuan, China, with Cheng + Snyder, under construction.
Designer, Estuary Commons, Resilient by Design Challenge, with the All Bay Collective team, 2017–18.
Designer, “Manifold Enclosures,” exhibition in Seoul Biennale of Architecture and Urbanism, Seoul, 2023.
Designer, “Bartertown,” exhibition at Oslo Architecture Triennale, Nasjonalmuseet, Oslo, 2019.
Designer, “A Seat at the Table,” exhibition at Yerba Buena Center for the Arts, San Francisco, with the Urban Works Agency, 2018-19.

**Professional Memberships:** N/A

**Name: Keith Krumwiede**

**Email**: keith.krumwiede@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT-2020: B.Arch Studio 2

**Educational Credentials:**
Master of Architecture, Best Thesis Award, Southern California Institute of Architecture, 1994
Bachelor of Arts, Architecture, University of California at Berkeley, 1986

**Teaching Experience:**
Dean and Professor, California College of the Arts Architecture Division, 2018–present
Visiting Associate Professor, University of California, Berkeley, 2017
Visiting Associate Professor, Massachusetts Institute of Technology, 2017
Graduate Architecture Director and Associate Professor, New Jersey Institute of Technology, 2012–17
Associate Professor, Yale University, 2009–12
Assistant Dean, Yale University, 2004–12
Assistant Professor, Yale University, 2003–09
Gus Sessions Wortham Assistant Professor, Rice University, 1999–2003
Caudill Visiting Lecturer, Rice University, 1997–99
Wortham Teaching Fellow, Rice University, 1996–97

**Professional Experience:**
Principal, Independent Design and Research Practice, 1996–present
Project Designer, Smith-Miller and Hawkinson Architects, 1994–96
Design Consultant, City of Oakland Planning Department, 1990–92

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**
Krumwiede, Keith. *Atlas of Another America: An Architectural Fiction.* Zurich: Park Books, 2016. (Included in John Hill, *Buildings in Print: 100 Influential and Inspiring Illustrated Architecture Books*. Munich, London, New York: Prestel Verlag, 2021)
Krumwiede, Keith, James Graham, William Littmann, eds. *Reviewing Design Book Review: A Counter Anthology.* San Francisco: AR+D Publishing & CCA Architecture Books, forthcoming 2026.
Krumwiede, Keith. “This is Not (the Plan of) a House,” in *Drawing Codes: Experimental Protocols of Architectural Representation*, ed. Andrew Kudless and Adam Marcus, San Francisco: AR+D Publishing & CCA Architecture Books, 2024.
Krumwiede, Keith.“Getting Connected,” in *New Investigations in Collective Form*, by Neeraj Bhatia. SanFrancisco: AR+D Publishing & CCA Architecture Books, 2023.
Krumwiede, Keith. Foreword, in *One House Per Day*, ed. Andrew Bruno. San Francisco: ORO Editions, 2022.
Krumwiede, Keith. “Plan as Model.” *LOG 56: Model Behavior* (2022).
Krumwiede, Keith. “Plan as Model.” Research exhibited in *Model Behavior* at The Cooper Union, 2022.
Krumwiede, Keith. “5 Notes on Borrowing.” In *LOG 54: Coauthoring* (2022).

**Professional Memberships:**
Fellow, American Academy in Rome, Arnold W. Brunner/Katherine Edwards Gordon Rome Prize 2018.

**Name: Brendon Levitt**

**Email**: blevitt@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT-2340: Building Energy
ARCHT-3330: Materials & Methods
ARCHT-4320: Integrated Technology Systems

**Educational Credentials:**
Master of Architecture, University of California at Berkeley, 2004
Bachelor of Arts, Architecture, Yale University, 1997

**Teaching Experience:**
Professor, California College of the Arts, 2025–present
Associate Professor, California College of the Arts, 2018–25
Senior Adjunct Professor, California College of the Arts, 2015–18
Adjunct Professor, California College of the Arts, 2007–15
Lecturer, University of California at Berkeley, 2008–19
Lecturer, Academy of Art University, 2012

**Professional Experience:**
Senior Associate, Loisos + Ubbelohde, 2005–present
Principal, Levitt Studio, 1997–present
Project Designer, Maki and Associates, 1997–2000, 2004–05

**Licenses/Registration:**
Licensed Architect, California Architects Board, 2007

**Selected Publications and Recent Research:**
Recent projects as lighting designer, daylighting consultant, and/or energy analyst:
Performing Arts Center, Abu Dhabi, UAE: 600,000 sf opera house and concert halls.
UC Berkeley ClimatEnginuity Hub, Berkeley: 130,000 sf incubator for climate change research
Hirschhorn Museum, Washington, DC: 200,000 sf renovation of Smithsonian art museum
Metropolitan Museum of Art Renovation, New York: Renovation of the Lehman Wing
Tilden Park Environmental Education Center, Berkeley: 11,500 sf exhibit and learning hub
Google HQ Bay View, Moffett Field, CA: 3-building, 900,000 sf flagship office and event space.
Rice University New Engineering Sciences Building, Houston: 255,000 sf classroom, lab, and event space
Guggenheim Abu Dhabi, UAE: 450,000 sf state of the art art museum
Frick Collection, New York: 200,000 sf renovation of existing galleries, library, courtyards and event spaces.
Google Caribbean, Sunnyvale, CA: 500,000 sf million office and event space.
YouTube Campus, San Bruno, CA: 2.4 million sf world headquarters campus.
California Science Center, Los Angeles: 188,000 sf expansion of the air and space museum
Wornick Innovation Center, Foster City, CA: 10,000 sf renovation and addition for a synagogue and school
"Decarbonized Shadows: How Future Grid Scenarios are Shaping Architectural Design." *arcCA Digest: The Journal of AIA California,* September 2024.

**Professional Memberships:**
LEED Accredited Professional, US Green Building Council, 2004

**Name: Brian Price**

**Email**: bprice@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT 2010: B.Arch Studio 1
MARCH 6020: M.Arch Studio 2

**Educational Credentials:**
Master of Architecture with Distinction, Harvard Graduate School of Design, 2005
Bachelor of Architecture, California Polytechnic State University, San Luis Obispo, 2002

**Teaching Experience:**
Associate Professor, California College of the Arts, 2017–present
Chair of Graduate Architecture, California College of the Arts, 2017–23
Assistant Professor, California College of the Arts, 2010–17
Lecturer, University of California Berkeley, 2010
Visiting Critic, Yale University, 2009
Emerging Architect Fellow, Barnard College, 2008

**Professional Experience:**
Principal, Price Studio, San Francisco, 2012–present
Principal, PARA-Project, New York, 2005–12
Senior Design Associate, Sharples, Holden, Pasquarelli Architects (SHoP), New York, 2005–09
Preston Scott Cohen Architects, 2003-04

**Licenses/Registration:**
NCARB Certification, 2012
Registered Architect, New York State, 2011

**Selected Publications and Recent Research:**
“Reciprocity As Form,” ACSA Intersection Conference, 2023
“Seed School,” ACSA Annual Conference, 2023
Slow Table, competition proposal, Woodstock, NY, 2024
Overlap House, Oakland, CA 2024
Orchid Pavilion, competition proposal, Puerto Escondido, MX 2023
Four Light House, Mountain View, CA, 2023
Good Neighbors, competition proposal, Los Angeles, 2021
Mill Creek Residence, Healdsburg, CA, 2021
Wrapped House, Berkeley, CA, 2020
Overcast, Google Artist-in-residence submission, Mountain View, CA, 2019
44 Low Resolution Houses, exhibition catalog, Princeton School of Architecture, 2018
Creativity on The Line Exhibition, Cantor Art Museum, Stanford University, CA, 2017
Andover Street Residence, San Francisco, 2017
Blind Spots 5x5 Participatory Provocations, Exhibited at Center for Architecture, NY, 2016
Tabled Exhibition, California College of the Arts, 2016

**Professional Memberships:**
LEED Accredited Professional, US Green Building Council, 2009

**Name: Alexander McLeod Schofield**

**Email**: aschofield@cca.edu

**Courses Taught** (Four semesters prior to current visit):
MARCH 6020: M.Arch Studio 2
ARCHT 2130: Design Media 3
ARCHT 5700 / MARCH 6700: Design Media Elective - Sympoiesis: Making With
MARCH 6980: M.Arch Internship
ARCHT 5700 / MARCH 6700: Design Media Elective - Materials Matter; Material Matters.

**Educational Credentials:**
Master of Architecture, University of California at Berkeley, 2015
Bachelor of Arts, Architecture, University of California at Berkeley, 2013

**Teaching Experience:**
Assistant Professor and Associate Chair of Graduate Architecture, California College of the Arts, 2023–present
Adjunct Professor, California College of the Arts, 2018–23

**Professional Experience:**
Co-Director Architecture Ecologies Lab, California College of the Arts, 2023–present
Principal, Objects and Ideograms, a design workshop, 2017–present
Co-Founder, craftOS, 2021–23
Senior Engineer / Design Technologist, Munson Furniture, 2016–21
Project Manager / Designer, Hyphae Design Lab, 2016–21
Affiliate Artist, Autodesk, Pier 9, 2016–21
Designer / Production Assistant, Emerging Objects, 2014–16
Architecture Researcher, University of California at Berkeley, 2015–16
Architecture Intern, Skidmore, Owings & Merrill LLP, 2013

**Licenses/Registration:** N/A

**Selected Publications and Recent Research:**
Schofield, Alex. “Fish Houses.” In *Claying Architecture: Making Machine and Material Kin,* ed. Shelby Doyle, forthcoming.
Schofield, Alex., et al. Curator of Symposium. Pioneering Biomaterials; Convergence of Academia and Industry. San Francisco. February, 2025. www.pioneeringbiomaterials.com
Schofield, Alex., et al. *Come Sit With Me*, 3D Printed Bioreceptive Ceramic, wood. Works in Progress III Exhibition, California College of the Arts Gallery, 2025.
Schofield, Alex., et al. *Coral Carbonate*. 2023. 3D Printed Calcium Carbonate. How to Survive Exhibition, Anchorage Museum.
Schofield, Alex & Considine, Megan & Rumrill, Steven. “Oyster Tiling: Augmented Ecological Topology”. *Hybrids & Haecceities* Projects Catalogue, 42nd Annual Conference (2022); 160-165.
Schofield, A. 2020. Artificial Coral Articles And Preparation Methods Thereof. U.S. Patent No.US20200367477A1. November 26, 2020.

**Professional Memberships:**
ACADIA, Member of the Board of Directors, 2024–current

**Name: Neal J. Z. Schwartz**

**Email**: nschwartz@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT 5080-2 / MARCH 6080-2: Integrated Studio - The Alemany Exchange
MARCH 6090-1 Thesis Studio

**Educational Credentials:**
Master of Architecture with Distinction, Harvard University Graduate School of Design, 1992
Master in Public Policy, Harvard University Kennedy School of Government, 1992
Bachelor of Arts, European History, Brandeis University, 1984

**Teaching Experience:**
Professor, California College of the Arts, 2017–Present
Associate Professor, California College of the Arts, 2002–17
Adjunct Professor, California College of the Arts, 2000–02
Senior Lecturer, California College of the Arts, 1996–2000
Instructor, UC Berkeley, 1995–99

**Professional Experience:**
Founder + Principal, S^A Schwartz and Architecture, San Francisco, 1997–present
Senior Designer, Kaplan McLaughlin Diaz, San Francisco, 1994–97
Designer, Perry Dean Rogers & Partners, Boston, 1993–94

**Licenses/Registration:**
Registered Architect, California State

**Selected Publications and Recent Research:**
The Green House, Palo Alto, CA, 2025
"Loving an 'Untouched' Modernist House," *New York Times,* January 2025
"S^A Updates Silicon Valley House by Frank Lloyd Wright Protege," *Dezeen,* January 2025
Diamond ADU, Sonoma, 2022
AIA Redwood Empire, Merit Award, 2024
Mourning Dovecote, Sonoma, 2022
AIA Redwood Empire, Honor Award, 2024
Leit House, Glen Ellen, CA, 2021
The Chicago Athenaeum American Architecture Award, Honorable Mention, 202
AIA Redwood Empire, Merit Award, 2024
AIA Redwood Empire, COTE Award, 2024
Paradox House, 2024
AIA Redwood Empire, Merit Award, 2024
Modal Home, 2021
AIA San Francisco Design Awards, Merit Award, 2022
The Chicago Athenaeum American Architecture Award, Honorable Mention, 2023

**Professional Memberships:**
Fellow, American Institute of Architects (FAIA)

**Name: Craig Scott**

**Email:** cscott@cca.edu

**Courses Taught** (Four semesters prior to current visit)**:**
ARCHT 3030: B.Arch Studio 3
MARCH 6070: Advanced Studio

**Educational Credentials:**
Master of Architecture with Distinction, Harvard University, Graduate School of Design, 1994
Bachelor of Architecture, cum laude, Syracuse University, 1986

**Teaching Experience:**
Professor, California College of the Arts, 2014–present
Associate Professor, California College of the Arts, 2005–14
Senior Adjunct Professor, California College of the Arts, 2002–05
Assistant Professor of Practice, University of Michigan, 1998–2001
Lecturer, University of Michigan, 1996-98
Visiting Professor/Visiting Critic: Harvard GSD, UT Austin, Syracuse University, SCI-Arc

**Professional Experience:**
Founding Partner, IwamotoScott Architecture, San Francisco, 2000–present
Designer / Architect, Brian Healy Architects, Cambridge, MA, 1995–96
RoTo Architects, Los Angeles
Designer, Morphosis, Los Angeles, 1990–91
Designer, Glass Associates, Berkeley CA, 1986–90

**Licenses/Registration:**
Registered Architect: California #C23713

**Selected Publications and Recent Research:**
Ivy Tech Community College Moravec Hall, Columbus, Indiana, 82,000 sf ground-up building, 2022
1450 Owens Street, San Francisco, 200,000 sf 7 story lab building core & shell, 2024
Chengdu Exhibition Pavilion, Chengdu China, 30,000 sf ground-up building, in construction
4575 Santa Monica Blvd., Los Angeles, 16-unit ground-up apartment building, 2024
Portola Garden Homes, San Francisco, 63 single-family homes in special use district, entitled 2021
Alexandria Center for Life Sciences, San Carlos, CA, Bio-tech campus + 2 buildings, entitled 2023
Google One Maritime Plaza, San Francisco, 180,000 sf interior TI, 2021
950 Market Street, Façade consultant & interior for 242-unit multi-family residence, 2022
UCSF Parking Garage Facade, San Francisco, 2019
Goto Residence, Napa, CA, 2000 sf single family off-grid vacation house, 2016
Usonian ADU, Atherton, CA 1200 sf freestanding ADU for landmark FLWright Usonian house, 2025
Geode ADU, Burlingame, CA, 640 sf freestanding ADU for Eichler atrium house, 2023
Twitch HQ (Amazon company), San Francisco, 190,000sf interior TI, 2018
Pinterest HQ2, San Francisco, CA, 150,000 sf interior TI, 2018
Pinterest HQ1, San Francisco, CA, 100,000 sf interior TI, 2016

**Professional Memberships:**
American Institute of Architects

**Name: Clark Thenhaus**

**Email**: clarkt@cca.edu

**Courses Taught** (Four semesters prior to current visit):
ARCHT 5070: Advanced Studio: R.O.A.R. Military Infrastructure and the American West
MARCH 6010: M.Arch Studio 1
MARCH 6090: M.Arch Thesis Studio

**Educational Credentials:**
Master of Architecture, University of Pennsylvania, 2007
Bachelor of Environmental Design, University of Colorado, 2003

**Teaching Experience:**
Associate Professor, California College of the Arts, 2022–present
Assistant Professor, California College of the Arts,2015–22
Lecturer 1, University of Michigan, 2014–15
Teaching Fellow, University of Michigan, 2013–14
Associate Professor, Royal Melbourne Institute of Technology, 2010–11
Adjunct Professor, University of Colorado, 2010–12

**Professional Experience:**
Principal, Endemic Architecture, 2013–present

**Licenses/Registration:**
California, 2020–present
Colorado, 2016–present

**Selected Publications and Recent Research:**
Thenhaus, Clark. “Plugging Holes,” *Log* 64 (forthcoming, 2025).
Thenhaus, Clark. “As Builts,” *Pidgin Journal* 30 (2022): 144–60.
Thenhaus, Clark. “Sea Creatures Make an Underwater Face,” *See / Saw 2: Dif*ference (2020): 24-36.
Thenhaus, Clark. “More Darlings,” *Fresh Meat X: Towards a Familiar Architecture* (2019).
Thenhaus, Clark. “Sort, Scatter, Shuffle,” Offramp, Issue #15: Stuff. Sci-Arc. Spring 2018.
Thenhaus, Clark. “Confetti Urbanism,” *The Architects Newspaper: Awards,* 2018.
Thenhaus, Clark. “San Francisco Music Hall,” *Journal of Architectural Education* online; Discursive Images.
Thenhaus, Clark. “Typology, Intention, & Darlings” *POOL 2: Rules* (2017): 62–65.
Thenhaus, Clark. “One Sentence Per Day,” *One House Per Day,* ed. Andy Bruno, 366–68. San Francisco: ORO, 2022.
Thenhaus, Clark. “Almost Familiar Forms,” *Possible Mediums,* ed. Kelly Bair, Kristy Balliet, Courtney Coffman, Kyle Miller, & Adam Fure, 178–79. New York: Actar, 2018.
Thenhaus, Clark. “Authenticity: Endemic,” *Young Architects 17: Authenticity,* ed. Anne Rieselbach, 52–175. New York: The Architectural League of New York. 2017