Architecture Program Report

Savannah College of Art and Design

September 7, 2021

National Architectural Accrediting Board, Inc.

NAAB

Architecture Program Report (APR)

2020 Conditions for Accreditation
2020 Procedures for Accreditation

Institution	**Savannah College of Art and Design**
Name of Academic Unit	Architecture
Degree(s) *(check all that apply)* **Track(s)** *(Please include all tracks offered by the program under the respective degree, including total number of credits. Examples:* *150 semester undergraduate credit hours* *Undergraduate degree with architecture major + 60 graduate semester credit hours* *Undergraduate degree with non-architecture major + 90 graduate semester credit hours)*	☐ Bachelor of Architecture ☒ Master of Architecture 180 undergraduate credits in a preprofessional or preparatory program in architecture or a related discipline plus 90 graduate credits ☐ Doctor of Architecture
Application for Accreditation	**Continuing Accreditation**
Year of Previous Visit	2013
Current Term of Accreditation *(refer to most recent decision letter)*	Continuing Accreditation (Eight-Year Term)
Program Administrator	Anthony Cissell, chair of architecture
Chief Administrator for the academic unit in which the program is located *(e.g., dean or department chair)*	Dr. Geoffrey Taylor, dean of the School of Building Arts
Chief Academic Officer of the Institution	Dr. Gokhan Ozaysin
President of the Institution	Paula Wallace
Individual submitting the APR	Erin O'Leary, vice president for institutional effectiveness
Name and email address of individual to whom questions should be directed	eoleary@scad.edu

Please Note: The SCAD APR contains hyperlinks to website URLs and other supplemental materials securely stored on the university's Box.com account.

If you need technical assistance or have any questions about the report, please contact accreditation@scad.edu.

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INTRODUCTION

Progress since the Previous Visit (limit 5 pages)

In this Introduction to the APR, the program must document all actions taken since the previous visit to address Conditions Not Met and Causes of Concern 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.*

Program Response:

Progress Since the Previous Visit. SCAD embraces the reaffirmation process as an opportunity to demonstrate excellence, compliance, and achievement in architecture education. Since the previous NAAB visit in 2013, SCAD dutifully addressed the Conditions Not Met and Causes of Concern cited in the most recent Visiting Team Report (VTR). On August 24, 2016, the NAAB accepted the SCAD Interim Progress Program Report and concluded that SCAD demonstrated satisfactory progress toward addressing the deficiencies identified in the most recent VTR. No further reporting was required.

B.4 Site Design. 2013 Visiting Team Assessment: The team found evidence of the students' ability to respond to site characteristics and context in the development of a design project at the graduate level (ARCH 717: Graduate Architecture Studio I & ARCH 727: Graduate Architecture Studio II). However, the team did not find evidence of topographical modifications to accommodate a proposed project.

Site Design Overview. Since 2013, the SCAD architecture department has elevated its focus on site design within the built environment, in particular topography and its requisite modifications to accommodate projects. Faculty embedded key design challenges in graduate studio assignments and required students to apply critical site design tools in project solutions. Newly created extended learning opportunities provide additional exposure to resilient responses to complex topographical conditions and demonstrate the relationships between building, program, and landscape.

Studio Coursework. In ARCH 717 Graduate Studio I: Urban Design and Development, the first studio in the graduate course sequence, students develop, test, and evaluate architectural solutions for monumental architecture and urban master plans. For example, students read and manipulate an Atlanta site with a significant hillside grade change to address building scale, orientation, procession, and movement within the program. Other studio briefs require the development of complex sites (e.g., Hudson Yards, New York, New York and Qianhai Bay, Shenzhen, China) situated along major waterways with grade-change solutions that involve urban infrastructure, diverse transportation networks, and unique resolution of the water's edge. The competing needs of these sites lead students to develop contrasting solutions, such as a central sloping park or a raised and terraced park — formed by cutting and filling — navigated by a system of stairs, terraces, and linear parks along canals.

The SCAD M.Arch. comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems) leads students through extensive project site planning, strategies for sustainability, and site design proposals. Student solutions guide users through and around buildings with topography and landscape features. To advance students' understanding of site requirements, in 2019 and 2020, ARCH 727 students participated in faculty-led workshops that demonstrated how landscape contours direct water movement. Subsequent student design exercises responded to increasingly complex site requirements, including roads and buildings of different sizes with resulting consequences for run-off, volume, and control. These site design strategies (with appropriate technical drawings and documentation) are then advanced in site grading plans in ARCH 737.

Students in ARCH 727 gain additional experience with site design management and technical precedents during in-class faculty and professional guest presentations. For example, in Winter 2020, students reviewed resilient design strategies to respond to site characteristics and context for flood prone regions. To further inform their design proposals, Professor Melanie Cragnolin, PE presented, "The Pro-Active Resiliency and Effects of Major Storm Events on Buildings," which featured retrofit case studies of structures damaged by dramatic storm surges during Hurricane Sandy, noteworthy resilient design practices, and emerging resilience strategies developed in Cragnolin's structural engineering practice.

Extended Learning Opportunities. Students broaden their understanding and skills within the discipline through learning experiences that extend beyond the classroom such as SCADextra workshops and guest lectures by locally and globally practicing architects. Recent extended learning opportunities that elevate students' ability to respond to site characteristics and context in the development of a design project include:

Site Work Design Development and Sustainable Design Workshop: SCAD Professors Ryan Madson and Scott Singeisen provided an overview of strategies for site planning, site design, site selection, and sustainable water use. Development suitability processes, hydrology, storm runoff and erosion control, selection/use of materials, life-cycle assessment (raw materials acquisition, manufacturing, use and maintenance, and disposal), and ten rules of contours were also covered in this workshop.

Resiliency in Design Keynote: 2020 AIA National President Jane Frederick, FAIA, principal at Frederick + Frederick Architects led an in-depth industry conversation about design strategies that make buildings safer and support a more efficient use of energy and resources. The keynote featured AIA Design Excellence award-winning projects that incorporate exceptional resilient and sustainable design strategies.

Sustainability Masterclasses and Roundtables: Founder of Behnisch Architekten Stefan Behnisch, a professional mentor for the SCAD architecture program, joined students virtually from his Behnisch Architekten office in Germany to share how the architectural discipline is evolving to integrate sustainability research in project development and the built environment.

3D Imagery, and Remote Sensing Workshop: ESRI Solutions Engineer Geoff Taylor, now a senior solutions architect at Nearmap, led a workshop that concentrated on geospatial modeling and integrated design processes.

GeoDesign and ArcGIS Demonstrations: Jeff Herzer, GIS specialist at Geo + Media + Design and Dr. Hrishi Ballal, managing director at Geodesign Hub, taught students techniques to utilize site data and evaluate the appropriate selection and application of software to urban sites.

Develop New Solutions for Storied Buildings: John Crump (M.Arch., architecture, 1993), vice president at SmithGroup, shared strategies that seamlessly combined new work in complex urban sites characterized by treasured built environments.

2013 Visiting Team Comments: The visiting team heard from students that most faculty advising occurs through informal means. Such advising can lead to inequities in student access and potentially inconsistencies in advice. The program is encouraged to explore a more formal system of faculty advising to increase student access and improve the quality of faculty advice to students about careers and course selection.

A Formal Ecosystem of Advising. SCAD has a comprehensive advising system which connects students to a plethora of resources through a formal structure. This expert faculty and staff adviser network guides students to informed decisions about their academic progress and career preparation. Admission advisers, student success advisers, faculty advisers, and career and alumni success advisers create the foundation of SCAD's formal advising ecosystem.

Admission Advisers. A SCAD admission adviser is assigned to prospective students as soon as they complete their admission application. Admission advisers preemptively contact students to inform them of the materials required to complete their file and to answer potential questions.

Student Success Advisers. After admission, each student is assigned a staff adviser who assists them with registration, course sequencing, and degree completion. Student success advisers ensure that students have access to accurate and consistent information about SCAD programs, policies, procedures, and resources.

Faculty Advisers. Each student is also assigned a faculty adviser and department graduate coordinator, who offer major-specific guidance, especially as it relates to coursework, assignments, and students'

progression toward professional careers. Faculty advisers develop mentoring relationships with students that focus on review of academic progress and career development. Students are encouraged to meet with their faculty advisers to discuss schedule planning, elective coursework, career preparation, and other academic considerations. Faculty advisers are available during required office hours and by appointment.

Career and Alumni Success Advisers. Additionally, each student is assigned a career and alumni success staff adviser who provides guidance and support in career preparation, including career action plans, résumés and portfolios, interview techniques, presentation rehearsals, and more.

Students also benefit from the 24/7 MySCAD online portal designed to support the university's formal ecosystem of advising, and the SCAD app allows students to use their mobile devices to securely register for classes, contact classmates and faculty, and view midterm and final grades.

Student satisfaction with these advising services echoes SCAD's commitment to quality educational support services. 2021 SCAD Student Survey results indicate that 92% of graduate students were satisfied with the overall quality of academic advising.

The architecture department developed and implemented the following strategies to achieve this high-level student satisfaction:

Graduate Coordinators and Orientation Program. The department designates professors to serve as graduate coordinators for all incoming graduate students. Coordinators acclimate students to the department culture and resources, discuss course sequencing, guide students through their program of study, and manage applications for candidacy reviews and thesis applications. Each fall, coordinators host an orientation session for new students.

In-class Advising Information. Architecture faculty promote advising in class during the first week of each quarter and direct students to the MySCAD online portal to connect them with graduate advising information. Faculty inform students of the role of faculty advisers and the department chair and encourage students to consult with their student success advisers and career and alumni success advisers.

Office Hours/Conferences. In line with university best practices, the architecture department requires faculty members to hold four office hours per week. Faculty office hours are posted on each course syllabus and include an open-door policy to accommodate student schedules and offer students multiple dedicated times to discuss and review academic progress and career development. Additionally, faculty host extra help sessions and informal meetings with students before and after class.

Department Chair Advising. The architecture department chair also meets with students to provide supplemental support in their academic and career objectives as a complement to faculty advising. In addition to in-person and email counsel, students submit requests related to course sequencing and program progression to the chair through the MySCAD online portal's workflow system. Through this efficient process, students receive clear and consistent responses to requests and guidance on next steps.

Career and Alumni Presence at Clark Hall. The SCAD office of career and alumni success provides a wide array of career development services, including individual career counseling, internship assistance, workshops, and professional development resources. A dedicated major-specific career adviser works with architecture students weekly in Clark Hall for scheduled and drop-in meetings.

School of Building Arts IPAL and Field Internship Coordinator. Students enrolled in SCAD's Integrated Path to Architectural Licensure (IPAL) initiative work with a dedicated staff member for one-on-one, formal advisement related to IPAL progress. Cristina Gutierrez, the School of Building Arts IPAL and field internship coordinator, provides mentorship, counsel, and nationwide internship information to IPAL students. Gutierrez also serves as a liaison between School of Building Arts students and employers and facilitates students' recruitment and internships with firms.

2013 Visiting Team Comments: The visiting team did not find any formal means for the program administration to obtain feedback from students on governance and program issues. Students did not know how to play an active role in activities such as curriculum development, faculty searches, and the other important governance issues of the program.

SCAD and the architecture department utilize an array of formal feedback mechanisms to obtain feedback from students on satisfaction with programs and services. Additionally, the architecture department facilitates student awareness of, and representation in, a variety of initiatives that contribute to a robust architecture program and overall SCAD student experience.

Student Feedback Mechanisms

Student Surveys and Assessment. Major institutional surveys — which include the Ruffalo Noel-Levitz Student Satisfaction Inventory, the National Survey of Student Engagement, the SCAD Student Survey, and event-specific surveys — allow students to share feedback with the department and university. The SCAD institutional effectiveness department analyzes survey data and reports the outcome of these surveys to individual departments to identify strengths and opportunities for improvement and develop action plans to facilitate continuous improvement. Examples of student feedback influencing the architecture program are discussed in more detail in Section 5.3 Curricular Development.

Students also complete quarterly course evaluations to provide individual professors and the program direct feedback with regard to classroom learning. Students are asked to rate a variety of criteria ranging from delivery of course content to the academic experience. Responses are aggregated and evaluated for insights about professor and program strengths and opportunities for growth.

Student Participation in Governance. SCAD architecture students actively participate in university and program governance. These opportunities, which are further described in Section 5.1 Structure and Governance, are promoted by the department and through the SCAD office of student involvement.

Student Organizations. Through the SCAD office of student involvement, students become active members of the university community, by participating in student clubs, leadership programs, and student media outlets. The architecture department has long-established student-governed chapters of the American Institute of Architecture Students (AIAS), the American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), and the National Organization of Minority Architects (NOMA). Memberships, including officer positions, held within these clubs and participation in these activities serve an important role in contributing to the fabric of the university and its academic programs.

Many student organization representatives also serve on the SCAD Inter-Club Council (ICC) to communicate needs and interests to the university's student services department. For example, an ASHRAE student officer serves as an ICC liaison and supports student club registration, event planning, budget requests, and records ICC meeting participation and reporting.

SCAD Architecture Learning Culture Credo. Students play an integral part in the development and implementation of the SCAD Architecture Learning Culture Credo (the department's studio culture policy), particularly as it relates to ethics, culture, diversity, and integrity. For example, in 2020, with assistance from the institutional effectiveness department, architecture leadership initiated a series of focus groups with students to ask pertinent questions about their perception of equity and diversity within the department. Leaders from each of the department's professional organization student chapters – AIAS, ASHRAE, and NOMAS – collaborated with faculty and recent graduates to propose revisions to the credo based on feedback obtained during the focus groups.

Student Representation on Department Committees. Faculty members nominate students to serve and support each of the four architecture department faculty committees — curriculum and assessment committee, accreditation committee, admission and internship committee, and technology committee. Student nominees are reviewed by the department chair before they are asked to represent the student body as contributing members on their respective committees.

Student Involvement in Faculty Searches. Students participate in the hiring process of new faculty by attending in-class presentations from prospective faculty and providing feedback. Department leadership identifies a class that would benefit from the expertise of the faculty candidate and crafts a lecture prompt to be delivered to students in class. Recent candidate lecture topics include site design and coastal resiliency and perceptions of architecture as an increasingly interdisciplinary and diverse profession. The results of the faculty candidate's in-class presentation and student feedback are captured in the faculty candidate evaluation forms submitted to the human resources department by professors, academic program leaders, and faculty recruiters who also observe the presentation.

2013 Visiting Team Comments: The team found that since the last visit the student body has increased in diversity while faculty diversity has decreased. Faculty hiring should reflect the diversity of the general student population as measured by gender and race. The program is encouraged to pay particular attention to faculty hiring in an effort to bring this discrepancy into a better balance.

SCAD fosters a compelling collaborative environment in which diverse expert faculty and staff educate the next generation of creative leaders. The university's commitment to diversity and inclusion is evident in faculty and staff recruitment strategies, the architecture department's faculty and staff diversity characteristics, and a dedicated office of inclusion that heightens professional development and teaches effective strategies that enable all employees to engage with and contribute to SCAD's diverse community.

To support a diverse university community, SCAD human resources recruiters work with department leadership to develop recruitment strategies that reach broad audiences. For example, in addition to liaising with architecture firms that are key NOMA participants, SCAD has placed architecture professor job postings with the following communities: NOMA Career Center; Blacks in Higher Education Network; Hispanics in Higher Education Network; and Women and Higher Education Network.

As expanded upon in Section 5.5 Social Equity, Diversity, and Inclusion, the SCAD architecture department features a diverse faculty and staff that fosters a culturally rich learning environment. The program includes faculty members from Bolivia, Egypt, Italy, Hungary, Romania, and Taiwan, who collectively speak nearly a dozen languages. Their backgrounds and professional experiences mirror and celebrate the program's diverse student population. The department also employs six female faculty members (24% of the total faculty) and female employees constitute 100% of the full-time staff in the department.

2013 Visiting Team Comments: The visiting team found inconsistency in the comprehensive design student process workbooks. A more formalized process for the accounting of items such as the integration of building systems, building envelope design, and use of precedents will enhance the demonstration of student achievement.

Building Systems Integration. To promote greater consistency in the presentation of students' comprehensive designs, the architecture department implemented standardized project deliverable requirements in the graduate comprehensive studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems). These requirements, which are reviewed in all studio sections, assure that students consistently address all elements of building systems integration. Best practice examples of building systems integration and technical documentation also are shared with students. Additionally, all final presentations and technical process books submitted in the studio sequence are reviewed by professors using established department-approved criteria.

As an extra layer of quality assurance, beginning in 2020, the department integrated practicing architects to serve as professional mentors in the graduate comprehensive studio sequence. Professional mentors review student work and provide faculty and students with reviews on technical development and the representation of the comprehensive design. For example, following feedback from the mentors, faculty recently modified technical exercises to further connect user experience with choices related to structural systems and materials. For more information on how the department meets building systems integration expectations see Section 3.2 Student Criteria.

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.

This section is limited to 5 pages, total.

Program Response:

Alignment. The SCAD architecture department is committed to academic excellence and strives to anticipate and integrate best practices in higher education and the architecture profession. During the collaborative development of the 2020 NAAB Conditions for Accreditation, and through feedback gleaned from NAAB-hosted webinars and presentations, the department concluded that the new conditions closely aligned with SCAD's outcome-based approach to teaching, learning, and assessment; emphasis on excellence, innovation, and continuous improvement in architecture education; and the architecture department's values, affirmed in the SCAD Architecture Learning Culture Credo. As a result of this alignment, and a shared vision for increased access to the profession and distinctiveness among programs, SCAD elected to adopt the 2020 Conditions for Accreditation, without need for substantive changes.

Assessment. The architecture department identified opportunities to more directly assess NAAB Student Criteria 5 (Design Synthesis) and 6 (Building Integration) as a part of its programmatic assessment plan. In collaboration with the SCAD office of institutional assessment, the architecture department enhanced the M.Arch. program-level student learning outcomes and assessment plan to reflect the NAAB's accreditation standards. The M.Arch. assessment plan was refined by the addition of two additional student learning outcomes that document and evaluate design synthesis and building integration. The department determined that the comprehensive design studio sequence — ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Detailing and Systems — was the optimal assessment point and added these courses to the existing annual assessment plan. In 2019–20 and 2020–21, assessment results demonstrated that student ratings for all program-level outcomes met the standard, and the average year-over-year student rating increased for both outcomes (see Section 5.3 Curricular Development).

Comprehensive Studio Design. Following adoption of the new NAAB conditions, architecture department leadership reviewed faculty course assignments to ensure that professors teaching the comprehensive design studio sequence had terminal degrees and were licensed architects. Additionally, professional mentors were assigned to each studio course to provide students with additional feedback and share new innovations in architectural practice. Recent architecture mentors include: Patrick Phelps (M.Arch., 1995), architect at Hansen Architects; Eddie Bello, principal at Bello Harris Architects; John Crump (M.Arch., 1993), associate principal at SmithGroup; Stefan Behnisch, founder and principal of Behnisch Architekten; and Chris Boone (M.Arch., 2008), associate principal at Lessard Design.

This combination of professor credentials and mentorship, together with a studio sequence that models the professional design process, has led to exceptional student learning outcomes and AIA Georgia Design Award-winning student projects.

Faculty Licensure. In support of SCAD's vision to be the preeminent source of knowledge in the disciplines we teach, and in line with the 2020 NAAB Conditions for Accreditation, the department established professional licensure as a minimum qualification for new full-time faculty hires. During the last two years, the department welcomed seven new faculty members, all of whom are licensed as architects or engineers.

Students' Path to Licensure. Consistent with the 2020 NAAB Conditions for Accreditation, SCAD endeavors to increase access to the profession, specifically through the Integrated Path to Architectural Licensure (IPAL) program and increased education on various pathways to licensure. Architecture faculty collaborate with the admission department to promote the value of IPAL to prospective students. Faculty advisers and the School of Building Arts IPAL and field internship coordinator encourage current students to evaluate if IPAL aligns with their career plans. Additionally, the department incorporated weekly faculty-led ARE workshops that are available to all SCAD students.

Conclusion. The SCAD architecture program's compliance with the 2020 NAAB Conditions for Accreditation is a principal priority for both the department and the university, and we are proud to demonstrate this commitment to quality assurance in our 2021 SCAD architecture program report.

1—Context and Mission

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:

Institutional Context and Mission. SCAD is an accredited, private, nonprofit university offering more specialized creative degree programs than any other university in the U.S. Founded in 1978, SCAD strategically and cohesively marshals resources to achieve its mission: *SCAD prepares talented students for creative professions through engaged teaching and learning in a positively oriented university environment.*

Every program, initiative, and resource at SCAD serves this mission, from curriculum development to student support services to the founding of two major teaching museums. Today, with locations in Savannah and Atlanta, Georgia; Lacoste, France; and online via SCADnow, the university prepares tomorrow's creative leaders for fulfilling careers across the globe.

SCAD enrolls approximately 15,000 undergraduate and graduate students pursuing academic degree programs in more than 40 majors. SCAD's diverse and inclusive student community hails from all 50 states and more than 100 countries, and as of Spring 2021, international students comprised 25% of the student body. Across all SCAD locations and learning modalities, students benefit from the guidance of approximately 750 credentialed professors and individually tailored support from more than 1,000 dedicated staff members.

Across SCAD locations, the university's academic and administrative built environment comprises an array of almost-entirely repurposed, revitalized, and reimagined extant buildings. Designed to provide a one-of-a-kind learning experience for SCAD students, each building showcases student, alumni, and faculty art with interiors designed by SCAD Design Group. Vibrant and immersive, SCAD's living-learning environment fosters a community that recognizes and celebrates art, design, learning, collaboration, sustainability, and professional practice.

The university's three global locations impart a keen awareness of how rural, urban, and cultural contexts inform and inspire design. Students explore the bustling, ever-evolving cityscape of Atlanta; examine centuries of European culture and influence in Lacoste, France; and thrive amid one of the most celebrated urban plans in the world, Savannah — a diverse city of inspired historic and award-winning contemporary architecture.

Architecture Department Context and Mission. Located at SCAD Savannah, the architecture department enrolls more than 300 students in the B.F.A. and M.Arch. programs. The program's curricular agility and continued connection to emerging professional practice primes the department to anticipate, innovate, and keep pace with the rapidly changing technical and philosophical demands of the architecture profession. Faculty expertise propels proactive enhancements and evolutions in curricula — notably SCAD's IPAL program — which are hallmarks of the department's commitment to exceptional professional education.

The architecture department features an exceptional cadre of 19 full-time and six part-time faculty members, all of whom have graduate degrees and a variety of professional expertise and experience. The department's size enables the university to attract faculty members with specific areas of specialization — with priority placed on professional licensure and credentials — further enriching the student learning experience and modeling professional expectations in focused areas such as urban design, sustainable

and resilient design, and building information modeling. Diverse faculty backgrounds shape a comprehensive understanding of the building arts disciplines and prepare students for an inclusive and equitable professional practice.

The program's mission supports the university's mission, affirms the importance of professional development, and requires that faculty have experience in — and remain current with — evolving cornerstones of the profession, from environmental sustainability to urban evolution: *The SCAD architecture program promotes knowledge, skills, and judgment that culminate in a professional career with emphasis on design excellence, leadership, critical thinking, global awareness, ethical values, and communication skills.*

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:

SCAD's architecture department exists within the School of Building Arts, one of the earliest and most visible academic units of the university. The School of Building Arts comprises the following undergraduate and graduate disciplines: architectural history, architecture, furniture design, interior design, and preservation design. Architecture students benefit from this comprehensive, interdisciplinary study of the building arts with interdepartmental collaborative studios, elective coursework in related disciplines, and university experiences that deepen knowledge in related disciplines.

Benefit to the Institution.

As a flagship department that embodies the rigor and preparation necessary for success in creative professions and benefits the institution in myriad ways, architecture:

- Models professional practice as one of two programmatically accredited, professional programs in the School of Building Arts that satisfies the education requirement for licensure;
- Catalyzes professional collaboration within the discipline and across allied disciplines;
- Emphasizes commitment to lifelong learning, with student professional organizations that host guest speakers, panels, firm events, and workshops open to all SCAD students;
- Designs extended learning opportunities and extracurricular SCADextra workshops facilitated by architecture faculty, available to all students;
- Sponsors public lectures through the *Guests and Gusto* virtual series and focused keynotes included in the School of Building Arts lecture series;
- Garners positive recognition for the university from faculty professional and academic accomplishments, rankings, student awards and accolades, and publicity; and
- Promotes leadership for interdisciplinary initiatives through SCADpro, the university's premier design and research studio, and SCAD SERVE, which advances the university's many design-for-good efforts.

Benefit from the Institution.

The architecture program benefits from the comprehensive SCAD environment in many ways, including:

- Diverse, credentialed faculty with broad experience who advance new lines of inquiry, challenge methodologies, and create interdisciplinary experiences;
- Professional development resources that bolster engaged teaching and learning (e.g., Presidential Fellowships and Sabbatical Awards, Best Practices in Teaching and Learning workshops);
- Global study modalities that deliver rich experiences, from dynamic digital courses and communities to study abroad immersions;
- Dedicated admission recruiters who host information sessions, visit colleges and high schools, and meet with prospective students and their families;
- Robust institutional financial support;

- Highly qualified, expert student success and counseling staff (as well as a School of Building Arts IPAL and field internship coordinator) who inform and guide students through their SCAD education and connect them with academic and wellness support;
- SCAD's leading-edge Career and Alumni Success department, which offers individualized advising, professional development, and workshops;
- Collaborative engagements with external corporations and organizations through SCADpro;
- SCADamp, the university's professional presentation studio that prepares students and alumni for peak performance moments through verbal, visual, and interpersonal communication coaching;
- Community service opportunities through SCAD SERVE;
- A unique path to wellness through Bee Well which promotes emotional, social, and physical wellness through counseling resources, student clubs, and a variety of dining and fitness options;
- Specialized on-site and virtual technology and resources available to students at no additional cost;
- A professional institutional effectiveness department that supports assessment and accreditation;
- The award-winning SCAD Museum of Art and SCAD FASH Museum of Fashion + Film in Atlanta;
- Access to an extensive range of library and learning resources; and
- Annual signature events, SCADextra workshops, field trips, extra help sessions, and more that provide an extensive array of extended learning opportunities to engage students beyond the classroom.

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:

SCAD encourages individual and collaborative opportunities for architecture students and faculty to learn both inside and outside the classroom. Through university programming and co-curricular and cross-disciplinary instruction, students enhance their academic experience and prepare for professional careers.

SCADpro. Architecture students, professors, and external partners collaborate with students from other majors to produce design solutions for companies like Clayco, Hermès, Deloitte, Google, Ford, Volvo, Target, Uber, Delta, Disney, and many more.

SCADamp. Architecture students work with SCADamp coaches to build professional communication skills across a spectrum of formal and informal peak-performance moments — from formal presentations and job interviews to networking at SCAD signature events.

SCADextra. SCAD professors and invited professionals offer workshops that extend beyond the boundaries of a class meeting to deepen academic engagement. Conducted on-ground and/or virtually, these workshops expand knowledge gained in class and enrich students' creative and professional endeavors.

SCAD Museums and Galleries. Featuring work by creative visionaries, exhibitions include architecture and design, fine arts, film, fashion garments, and digital media, and complement the university's academic programs. SCAD museums enlighten minds and elevate dialogue year-round with lectures, screenings, workshops, and gallery talks, as well as inventive virtual events and tours.

Field Trips. Students engage in travel, field trips, and additional related explorations outside of the classroom to foster a culture of lifelong learning. All SCAD courses include at least one required field trip, which can include a guest lecture, virtual walkthroughs and site assessments, to events further afield. Architecture students travel to design studios, fabrication shops, temples, construction sites, and more.

Student Leadership in Architecture. SCAD architecture students participate in a wide variety of professional societies and organizations: AIAS, NOMAS, Geodesign, Tau Sigma Delta, and ASHRAE. SCAD AIAS hosted the national AIAS FORUM in Savannah and Quad Conferences and students frequently attend conferences and annual meetings.

Summary Statement of 1 – Context and Mission

This paragraph will be included in the VTR; limit to maximum 250 words.

Program Response:

With more creative degree programs and specializations than any other university in the U.S., SCAD is uniquely qualified to prepare talented students for creative professions. SCAD enrolls approximately 15,000 undergraduate and graduate students from more than 100 countries. The innovative SCAD curriculum engages professional-level technology and advanced learning resources. Students enjoy access to internships, professional licensure through IPAL, discipline certifications, and collaborations with corporate partners through SCADpro, the university's innovation studio and research-and-design consultancy.

SCAD Savannah provides architecture students with a preeminent learning experience elevated by one of the most distinctive built environments in higher education, composed almost entirely of repurposed, revitalized, and reimagined extant buildings. The architecture department enrolls more than 300 students and exists within the School of Building Arts, one of the earliest and most visible academic units of the university.

Faculty expertise propels proactive enhancements and evolutions in curricula — notably SCAD's IPAL program — which are hallmarks of the department's commitment to exceptional professional education. The program's curricular agility and continued connection to emerging professional practice primes the department to anticipate and innovate with rapidly changing technical and philosophical demands of the architecture profession.

SCAD architecture students explore design methodologies; address resiliency, sustainability, and social responsibility; and develop a clear personal design ethos. Students acquire technical expertise in a professional work environment with a studio culture that mirrors architectural practice. Through co-curricular and cross-disciplinary instruction, and focused resources, events, and advising, students enhance their academic experience and prepare for professional careers.

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.

Program Response:

The SCAD architecture department's commitment to the shared values of the discipline and the profession is captured within the SCAD Architecture Learning Culture Credo (the department's studio culture policy), which outlines how the department fosters a positive learning and teaching community that models the profession's values and ethics. The credo identifies ten statements with accompanying objectives, that promote a positive and respectful studio environment:

1. We value ourselves as individuals and architecture professionals.
2. We shape our experience as architecture students, faculty, and staff.
3. We respect each other and the learning environment.
4. We appreciate a wide diversity of identities and perspectives.
5. We practice professionalism.
6. We benefit from interdisciplinary learning and collaboration with the broader university community.
7. We embrace innovation.
8. We cultivate leadership.
9. We prepare for professional careers in a global marketplace.
10. We remain engaged in learning and connected with one another.

The university's commitment to a positive and respectful learning environment is also articulated in the SCAD Values:

- Be Strategic. Research and measure to guide work and document results.
- Be Innovative. Generate new ideas and relevant solutions.
- Be Positive. Approach all endeavors with enthusiasm.
- Be Collaborative. Embrace and act upon our collective genius.
- Be Transformative. Create life-changing experiences.

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:

At SCAD, students study within the broader context of a design education, and they graduate prepared to excel in the professional world as advocates of design innovation and creative problem-solving. The architecture department provides exposure to design thinking and research methods — including ideation, conceptual sketching and modeling, diagramming, physical modeling and prototyping — that encourage and equip students with the investigative skills to approach design challenges from different perspectives. Throughout the M.Arch. curriculum, students engage with evidence-based design, conduct research through observation and precedent analysis, and incorporate their findings into different stages of the design process.

In studio coursework, students employ design thinking and creative problem-solving skills as they cultivate awareness, expand understanding, refine application abilities, and design for a variety of environments, both assigned and self-selected. Through all phases of the design process, students generate integrated design solutions that creatively respond to discipline-specific challenges. See Section 3.1 PC.2 Design for specific examples of coursework and extracurricular offerings that evince how the program instills in students the role of the design process in shaping the built environment.

Design thinking is integrated throughout the SCAD Architecture Learning Culture Credo, which encourages students to explore myriad design opportunities within the university's extensive art and design context.

Architecture faculty will:

- *demonstrate divergent perspectives to develop solutions. (4.b)*
- *teach a wide range of architectural traditions, approaches, and viewpoints. (4.c)*
- *demonstrate how innovation builds upon the accomplishments of the past, and does not result from isolated and uninformed efforts. (7.b)*

Architecture students will:

- *learn to clearly articulate the civic and economic value of architecture professionals who positively shape the quality of the built environment. (1.c)*
- *examine ideas critically and share individual perspectives openly. (3.b)*
- *draw on divergent perspectives to develop solutions. (4.b)*
- *learn a wide range of architectural traditions, approaches, and viewpoints. (4.c)*
- *embrace the many unique opportunities to enrich their architecture education at SCAD through elective courses, collaborative projects, exhibitions, lectures, and special events. (6.c)*
- *learn how innovation builds upon the accomplishments of the past, and does not result from isolated and uninformed efforts. (7.b)*

Planning. As a part of the department's annual programmatic assessment plan, Outcome 2 (Design Process and Methodology) specifically evaluates students' ability to:

- Demonstrate design thinking when solving problems;
- Communicate design intent;
- Develop an appropriate design process; and
- Select/create appropriate techniques and methodologies for integrating intent into the design solution.

Results from the last three years evince that student work meets or exceeds program expectations for each criterion. As detailed in Section 5.3 Curricular Development, the department will continue to evaluate student achievement as it relates to design.

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:

SCAD has modeled environmental stewardship and professional responsibility in the built environment since the university's founding in 1978. The university has repurposed, revitalized, and reimagined landmark buildings as teaching and learning spaces through sustainable best practices. Clark Hall — newly renovated and home to the departments of architecture and interior design — serves as a model and living laboratory for architectural study at SCAD. The tangibility of sustainable design principles incorporated throughout the renovation (e.g., a building energy-usage meter) connects student learning outcomes to carbon-neutral planning and design in the built environment.

The SCAD Architecture Learning Culture Credo emphasizes the importance of environmental stewardship, embraces professional responsibility, and promotes positive, ethical actions toward public health, safety, and welfare.

Architecture faculty will:

- *teach that leadership in the architecture profession requires a strong sense of individual responsibility for the health, safety, and well-being of the public. (8.a)*
- *provide opportunities for students to learn, develop, and practice the leadership abilities expected of professionals in the architecture profession. (8.b)*

Architecture students will:

- *learn to clearly articulate the civic and economic value of architecture professionals who positively shape the quality of the built environment. (1.c)*
- *learn that leadership in the architecture profession requires a strong sense of individual responsibility for the health, safety, and well-being of the public. (8.a)*
- *hone their leadership abilities as members of student organizations in the architecture department, the School of Building Arts, and throughout SCAD. (8.c)*

Additionally, the department's studio coursework exemplifies the AIA Code of Ethics and Professional Conduct, AIA Framework for Design Excellence, Living Building Challenge, LEED, and the responsibilities of architects to the health, safety, and welfare of the public and environment. Project briefs and accompanying assignment rubrics incorporate principles of high performance and low-carbon architecture and extended learning opportunities (e.g., SCADextra workshops, field trips, extra help sessions) and invited guests address these strategies in professional practice. This comprehensive approach to environmental stewardship has propelled student design solutions to garner recognition and achievement awards from Architect's Newspaper, ASHRAE, AIA, Green Building Council, and more.

See Section 3.1 PC.3 Ecological Knowledge and Responsibilities for specific examples of coursework and extracurricular offerings that evince how the program instills in students a holistic understanding of the dynamic between built and natural environments.

Planning. As a part of the department's annual assessment plan, Outcome 3 (Environmental Stewardship) evaluates students' ability to:

- Articulate an obligation and philosophy for the preservation, management, and protection of the built and natural environment.

Results from the last three years indicate that students meet or exceed program expectations for this criterion. As detailed in Section 5.3 Curricular Development, the department will continue to evaluate student achievement as it relates to environmental stewardship.

Additionally, as a part of the department's operational planning, student certifications are key performance indicators for all SCAD academic departments. Certifications — such as Cradle to Cradle Certified Products for the Circular Economy, USGBC LEED Green Associate Certification (LEED GA) — are tracked as part of the annual academic report card initiative (see Section 5.2 Planning and Assessment). The department has also identified certifications that align with studio content and adapted assignments to assure that students will have all the necessary assets to meet certification requirements upon course completion.

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:

SCAD is committed to maintaining a positively oriented university environment where all community members can thrive. The SCAD office of inclusion engages with faculty, staff, and students to amplify diversity, equity, and inclusion in all aspects of university operations and celebrates SCAD's wide array of identities and perspectives. Architecture faculty and students reflect varied backgrounds and embrace fairness, diversity, and social justice in the studio environment, in the profession, and in their architectural designs.

Section 3.1 PC.8 Social Equity and Diversity includes more information on how the architecture program fosters and ensures a positive and respectful learning environment. Section 5.5. Social Equity, Diversity, and Inclusion demonstrates SCAD's commitment to diversity and inclusion among current and prospective faculty, staff, and students.

Equity, diversity, and inclusion are integrated into the SCAD Architecture Learning Culture Credo:

Architecture faculty will:

- *promote a teaching and learning environment that is conducive to everyone's success. (2.c)*
- *be mindful of unique backgrounds, experiences, and viewpoints of all and view these qualities as opportunities to expand their knowledge and enhance their ability to work well with others. (4.a)*
- *demonstrate divergent perspectives to develop solutions. (4.b)*
- *teach a wide range of architectural traditions, approaches, and viewpoints. (4.c)*

Architecture students will:

- *promote a teaching and learning environment that is conducive to everyone's success. (2.c)*
- *be mindful of unique backgrounds, experiences, and viewpoints of all and view these qualities as opportunities to expand their knowledge and enhance their ability to work well with others. (4.a)*
- *draw on divergent perspectives to develop solutions. (4.b)*
- *learn a wide range of architectural traditions, approaches, and viewpoints. (4.c)*
- *learn to apply their education and skills to succeed in a variety of architecture-related professional contexts. (5.b)*

SCAD and the architecture department recognize that each student's path to the profession, while based on a shared curriculum, is unique. The university emphasizes a student-focused approach, where dedicated staff advisers (in admission, advising, student financial services, and career and alumni success) seamlessly partner with academic leaders and subject matter expert faculty advisers to guide each student toward their educational and career objectives. Section 5.4 Human Resources and Human Resources Development describes the support services available to students.

Planning. As part of the university's strategic plan, SCAD fosters an inclusive community (Identity, Goal 1) and promotes equitable and appropriate inclusion of underrepresented populations in all facets of university operations. Key to this goal is the office of inclusion that engages students, faculty, and staff to foster a culture in which all people feel welcomed, valued, respected, and empowered to thrive. To support this

goal, 100% of architecture faculty have completed office of inclusion-supported diversity and inclusion training. Department leadership also encourages participation and membership in professional organizations and events that advocate these values, including the AIA Women's Leadership Summit and virtual webinar series.

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:

In line with the SCAD values, the university researches, evaluates, and continuously enhances its programs to instill the critical skills and knowledge students need to succeed in their careers. The architecture program is designed to prepare students to create, articulate, and communicate innovative solutions that improve the built environment.

Throughout the architecture program of study, students work side-by-side with accomplished educators who have refined their abilities at elite firms and continue to advance professional practice. Many faculty members maintain active professional practice as licensed architects and engineers and continue to engage in their areas of expertise and stay current with the ever-changing conditions of the profession. Additionally, professors invite their networks of distinguished architects, designers, and collaborators to share insights, participate in critiques, and conduct portfolio reviews to share discipline knowledge. Faculty members continuously refine pedagogy and advance new curriculum through scholarship supported by university professional development resources. For more information on how the program prepares students to engage in research to test and evaluate innovations in the discipline see Section 3.1 PC.5 Research and Innovation.

In addition to curriculum connections, the SCAD Architecture Learning Culture Credo highlights knowledge and innovation in a standalone principle — We embrace innovation.

Architecture faculty will:

- *teach that innovation is the process of discovering optimal solutions. (7.a)*
- *demonstrate how innovation builds upon the accomplishments of the past, and does not result from isolated and uninformed efforts. (7.b)*

Architecture students will:

- *learn that innovation is the process of discovering optimal solutions. (7.a)*
- *learn how innovation builds upon the accomplishments of the past, and does not result from isolated and uninformed efforts. (7.b)*
- *pursue opportunities to innovate through their architecture coursework. (7.c)*

In 2010, SCAD successfully launched the university's first SACSCOC Quality Enhancement Plan (QEP), a mission-driven initiative designed to strengthen students' professional skills through a collaboration and innovation center. The 2010 QEP — SCADpro — has evolved into a premier design and research studio that empowers interdisciplinary teams of students, professors, and external industry professionals to produce business solutions for some of the world's most reputable companies and organizations. What began as a QEP has transformed the university and its approach to collaboration, career preparation, and innovation. SCAD architecture faculty have drawn on their unique skillsets as cross-disciplinary project managers to provide mentorship and leadership for these collaborative innovation studios. SCADpro students deliver results through rigorous research, imaginative thinking, and leading-edge technology.

Planning. SCAD continuously evaluates degree programs to maintain professional and academic relevance. Results from the annual assessment process are evaluated to identify strengths and opportunities for curricular enhancements. Results from the 2020–21 architecture assessment report indicate that the program continues to meet or exceed expectations for all programmatic student learning outcomes. SCAD's robust curriculum development and assessment process and examples of assessment-supported curricular enhancements are detailed in Section 5.3 Curricular Development.

Additionally, as a part of the department's operational planning, SCADpro participation is a key performance indicator for all SCAD academic departments. The architecture department tracks student and faculty participation in these course collaborations and design challenges as part of the annual academic report card initiative (see Section 5.2 Planning and Assessment).

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:

Congruent with the university's values, SCAD promotes interdisciplinary and professional collaborations (through SCADpro, internships, and electives in related disciplines), community engagement initiatives (through SCAD SERVE), and student involvement and leadership opportunities. For more information on how the architecture department collaborated with other disciplines and the community, see PC. 6 Leadership and Collaboration.

Faculty model these values through university and community service and contributions to professional practice. In the classroom, professors incorporate design briefs that address equity, justice, and sustainability. SCAD architecture students follow suit and lead student organizations, engage with community members, and participate in service to address community needs with creative, empathetic design solutions.

Leadership, collaboration, and community engagement are integrated throughout the SCAD Architecture Learning Credo which emphasizes professionalism and interdisciplinary learning.

Architecture department will:

- *offer courses that allow students to collaborate with other disciplines within and beyond the School of Building Arts. (6.a)*

Architecture faculty will:

- *guide students in learning to collaborate effectively with others outside the architecture profession. (6.b)*
- *teach that leadership in the architecture profession requires a strong sense of individual responsibility for the health, safety, and well-being of the public. (8.a)*
- *provide opportunities for students to learn, develop, and practice the leadership abilities expected of professionals in the architecture profession. (8.b)*

Architecture students will:

- *learn to apply their education and skills to succeed in a variety of architecture-related professional contexts. (5.b)*
- *embrace the many unique opportunities to enrich their architecture education at SCAD through elective courses, collaborative projects, exhibitions, lectures, and special events. (6.c)*
- *learn that leadership in the architecture profession requires a strong sense of individual responsibility for the health, safety, and well-being of the public. (8.a)*
- *hone their leadership abilities as members of student organizations in the architecture department, the School of Building Arts, and throughout SCAD. (8.c)*

SCAD's 2010 QEP was designed to further advance the SCAD mission of preparing students for creative professions through improved collaboration acumen and real-world design challenges. Today, SCADpro achieves these outcomes at a comprehensive scale across the university. As a result, the architecture program infuses effective communication, adaptive thinking, creative problem solving, and efficient time management skills into required coursework. The value of collaboration led to a required cross-disciplinary focused course and a diversified elective in the M.Arch. program. Architecture students now acquire collaboration skills that they apply in their studio courses and utilize in design challenges and competitions to earn increasing third-party recognition and accolades.

Planning. As a part of the department's annual assessment plan, Outcome 4 (Preparation for the Profession) evaluates students' ability to:

- Gain knowledge of the process and requirements for internship, examination, and licensure; and

- Develop the leadership, organization, communication, and decision-making skills needed in independent and collaborative settings.

Results from the preceding three years evince that students meet or exceed program expectations for these criteria. As detailed in Section 5.3 Curricular Development, the department will continue to evaluate student achievement as it relates to preparation for the profession.

Additionally, SCADpro course collaboration and internship participation are key performance indicators for all SCAD academic departments and are reviewed annually as a part of the academic report card initiative. Additional report card key performance indicators related to this value include internships and mentor visits. The department also closely tracks alumni ARE pass rates and licensure attainment.

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:

The SCAD architecture department offers students a transformative, academically rigorous, and engaging learning experience that provides the educational breadth and depth of knowledge critical for lifelong learning. SCAD courses, SCADpro assignments, signature events, SCAD museums, and extended learning opportunities — including interactions with professional guests and mentors — lead students to investigate and interpret innovative ideas and engage with empathy as mindful professionals.

The architecture department's focus on licensure through professional practice coursework, the IPAL program, dedicated internship development resources, and ARE preparation workshops reinforces the need for continuous learning and the application of professional judgment to achieve and maintain the required professional credentials for the discipline. These interwoven experiences and the department's emphasis on professionalism heighten students' academic inquiry and amplify their ability to critically interpret past practices, analyze present conditions, and generate prescient strategies that anticipate future challenges.

The SCAD Architecture Learning Culture Credo culminates with a commitment to lifelong learning.

Architecture department will:

- *provide ongoing opportunities for architecture alumni to remain connected to SCAD, the School of Building Arts, the department, and to one another. (10.c)*

Architecture faculty will:

- *educate students on the global nature and scope of the architecture profession. (9.a)*
- *encourage students to form positive bonds with their peers, contributing to a robust network of architecture alumni who remain connected throughout their careers and who assist one another as professionals whenever possible. (10.b)*

Architecture students will:

- *consider SCAD's study abroad options as a means of obtaining valuable experience for professional careers in a global marketplace.*
- *work with faculty and SCAD career and alumni success advisers to identify and pursue the wide range of internships and jobs available in the United States and abroad, and will enhance their professional opportunities by participating in the Intern Development Program and preparing to pass the Architect Registration Examination. (9.c)*
- *understand that completion of a formal course of study in architecture is only the beginning of a lifetime process devoted to mastering the principles and disciplines that define the architecture profession. (10.a)*

The positive culture within architecture studios builds collegial learning environments that accompany graduates throughout their professional lives. SCAD supports the continuous development of graduates with programs that engage with the next generation of professionals and nurture graduates' success. The SCAD Alumni Atelier, conceived and endowed by President Wallace, launches the creative and

professional endeavors of distinguished SCAD graduates. Additionally, SCAD architecture alumni benefit from ongoing access to university resources and services such as SCAD Libraries, SCAD museums and galleries, ARE preparation resources and workshops, faculty-led workshops, and guest lectures that promote professional achievement and lifelong learning. Alumni advance their creative pursuits, enhance their careers, strengthen their connection to the university, and join a select cohort of emerging and established entrepreneurs, artists, designers, and scholars. Each year, alumni are selected to serve as department mentors and provide workshops, participate in student work critiques, and share their academic and professional accomplishments with students.

Planning. As a part of the university's strategic plan, SCAD cultivates a professional network that expands the connection between alumni and the university community (Community, Goal 2). SCAD aims to foster the professional growth of alumni through programs like SCAD Art Sales, SCADamp, Alumni Atelier, SCADextra, SCADpro, SCAD SERVE, signature events, *Guests and Gusto*, and additional engagement strategies. Academic department report cards, created annually by the institutional effectiveness department, include key performance indicators and accompanying data (e.g., alumni employment rates, mentor-visit statistics, tallies of participation in SCADextra, SCADpro, and signature events) so that academic services and department leadership can monitor ongoing engagement and lifelong learning (see Section 5.2 Planning and Assessment).

In addition to university-wide efforts to promote lifelong learning, the architecture department also connects directly with non-licensed graduates, on an individual basis, to offer support and resources for registering for and completing the ARE and advocate for licensure attainment. Through support offices such as SCADamp, institutional recognition, and career and alumni success, architecture alumni benefit from access to individualized career and communication coaching, professional development resources, and awards and competition support.

3—Program and Student Criteria

3.1 Program Criteria (PC)

A program must demonstrate how its curriculum, structure, and other experiences address the following criteria.

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:

Approach. In support of the SCAD mission to prepare talented students for creative professions, the architecture program introduces students to pathways to licensure and the range of career opportunities that utilize the discipline's skills and knowledge. The architecture program significantly benefits from being part of a career-focused university. As such, architecture coursework and cross-disciplinary experiences — enriched by university signature events, exhibitions, lectures, SCADextra workshops, symposia, and more — create myriad moments that expand students' understanding of the discipline and highlight avenues to licensure. SCAD faculty model professional practice and inspire students to engage with practitioners in-and-out of the classroom.

Coursework. In ARCH 706 Architectural Practices, students conduct detailed analyses of professional practices and research internship, architectural registration, continuing education, and other conditions required to earn and maintain a professional licensure for a selected jurisdiction. Students also complete a series of focused assignments that guides them through the range of available career opportunities in the discipline as they create an individual career path.

Professional Mentors and Guests. In addition to professors, whose depth and breadth of architectural professional experience models career opportunities in the discipline, the department invites alumni and professional mentors to extend student learning in and beyond the classroom. In the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems) licensed professional mentors engage with students and share personal paths to licensure and professional

success. For example, Chris Boone, AIA, LEED shared with students his role as a technical architect, a sometimes overlooked, but critical position, where buildings move from design, to detail, to built projects. And Patrick Phelps, AIA shared how his work with a relatively small firm has provided him the opportunity to take on a variety of roles including project management, client presentations, and code negotiation.

In addition to mentors, students in every graduate course engage with guest speakers from architectural firms (e.g., Gensler, HKS Inc., Skidmore, Owings & Merrill), non-profit organizations, development companies, software designers, construction firms, production design firms, automobile companies, and municipal governments. These design and development-sector professionals share insights and spotlight various careers that can be pursued with an architecture degree.

Career and Alumni Success. Career advisers are assigned to each SCAD student to develop individual career action plans, design distinctive résumés and portfolios, excel in interviews and presentations, and engage confidently with employers and professionals in their chosen fields. For more information on the career development resources and services provided by the SCAD office of career and alumni success, see Section 6.3 Access to Career Development Information.

Professional Organizations. To expand students' awareness of different roles and career paths in the profession, SCAD faculty promote professional engagement with, and frequently present at, symposia and conferences, such as those hosted by AIA, ASHRAE, and NOMA. For example, in Fall 2020, students in ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus joined a session on parametric design at the AIA South East Aspire Conference, organized and led by SCAD professor Dr. Mike Hill, AIA.

Extended Learning Opportunities. In addition to studio coursework, the architecture department offers weekly SCADextra workshops to support ARE preparation. These workshops — which are required for IPAL students and encouraged for all other M.Arch. students — cover all aspects of professional architecture practice, from business management and the development of construction documents to contractual relationships, and more. Faculty share their expertise and experiences with the licensure process and invite practicing architects to discuss select weekly topics mapped to the ARE. For example, in Spring 2021, Chris Boone, AIA (M.Arch. 2008), associate principal at Lessard Design in Washington, D.C., led a construction documentation workshop for the Construction and Evaluation ARE exam.

Additional extended learning opportunities offered through university signature events and the *Guests and Gusto* virtual series, include engaging conversations and lectures with leaders in the discipline such as 2020 AIA National President Jane Frederick; Arielle Assouline-Lechten, designer, architect, and founder of Slack Objects; Stefan Behnisch, founder of Behnisch Architekten; William Lim, founder of CL3 Architects; and more.

In addition to extended learning opportunities related directly to careers in architecture, faculty also promote lectures and events that extend instruction to programs such as art history, design for sustainability, fashion, game design, graphic design, industrial design, motion media, and visual effects on each course syllabus. This exposure to a broad range of disciplines encourages students to explore career paths beyond those of traditional building practice. Thought leaders and creatives from other industries — Carolina Pizatto, a service designer at the U.K.'s Ministry of Justice, for example, shared about embedding user-centered design into civic policies — offer meaningful academic engagements and deepen complementary career path knowledge. Student participation in extended learning opportunities creates a catalyst for lifelong learning and is documented through extended learning opportunity summaries and blog and discussion board posts.

Integrated Path to Architectural Licensure. Students also benefit from SCAD's partnership with the NCARB to offer the IPAL program, a progressive academic track merging all three components of architectural licensure — education, experience, and examination — into the university's existing B.F.A. and professional M.Arch. programs. IPAL allows students to attain licensure in as few as seven years by combining SCAD coursework, professional internships, and preparation for the ARE with unparalleled academic support and dedicated resources.

The reciprocal benefits of experiencing education, internship, and examination in a fully integrated program amplifies the effects of each. For example, course sequences are aligned to support IPAL students while they take the ARE (e.g., ARCH 706 Architectural Practices is offered the same time of the year that students prepare for and take the Practice Management ARE exam and just prior to the Project Management ARE exam).

The SCAD IPAL program has received enthusiastic support from partnering architectural firms, including HKS, Perkins + Will, OMA, and many others. It also received the endorsement of local and regional components of the American Institute of Architects, including AIA Georgia and AIA Savannah, as well as the Georgia Board of Architects and Interior Designers.

Assessment.
Programmatic Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. PC.1 Career Paths is addressed in Outcome 4 Preparation for the Profession:

> Students will gain knowledge of the process and requirements for internship, examination, and licensure to prepare them for the next steps in becoming an architect.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome have met the standard (3.0) for the last three years.

2018-19 n=36	**2019-20** n=28	**2020-21** n=45
4.12	3.73	3.64

Employment Study. Annually, the institutional effectiveness department partners with the office of career and alumni success to administer the SCAD Alumni Employment Study, to document employment and continuing education outcomes of recent graduates. SCAD tracks alumni using best practices endorsed by the National Association of Colleges and Employers (NACE) and endeavors to track all spring graduates from the preceding year through surveys and independent research. Employment results key performance indicators are included on the department's annual academic report card (see Section 5.2 Planning and Assessment for more information on the department's strategic planning process).

For the last three years, 100% of SCAD M.Arch. graduates were employed in a creative field within 10 months of graduation. These remarkable and consistent results evince the achievement of SCAD architecture students as it relates to PC.1 Career Paths.

Use of Results. The department continues to meet the programmatic assessment benchmark and achieve stellar employment outcomes. Recent extracurricular enhancements (e.g., SCADextra weekly ARE workshops, professional mentors in the comprehensive design studio sequence, *Guests and Gus*to virtual series) and a professionally relevant curriculum, ensure that students have the requisite knowledge of the paths to becoming licensed and the range of available career opportunities that utilize the discipline's skills and knowledge. The department continues to annually monitor achievement toward PC.1 Career Paths.

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:
Approach. SCAD's research- and design-driven academic programs prepare SCAD students to explore, think creatively, and succeed in their chosen fields. The SCAD M.Arch. curriculum incorporates various and advancing settings and scales of development in project briefs — from buildings to monumental architecture and urban master plans. Students incorporate design thinking methods, such as research and

analysis, prototyping, creative problem-solving, and evaluation tools and other design thinking methods into their design process. As students progress through this strategically designed curriculum and arrive to their area of academic and professional inquiry (i.e., their thesis proposal), they gain confidence and achieve greater independence in their designs. Robust extracurricular offerings, including university signature events, student professional organizations, professional and alumni mentors, and engagements with design luminaries, ensure that SCAD graduates can readily identify opportunities within the built environment and generate inventive design solutions for different settings and scales.

Coursework. In ARCH 717 Graduate Architecture Studio I: Urban Design and Development, students investigate sustainable strategies for the neighborhood, city, and mega-city to address architecture's role within an urban context. Students research historical patterns of urban settlement and form-making, contemporary forces impacting cities worldwide, and the legal and financial framework of urban development retrofitting. Students work in teams to analyze and diagram physical and social contexts to develop typologies and plan concepts portrayed through master plan and perspective scenarios.

In Fall 2020, the New Dencities post-pandemic township design competition served as an ARCH 717 studio project prompt and students were charged to envision zero-commute neighborhoods that support wellness, inclusivity, safety, and that bolster resilience to future pandemics. Students utilized virtual collaboration tools such as Zoom, Miro boards, Slack, and virtual breakout rooms to coordinate design efforts for successful iterations of their design solutions. This collaborative design process led to an ARCH 717 student team earning the New Dencities Editor's Choice Award for their "Urban Wilderness" proposal.

Research and analysis skills are reinforced in the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems). In this two-quarter, technically focused sequence that emphasizes holistic and integral architectural design, students develop design considerations (e.g., project scale, human-scaled assembly details) that reinforce overarching project design intentions. Professional mentors for this studio sequence, with successful projects of multiple scales and building types, demonstrate to students how a broad range of design strategies shape the built environment. For example, Patrick Phelps, AIA took students through the extensive programming approach his firm utilizes as it initiates the design process. He also explained how his firm revisits the project programming at every stage of the project to ensure they are meeting client needs.

Students expand their design thinking and research skills in their second year when they concurrently take ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus and their focused elective (an elective outside of architecture that intentionally expands students' ideas and thinking to inform their studio projects). For example, ARCH 747 was recently paired with IDUS 711 Methods of Contextual Research where students learned principles and techniques to conduct future-focused design research. Students applied these techniques (e.g., observational data, user surveys, and interviews) to connect initial research, data, and contextual considerations to user-centered design improvements in their ARCH 747 studio project.

Thesis topic formulation and development begins in ARCH 745 Graduate Seminar in Architecture, before students advance to the thesis studio sequence (ARCH 798 Graduate Architecture Studio: Thesis – Developing Concept, Context, and Program, and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition). Thesis students determine and workshop the project and scale that will appropriately express their thesis proposition. Students present their design process in a series of formal reviews and clearly communicate design methods and strategies, with regard to complex factors and conditions specific to their thesis proposal. Each review addresses an increasingly refined set of design influences and conclusions, ultimately represented in a thesis defense presentation and exhibition of the architectural thesis design.

Design thinking also is incorporated into non-studio courses to demonstrate that every facet of an architectural build is a potential driver for a successful design resolution. For example, in ARCH 719 Structures: Lateral Forces, students design structures to support a specific weight through a cantilevered design. They are expected to design for strength, efficiency, and creativity, and are encouraged to approach the technical problem as an opportunity to develop a structures-driven design process. Structures are

designed, constructed, and tested to observe potential improvements and adjustments that should be made to support loads in subsequent iterations.

Extended Learning Opportunities. An incredible array of university-hosted speakers engages with students during SCAD signature events and through the *Guests and Gusto* virtual series. These myriad speakers communicate their individual design processes and approach to design through workshops, master classes, and symposia that offer exclusive access to inclusive voices. Recent guests include:

- Hong Kong-based architect, technologist, and entrepreneur James Law, architect of the world-renowned OPod Concrete Tube Housing Project, shared how he's changing the world with his "Cybertecture" design philosophy.
- Architect Coty Sandberg (M.Arch., 2008; B.F.A., architecture, 2007) and design principal at SmithGroup in Chicago, shared her focus on occupant wellness in the design of research environments for universities and how her team empathetically reimagines wellness in design during the COVID-19 pandemic.

Student Professional Organizations. The department also supports student professional organizations and design competitions and community engagement initiatives that advance students' understanding of the role of the design process in shaping the built environment.

The architecture program recently partnered with SCAD's student chapter of the National Organization of Minority Architects (NOMA) to develop a design process for teams of graduate and undergraduate students to participate in the national organization's marquee student design competition. Under the guidance of faculty and professional mentors (each a member of NOMA), student team projects demonstrated how inclusive design processes integrate various scales and settings, and factors of economy, sustainability, social interaction, and equity. For example, design proposals for the Black Cultural Zone Resilience Co-Hub emphasized net-positive design strategies and culturally responsive development. In addition to the building, design students addressed factors of history, economy, diversity, and cultural identity at the scale of a neighborhood in Oakland, California.

Additionally, the SCAD American Institute of Architecture Students (AIAS) Freedom by Design organization works in the Savannah community to design and improve accessibility and equity in the community. The student chapter's mission addresses overlooked needs in the local community with design thinking at the micro-scale. In 2018, a series of improvements were made to the courtyard at a local women's shelter to solve drainage challenges and enhance a secure outdoor environment for the residents. Students also participated in the design and construction of a greenhouse for a local elementary school made from salvaged windows. Ongoing work includes the design and construction of an administrative structure for the Park Place Youth Outreach Center under the supervision of local architect Pete Callejas (M.Arch., 2000) of Homestead Architecture.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. PC.2 Design is addressed in Outcome 2 Design Process and Methodology:

> Students will demonstrate design thinking and artistic knowledge when solving design problems and demonstrate design and construction fluency by selecting from a broad range of influences, methodologies, and techniques.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome have met the standard (3.0) for the last three years.

2018-19 n=36	**2019-20** n=26	**2020-21** n=45
4.10	3.87	3.65

Use of Results. The department noted that while the threshold (student rating of 3.0 or above) was met for Outcome 2, there were opportunities to improve student performance, specifically communication of design intent. To address this opportunity, department leadership worked with faculty teaching ARCH 799 Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition to incorporate SCADamp (the university's professional presentation studio) workshops as an extended learning opportunity and add SCADamp communication coach participation to thesis presentation practice sessions. The department continues to annually monitor achievement toward PC.2 Design.

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:

Approach. The SCAD architecture department is committed to educating the next generation of architects who will lead the world into a new age of carbon neutrality, environmental stewardship, and responsible design. Teaching, and often practicing architecture in Savannah — a sensitive coastal lowland — SCAD faculty are particularly mindful of the dramatic effects of climate change and instill in students a deep understanding of — and appreciation for — sustainable and resilient design. SCAD graduates lead as sustainable design advocates in global architecture firms like Gensler, Sasaki, and Perkins + Will, and frequently return to SCAD as mentors and guest reviewers.

Coursework. The M.Arch. curriculum incorporates sustainable and resilient design, as well as environmental stewardship, in all studio courses. In the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems), students incorporate technical analysis and performance goals, and utilize industry rating and evaluation systems (e.g., AIA Committee on the Environment (COTE) Framework for Design Excellence, Living Building Challenge, LEED) in their design proposals.

In addition to these universal expectations, ARCH 760 Sustainable Design provides an overview of critical developments in sustainable building design strategies by examining environmental problems and possible design solutions. In this course, students also have the opportunity to earn LEED Green Associate accreditation and receive financial reimbursement from the department upon successful completion. Additionally, in URBA 725 Urban Ecology, students study the city from the perspective of ecology. Water, soils, vegetation, and urban infrastructure are understood as ecosystem networks and potential determinants of energy flows. Students complete an urban site analysis with principles from landscape ecology to identify and design holistic solutions, such as natural corridors, patches, and edges that will accommodate biodiversity in the urban environment.

Additionally, architecture graduate theses (ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition) that center on sustainability and resiliency have been recognized for their successful and innovative design resolutions. Recent award recipients include:

- *A Renaissance of Vernacular Eco-Architecture: Self-built Housing in Bir, India, Akita Gandhi,* recipient of the 2019 AIA-Savannah Honor Award;
- *Bio-resilience: A New Habitat for Coastal Life* (site located in Dominican Republic), Elira Conde, recipient of the 2019 USGBC-Savannah Award for Best Thesis;
- *Timeless Design for a More Sustainable Future* (an exploration of how the language of classicism is a vehicle for sustainable design in the form of a longer embodied energy cycle), Hamilton Brindley, recipient of a 2020 AIA Savannah Merit Award; and
- *The Hyperloop Urban Hub* (Los Angeles, CA site that explored the intersection between emerging mass transit, biological energy production and urbanism*),* Pranav Ghadashi, recipient of the 2021 SCAD architecture Sustainable Design Thesis Award.

Faculty Contributions. SCAD architecture faculty model advocacy for and advancement of sustainable principles in higher education and the architecture profession. For example, SCAD faculty led the design of the Association of Collegiate Schools of Architecture (ACSA) study guide that supports the integration of the AIA COTE Framework for Design Excellence into any design curriculum. This resource, available to architecture programs across the country, incorporates studio briefs structured to meet NAAB requirements, associated architecture institutions' expectations, and students' educational needs.

SCAD faculty also regularly attend and present at professional conferences on sustainable design and development (e.g., USGBC Green Build, AIA annual conference) and have been recognized for outstanding contributions to a sustainable future. For example, in 2021, Chair Anthony Cissell, AIA and Professor Christian Sottile, AIA were recognized for their work on the Congress for New Urbanism Charter Award-winning Plant Riverside District, which won the grand prize.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. P.C.3 Ecological Knowledge and Responsibility is addressed in Outcome 3 Environmental Stewardship:

> Students will articulate an obligation and philosophy for preserving, managing, and protecting the built and natural environment.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome have met the standard (3.0) for the last three years.

2018-19 n=36	**2019-20** n=26	**2020-21** n=45
4.04	3.73	3.40

Use of Results. The department noted that while the threshold (student rating of 3.0 or above) was met for Outcome 3, there were still opportunities to advance students' environmental stewardship. To amplify students' understanding of sustainability principles, the department developed extended learning opportunities related to sustainable design as a part of the SCADextra workshop series. These include:

- Climatic Responsive Design;
- Site Work Design Development and Sustainable Design;
- Sustainable Design in Practice;
- Turning Sunlight into Daylight: Strategies of Natural Illumination; and
- Daylighting Analysis with BIM.

The department continues to annually monitor the achievement of this learning outcome.

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:

Approach. SCAD students achieve a broad and deep understanding of the histories and theories of architecture and urbanism embedded within the program through lectures, seminars, and studio courses taught by a cadre of qualified faculty from diverse professional, national, and educational backgrounds. SCAD provides students diverse extracurricular opportunities, information resources, and the skills needed to critically analyze global architectural history and theory.

Studios and Seminars. Architecture studios and seminars emphasize the influence of architectural history and theory on contemporary practice. In seminars, students examine diverse social, cultural, economic, and political forces through lectures, research, and class discussions. The architecture department's

diverse faculty and student body enrich SCAD studios as places of sharing social, cultural, economic, and political histories with vibrant conversations that influence the development of studio projects.

In ARCH 745 Graduate Seminar in Architecture, students apply research skills to form and develop thesis proposals. As appropriate to their thesis topic, students research and examine precedent studies to understand the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize cultures and individuals. Students examine the fundamental principles present in relevant precedents and make choices regarding their incorporation into their research paper. Through research and weekly writing assignments, ARCH 745 students conduct literature reviews and prepare a clear antithesis and synthesis to lay the foundation of their thesis proposal. Students use abstract ideas to interpret information, consider diverse points of view, reach informed conclusions, and test alternative outcomes against pertinent criteria and standards.

In ARCH 775 Global Architectural Practice, students gain an understanding of various cultures' political, economic, and professional aspirations and constraints as they relate to the built environment. Students learn to successfully work on projects through the application of intercultural skills and knowledge of intercultural sensitivities. To advance this understanding, Professor Andrea Bertassi recently invited global practitioners from diverse backgrounds and cultures to share their unique perspectives on contemporary architectural practice in traditional contexts. The guests also spoke about their frequent cross-disciplinary collaborations (e.g., anthropology, economics, medicine) to showcase the social, cultural, economic, and political forces that connect and influence the built environment. Visitors included:

- Chantal Aquilina (Foster+Partners, London, United Kingdom);
- Ippolito Pestellini Laparelli (2050plus, Milan, Italy);
- Clément Blanchet (CBA, Paris, France);
- Francesca Portesine (Bjarke Ingels Group. New York, New York);
- Leonardo Maria Palma and Isabelle Ekoue (MSF Doctors Without Borders, Rome, Italy); and
- Oliver Schütte and Marije van Lidth de Jeude (A-01, San José, Costa Rica).

Often, ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus course pairings augment an understanding of history and theory within the practice of architecture. As an example, in Fall 2020 students had the opportunity to study the domestic designs of Charles Rennie Mackintosh, evaluate the influence of the Art Nouveau movement in residential design, and develop a contemporary reimagining of Mackintosh's ideal house for an artist couple. To support the study of this particular era of history and theory, faculty identified a select group of focused electives to pair with the studio:

- PRES 701 Practicing Preservation in a Global Context;
- SUST 704 Applied Theories in Sustainability; and
- CERA 701 Ceramic Application in Architecture.

Professors engaged students in thoughtful conversations about the history and theory of architecture with accompanying canonical readings, that included excerpts from Robert Venturi's *Complexity and Contradiction in Architecture* and Sigfried Giedion's *Space Time and Architecture,* and critical reassessments by modern scholars. Students participated in an analysis of the authors' arguments, a review of the historical context of the written work, and the application of the concepts to the built environment with respect to historical precedents and contemporary practices.

Architectural History. Graduate architecture students may take electives in architectural history and art history, and draw on the expertise of the largest department of full-time faculty teaching in these disciplines in the U.S. As one of the only universities in the U.S. to offer undergraduate and graduate degree programs in architectural history, all SCAD programs benefit from extensive university library resources devoted to the history, theory, and criticism of the built environment (further discussed in Section 5.8 Information Resources). The architectural history department offers a comprehensive range of required courses and electives that cover all major historical periods in Western and global traditions. A selection of the most common architectural history courses taken by architecture students include:

- ARLH 700 Research Methods in Architectural History;

- ARLH 709 Architectural Theory and Criticism;
- ARLH 739 Urban Form and Civic Ideals Through History;
- ARLH 743 Analyzing Art and Architecture of the Islamic World;
- ARLH 744 Traditional Arts and Architecture of the African Continent;
- ARLH 757 The Islamic City; and
- ARLH 763 Traditions in Global Vernacular Architecture.

Study Abroad. SCAD architecture students participate in the university's study abroad program and explore diverse global architectural traditions and contemporary and historical design practices. Led by faculty members, these geographically-focused immersion trips engage students with diverse cultures, contexts, and architectural vernaculars. For example, in 2017, Professor Hsu-Jen Huang led the Hong Kong immersion program where students explored the dynamic architecture and design practice environment, urban landscapes, and diverse cultures of Asia's World City. Most recently, in 2019, Professor Huang introduced students to the spiritual and cultural center of Kansai, Japan. During this study abroad opportunity, students experienced the architectural traditions in the Osaka metropolitan area and the historic Kyoto region and interacted with several local architects, including:

- Waro Kishi of K. ASSOCIATES Architects;
- Katsu Umebayashi and Akihiko Endo of F.O.B. Association & F.O.B. Architects;
- Yo Shimada and Randi Jensen of Tato Architects; and
- Shintaro Fujiwara and Yoshio Muro of FujiwaraMuro Architects.

These accomplished regional architects shared their expertise on the breadth of Japanese architectural tradition, ranging from the ancient context of Kyoto to the modern evolution of Osaka.

Extended Learning Opportunities. SCAD's *Guests and Gusto* virtual series brings a world of design luminaries and scholars directly to students, and creates opportunities for students to understand the history and theory of architecture and urbanism. In Spring 2020, Hilary Lewis, chief curator and creative director at The Glass House, joined students for a conversation about modernism, Western, and non-Western influences on Philip Johnson's work. She discussed the preservation of modernism using the historic context of the design of The Glass House. Additionally, students explored monumental American modernism in a conversation with Ralph Zucker, the developer of Bell Works, a 2-million-square-foot redevelopment that revived the former Bell Labs property in Holmdel, N.J. into a blossoming, downtown-style ecosystem of office, retail, dining, hospitality, and technology.

In addition to historian perspectives, practicing architects also share contemporary issues of global practice through the lens of history. In Spring 2020, Lee F. Mindel, of Shelton Mindel, lectured on pandemic design as an evolution of reactive health design throughout history. Using examples from early 20th-century architects Otto Wagner, Alvar Aalto, and Louis Kahn, Mindel explored design approaches that respond to the current pandemic crisis. In Winter 2021, Professor Scott Singeisen moderated a conversation with James Law (of Cybertecture) who presented a non-Western perspective of history and theory to SCAD students. The conversation included his educational experience in London, his architectural practice in Hong Kong, and projects in emerging economies.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. PC.4 History and Theory is addressed in Outcome 1 Contextual Awareness:

> Students will develop design concepts in response to physical, social, cultural, global, and other contexts of the space and client they are serving.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome (i.e., SC.4 History and Theory) have met the standard (3.0) for the last three years.

2018-19 n=36	2019-20 n=26	2020-21 n=45
4.16	4.00	3.73

Use of Results. The department continues to meet the contextual awareness benchmark and this outcome has not been identified as an opportunity area (in fact it was identified as a strength in 2018–19 and 2019–20). The department continues to monitor the achievement of this learning outcome and promote the university's robust information resources, diverse extracurricular opportunities, and elective opportunities to further enrich student's understanding of history and theory.

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:

Approach. The SCAD architecture program emphasizes design thinking as a framework for innovation and students understand that the design process commences with research. Studio and seminar project briefs begin with investigative analysis so that students gain expertise in inquiry methods and approaches, including the use of precedents to inform their designs. This research includes:

- Precedent and building case studies to explore functional relationships, context, and scale;
- Material case studies to demonstrate technological advances, process and design, construction methods, and practice implementation; and
- Methodological precedents to investigate the history, theory, and criticism of design.

Students apply this research toward design solutions, which leads to discoveries and innovations in the discipline. In addition to completing required coursework, students engage with the following extended learning opportunities that support — and often spark — research and innovation:

- *Guests and Gusto* virtual series;
- Faculty mentorship, scholarship, and research; and
- Design competitions.

Additionally, SCADpro, the university's innovation studio, offers design challenges and innovative events as both extended learning opportunities and formal faculty-led, for-credit courses.

Studios and Seminars. Architecture students conduct research and develop design proposals in ARCH 727, a component of the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems). For example, students recently researched sea level rise and resilient responses in relation to a new cruise ship terminal for Venice, Italy. Students were assigned *Building a Resilient Tomorrow*, a pragmatic guide on how to build resilience and mitigate the real and increasing impacts of climate change. To supplement their reading assignment, Professor Mike Hill invited one of the authors, Alice Hill — a David M. Rubenstein Senior Fellow for Energy and the Environment at the Council on Foreign Relations, former Special Assistant to President Barack Obama, who also served as Senior Director for Resilience Policy during his administration — to discuss her research and experience with resilience issues at the national level during a student workshop.

Students in a separate section of ARCH 727 conducted an in-person site analysis and participated in an architect-guided project visit to test and evaluate research outcomes for their design proposals for an Atlanta public library. Students explored urban issues in the neighborhood surrounding the site and developed program elements that addressed community needs uncovered in their research (e.g., childcare, occupational training, business incubators, public safety). To gather data in real time, students visited and analyzed the Atlanta project site and neighborhood and examined the functional relationships, context, and scale of a nearby comparable and contemporary case study: Marcel Breuer's Central Atlanta Library

building. Professor Alice Guess arranged for an architect from Cooper Carry — the architectural firm that led the renovation — to share the controversial history of the Brutalist building and the challenges of the recent construction and new architectural design.

In ARCH 745 Graduate Seminar in Architecture, students advance their understanding of the role of applied research to test and evaluate function, form, and systems, as well as their impact on human conditions and behaviors. Students utilize various research methodologies to develop an independent thesis proposal supported by an in-depth formal research paper. Additionally, students engage in foundational research of appropriate sites, users, and the cultural and historical contexts that support their thesis proposal and inform their design strategies. Through lectures, readings, and in-class discussions, faculty emphasize that:

- architectural research is essential to acquire architectural knowledge with objective, rational, measurable, and reproducible results;
- architects must interpret and apply practice-based architectural knowledge toward design solutions; and
- theoretical research and applied research can lead to advances in the discipline of architecture itself.

After completion of ARCH 745, and acceptance of their thesis proposals, students advance to the thesis studio sequence (ARCH 798 Graduate Architecture Studio Thesis I: Developing Concept, Context, and Program, and ARCH 799 Graduate Architecture Studio Thesis II – Design Detailing and Final Exposition), where they refine and apply their research topics to an architectural solution. Students develop their thesis with specific design objectives and analytics, programming, case studies, and technology, and identify innovations. A series of faculty thesis committee reviews steer students to higher-level research questions and resources that aid in the thesis development. These reviews are open for students and additional faculty members to observe and participate in so that they can connect discussions to their own design research and development. During the final defense and exhibition, students demonstrate the evolution of their architectural design solution through the research process.

Extended Learning Opportunities.
SCADpro. Through SCADpro, students across all programs participate in course collaborations with the world's most influential brands to generate business solutions. In SCADpro courses (taught by SCAD faculty and supported by SCADpro staff), students refine key skills — effective communication, efficient management, adaptive thinking, and creative problem-solving — by collaborating with peers from multiple disciplines to research, develop, test, and evaluate creative solutions for design challenges posed by elite, multinational companies and organizations, including NASA, Disney, Clayco, Uber, Deloitte, Mercedes-Benz, BMW, Coca-Cola, Google, Delta, and many more. In addition to for-credit course collaborations, SCADpro provides out-of-class opportunities for students to expand their research and innovation skills including design challenges and entrepreneurship events. Similar to SCADpro courses, these out-of-class opportunities require investigation and research on client briefs or student-led design innovations.

Guests and Gusto. The *Guests and Gusto* virtual series offers students incredible access to researchers and innovators across the 40+ disciplines taught at SCAD. For example, John Bricker, a principal at Gensler, recently discussed his insights into professional responsibility during the pandemic and described his team's application of new design ideas to architectural solutions. Stefan Behnisch, an influential global advocate of innovative sustainable design strategies, discussed the influence of his firm's extensive research into the embodied energy of materials on the design decisions of large-scale projects.

Faculty Mentorship, Scholarship, and Research. In addition to in-class mentorship, faculty often volunteer to serve as professional mentors for students who aspire to extend their research projects beyond the classroom. For example, Professor Alice Guess' applied knowledge of academic research processes and professional experience in building construction systems and assemblies testing made her the ideal mentor for architectural student Santiago Diaz. With research and ideas generated from an in-class structures design exercise, Diaz developed an innovative idea for a flat packed emergency response structure. The final design garnered an honorable mention at the 2019 International Laka Competition.

SCAD also supports faculty as they advance personal and professional research through SCAD's extensive professional development resources (see Section 5.4 Human Resources and Human Resources Development). The university grants sabbatical and presidential fellowship awards to eligible professors to support their professional growth and achievement through advanced study, research, and practice. A key component of this professional development is the expectation that faculty present their research and findings through a lecture, workshop, reading, or presentation — open to SCAD students, faculty, and staff. Faculty may also exhibit their research projects in one of SCAD's galleries. Select architecture faculty award recipients include:

- Dr. Emad Afifi, *New Cities: Realities of Large-Scale Development in Fast-Growing Economies* which proposed a close examination of large-scale expansion of new towns in the Nile River Delta and the consequences of mass urbanization with respect to climate change and sustainability;
- Dr. Hsu-Jen Huang, *The Heavenly Water-Townscape of Jiangnan: Recording and Reimaging an Environmental Treasure*, focused on six notable historic water towns in the Jiangnan area of Southern China. The project recorded and documented their current character with a unique graphic vocabulary of photography, sketches, and mixed media;
- Arpad Ronaszegi, *Visual Documentation of Select Contemporary Built Architecture in Select European Countries,* which created detailed documentation of select buildings in Europe to record the physical context and design attributes; and
- Julie Rogers Varland, *Literacy of Intangibles: Developing a Diagrammatic Language for Site and Place Analysis in Three East African Locales*, which uncovered remarkable and innovative informal uses of public spaces as politically tolerated responses until judged as impediments to development and control.

Design Competitions. The SCAD office of institutional recognition primes students for prominent competitions, where they garner awards and recognition for design innovations. Staff members partner with academic leaders and professors to help students — individuals and teams alike — create timelines, refine research and design proposals, and submit work. The architecture department participates in a host of competitions, including AIA Georgia Honor Awards, the Lyceum Fellowship Competition, ACSA Steel Design, AIA COTE for students, and Walt Disney Imagineering's Imaginations Design Competition. In 2018 and 2019, SCAD teams won Disney's Imaginations Design Competition. In 2019 and 2020, SCAD architecture students received first-place recognitions from the AIA GA Design Awards, The Architect's Newspaper Best of Design Awards, and the Architecture Foundation Scholarship.

Assessment. The department's annual programmatic assessment plan involves the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. PC.5 Research and Innovation is addressed in two outcomes in the assessment plan:

> Outcome 1, Criterion 1: The student will demonstrate an ability to research, analyze, and document contextual issues relevant to the design intent. (Research)
>
> Outcome 2: Students will demonstrate design thinking and artistic knowledge when solving design problems. (Innovation)

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for both assessment points have exceeded the standard (3.0) for the last three years.

Outcome 1, Criterion 1 (Research)

2018-19 n=36	**2019-20** n=26	**2020-21** n=45
4.16	4.00	3.73

Outcome 2 (Innovation)

2018-19 n=36	2019-20 n=26	2020-21 n=45
4.10	3.87	3.65

Use of Results. The department continues to meet the student rating benchmarks; therefore, research and innovation have not been identified as areas of opportunity. The department continues to monitor the achievement toward PC.5 Research 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:

Approach. The architecture department promotes interdisciplinary and professional collaborations through team-based studio projects, SCADpro coursework, community engagement initiatives (through SCAD SERVE), and student involvement and leadership opportunities (e.g., student clubs, community service, professional organizations). Collaboration skills, such as adaptive thinking, effective communication, creative problem-solving, and efficient project management, guide the university's learning outcomes for team-based studios, and are advanced through SCADamp workshops and coaching, and robust extended learning opportunities.

Collaborative Studios. In ARCH 717 Graduate Architecture Design Studio I: Urban Design and Development, students collaborate to investigate sustainable strategies for the neighborhood, city, and mega-city. Student teams set goals, assign individual and shared roles, establish a series of ground rules that will govern their collaborative efforts, and create a timeline for their project deliverables. Faculty leverage their professional experiences on project teams and mentor students on effective communication, time management and collaboration tools, techniques, and strategies. To facilitate effective communication and adaptive problem-solving, and mirror contemporary professional practice, faculty encourage students to utilize virtual tools, such as Miro virtual whiteboards; Slack for rapid communication and file sharing; and virtual platforms such as Zoom to collaborate.

Students in ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus also enroll in a paired non-architecture course to participate in interdisciplinary collaboration and learning. As a result of this strategic pairing, students learn to apply principles and skills of another discipline to the architecture field, while also learning about the diverse ways that architects contribute to interdisciplinary projects. For example, in Fall 2017, ARCH 747 students were charged to create a design solution for a performing art theater that demonstrated the evolution of dance, movement, rhythm, and geometric patterns into architectural form. To amplify their understanding of the fluid representation of the human figure, students also enrolled in the animation course ANIM 713 Drawing in Motion. Students worked with visiting guests, including professional dancers (Marcia Mitchell of Revolution Ballroom) and professional mentors such as Natalie Ailen, RA, AIA (Shah Architects), Paula Costa (HKS Architects), and Annie Bauer (M.Arch., 2017, Court Atkins Group), to develop their design solutions.

In Fall 2018, ARCH 747 was paired with the SCAD School of Digital Media SDGM 560 Collaborative Experiences course to study virtual reality technologies and their application to the design of a center for advanced architectural studies. Guest professionals and collaborators included John Rich of Future Experiences Lab at Moxie; Todd Briner and Laurence Reed of ASD | SKY Atlanta; Brett Grobarz of Rand Construction; and a diverse group of architects and interior designers who shared with students their practice-based knowledge and professional collaborative experiences related to the application of virtual reality in architecture. Additionally, students in ARCH 765 Emerging Urban Issues collaborate in small teams to develop a strategic visual communications plan to assist local organizations involved in social justice and equality initiatives. Student teams outreach partner groups to research and propose relevant initiatives and, in many cases, work closely with representatives to discuss the challenges and solutions that surround the communication plan. Recently students collaborated with Chatham Area Transit on bus infrastructure strategies; the Chatham-Savannah Authority for the Homeless to design a map of resources for those in need; and Step-Up Savannah to create a manual for workforce training.

SCADpro. Architecture students regularly enroll in SCADpro courses, the university's innovation studio, where students collaborate across majors and disciplines on challenges with external partners such as Clayco, Hermès, Deloitte, Google, Ford, Volvo, Target, Uber, Delta, Disney, and many more. These studios emphasize transdisciplinary approaches to design innovative solutions and often include a spatial or built environment focus. Architecture students work in diverse teams and assume leadership roles that apply their creative problem-solving and project management skills. For example, recently, SCAD architecture students collaborated with Volvo to envision a transition to autonomous vehicles in urban environments with compact, historic forms. Architecture students successfully led the research process, application for urban modeling, and user experience design.

Student Involvement. Student groups, both within and outside of the architecture department, provide important leadership development opportunities for students. Through SCAD SERVE, students engage with and serve the local community. Students partner with local organizations and leaders while learning the importance of professionalism, networking, project management, decision-making, communication, collaboration, sharing and delegating responsibilities, and more. Architecture students also serve as leaders and members of student chapters of national professional organizations that collaborate with local architecture firms and nonprofits; these include:

- American Institute of Architecture Students (AIAS);
- AIAS Freedom by Design;
- American Society of Heating, Refrigerating, and Air-conditioning Engineers (ASHRAE);
- National Organization of Minority Architects (NOMA); and
- Student Preservation Association.

SCAD architecture students have hosted the AIAS FORUM and several AIAS South Quadrant conferences. In addition to organizations focused on architecture and the Tau Sigma Delta honor society, architecture students are encouraged to participate in university-wide organizations. Adding to SCAD's culture of collaboration, these opportunities enable architecture students to enrich their interpersonal experiences and to nurture diversity, distinctiveness, self-worth, and dignity. Students are involved as members and officers in cultural clubs and activities at SCAD like the Architectural History Club, Black Student Association, Chinese Student Association, Gardening Club, Indian Student Association, Interior Design Organization, and Muslim Student Association. Architecture students have been involved with the organization and implementation of popular events such as the Beaux Arts Ball, Chinese New Year Festival, and Diwali Festival.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. PC.6 Leadership and Collaboration is addressed in Outcome 4 Preparation for the Profession:

> Students will develop the leadership, organization, communication, and decision-making skills needed to perform effectively in both independent and collaborative settings.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome have met the standard (3.0) for the last three years.

2018-19 n=36	**2019-20** n=28	**2020-21** n=45
4.12	3.73	3.64

Student Survey Results. In addition to programmatic assessment, SCAD regularly surveys students with regard to their satisfaction with the student experience. The results of the 2021 administration of the Ruffalo-Noel Levitz Student Satisfaction (RNLSSI) Inventory, which measures the extent to which SCAD is meeting

expectations of students by comparing student-perceived levels of importance and satisfaction, evince that students are satisfied (gap score of less than 1.1) with the following indicators related to collaboration:

- There is a commitment to collaboration in my major department.
- SCAD offers valuable resources to improve my collaboration skills.

Use of Results. While the threshold (student rating of 3.0 or above) was met for Outcome 4, and results of the RNLSSI indicate that students are satisfied with SCAD's collaboration resources, the department continues to work toward further elevating students' effective communication skills, a key element of collaboration, through engagement with SCADamp. As noted in PC.2 and PC.5, this includes participation in SCADamp workshops and coaching for all thesis students. The department continues to annually monitor achievement toward PC.6 Leadership and Collaboration.

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:

Approach. At the heart of the architecture program is the university mission to prepare talented students for creative professions through engaged teaching and learning in a positively oriented university environment. Consistent with the mission, SCAD provides ongoing and comprehensive professional development resources and opportunities for faculty members to facilitate engaged teaching and learning (see Section 5.4 Human Resources and Human Resources Development). Through SCAD Best Practices in Teaching workshops, the SCAD Roadmap to Instructional Engagement, the Teaching Success Program, faculty conferences, and more, SCAD fosters and ensures a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among faculty, students, administration, and staff.

The university's commitment to a positive and respectful learning environment is also articulated in the SCAD Values:

- Be Strategic. Research and measure to guide work and document results.
- Be Innovative. Generate new ideas and relevant solutions.
- Be Positive. Approach all endeavors with enthusiasm.
- Be Collaborative. Embrace and act upon our collective genius.
- Be Transformative. Create life-changing experiences.

Learning and Teaching Culture. To further guide the department in the creation and maintenance of a sharing, engaging, and innovative studio culture, architecture students and faculty developed and implemented the first SCAD studio culture policy in 2004. In 2013, led by the SCAD AIAS executive committee — and with broad-based involvement from students, faculty, and academic leaders — this policy was enhanced and renamed the SCAD Architecture Learning Culture Credo. The credo identifies ten statements with accompanying objectives, that promote a positive and respectful studio environment:

1. We value ourselves as individuals and architecture professionals.
2. We shape our experience as architecture students, faculty, and staff.
3. We respect each other and the learning environment.
4. We appreciate a wide diversity of identities and perspectives.
5. We practice professionalism.
6. We benefit from interdisciplinary learning and collaboration with the broader university community.
7. We embrace innovation.
8. We cultivate leadership.
9. We prepare for professional careers in a global marketplace.
10. We remain engaged in learning and connected with one another.

The credo is published on the architecture page of the university website, is posted in every studio classroom, and architecture faculty frequently discuss its application to the studio environment in class.

This living document embodies the department's commitment to a positive and respectful environment that encourages optimism, respect, sharing, engagement, and innovation among its faculty, students, administration, and staff.

Assessment. The architecture department and academic services leadership review quarterly student course evaluation results to assess student satisfaction with instructional engagement. Spring 2021 results evince that architecture student satisfaction with instructional engagement is at an all-time high:

- 98% of students agreed that their faculty member fostered a supportive, respectful, and professional learning environment;
- 96% of students agreed that their faculty member was consistently well-prepared;
- 94% of students agreed that their faculty member effectively used educational technologies to facilitate engaged teaching and learning; and
- 92% of students agreed that their faculty member generated an engaging learning experience.

In addition, the architecture department recently partnered with the institutional effectiveness staff to develop a survey to gauge students' perception of the learning and teaching culture. Students were presented a series of statements related to the SCAD Architecture Learning Culture Credo and asked to report their level of agreement with each statement. The results (below) indicate the percentage of student respondents who agreed or strongly agreed with the statements.

Ideas and opinions are respected by faculty, staff, and peers.	90%
Constructive criticism is encouraged in studio courses.	87%
Students, faculty, and staff respect the studio facilities, equipment, and others' belongings.	85%
I feel physically safe.	91%
Diverse backgrounds and perspectives are well represented.	85%
Diverse perspectives are encouraged.	89%
My opportunities for academic success are equal to my peers.	85%
We are taught a wide range of architectural traditions, approaches, and viewpoints.	87%
The department encourages interaction and collaboration among students and faculty.	80%
Students and faculty display pride of ownership.	87%
I feel a sense of belonging.	81%

Use of Results. Survey and course evaluation results indicate that the department has successfully fostered a positive and caring learning and teaching culture. To continue to inform the credo, in 2020–21, the department, with support from the institutional effectiveness staff, held a series of student focus groups to gain insight into the state of diversity and equity within the program. These focus groups, together with additional student feedback (e.g., AIAS Faculty and Student Studio Culture Survey, course evaluations, and other institutional assessments), guide the evolution of the credo.

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:

Approach. The architecture program — as expressed in its department mission and Learning Culture Credo — recognizes the importance of building students' understanding of diverse cultural and social contexts. In architecture coursework, students examine the needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize cultures and individuals. This knowledge is then applied in studio design solutions that equitably support and include people of different backgrounds, resources, and abilities. Additionally, SCAD's global university community, extracurricular and study abroad opportunities, and teaching museums that feature emerging and established international artists introduce students to a wide variety of cultures and world views.

Studios and Seminars. Students learn about diverse cultural and social contexts through class lectures, presentations, assignments, reading responses, discussions, and guest speakers. As noted in PC.4 History and Theory, students in ARCH 745 Graduate Seminar in Architecture research and examine precedent studies to understand how different cultural, religious, economic, political, and philosophical values and goals affect the built environment.

In studio project briefs, professors often select architecture sites that connect students and their research with underrepresented communities to promote awareness and understanding of people from different backgrounds, and emphasize how the built environment can support these groups. For example, the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems) frequently uses sites with strong ties to Black history and culture. Students examine current needs of marginalized communities and ways to address them through architectural design. Recently, students analyzed gentrification in a Miami, Florida neighborhood and considered how the changing demographics were influencing traditional social and cultural contexts. An additional brief addressed Atlanta's historic Washington Park — the oldest planned Black neighborhood in the U.S. — and reimagined and revitalized the site of an abandoned YMCA into a community library to address residents' needs.

In ARCH 765 Emerging Urban Issues, community leaders (e.g., Caila Brown of Bikewalk Savannah, Tom Kohler of Chatham-Savannah Citizen Advocacy, and Molly Lieberman of Loop It Up Savannah) join students in vital discussions of local challenges. Students consider solutions for social equity and inclusion in areas of affordable housing, segregation, homelessness, mobility, food access, education, gendered spaces, and health care. Students select a non-government organization or nonprofit to examine and develop design solutions to address a specific social and/or cultural challenge.

ARCH 775 Global Architectural Practice explores the architecture discipline in diverse cultural and geographic settings. Students apply intercultural skills and knowledge of intercultural sensitivities as they engage with professionals from a variety of disciplines to understand models for collaborative practice. Recently, architect Francesca Portesine (BIG - Bjarke Ingels Group, New York, New York) offered students perspective on working across time zones and geographies. Firm principal Clément Blanchet (Clément Blanchet Architecture, Paris, France) shared the advantages of an architectural office organized as a laboratory and research center to inform an architect's response to environmental issues. Architect Oliver Schütte (A-01, San Josè, Costa Rica) discussed societal pressures and social segregation in an emerging economy and his partnership with Marije van Lidth de Jeude, a cultural anthropologist, to explore how local cultural norms influence the design and construction of public and private spaces in the community.

Based on research developed through her SCAD Sabbatical Award, Professor Julie Rogers Varland engaged students with issues of site and placemaking in Eastern Africa and Istanbul, Turkey. Students completed assignments and participated in class discussions and critiques that extended her sabbatical research into meaningful conversations about the connection between cultural identity and physical environments. To support these discussions, Professor Varland provided course resource materials by Manfred Max-Neef, the Chilean author of *From the Outside Looking in: Experiences in Barefoot Economics*, that address issues of social equity, inclusion, and diversity of socio-cultural contexts. These materials articulate human needs and a spectrum of social satisfiers to promote cultural sustainability and resiliency. Professor Varland has also developed ethics assignments in the thesis studio sequence (ARCH 798 Graduate Architecture Studio: Thesis I – Developing Concept, Context, and Program, and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition) to consider, recognize, and articulate the ethical factors within the students' thesis topics. In many cases, this results in design considerations well beyond the individual student's given perspective.

Diverse Learning Community. The SCAD architecture department features a diverse faculty and staff that fosters culturally conscious learning experiences elevated by distinct ideas and experiences. The program includes faculty members from Bolivia, Egypt, Italy, Hungary, Romania, and Taiwan, who collectively speak nearly a dozen languages. Their backgrounds and global professional experiences mirror and celebrate the program's diverse student population.

Extracurricular Opportunities. Beyond the classroom, SCAD offers extracurricular opportunities that develop students' understanding of different social contexts. From the National Organization of Minority Architecture Students (NOMAS) to SCAD SERVE, architecture students have ample opportunities to engage with and assist the underserved in the community.

Since 2013, Professor Hsu-Jen Huang, has facilitated a humanitarian design charrette titled, "Africa Day," a collaboration with GoDesign, a nonprofit organization founded by SCAD architecture alumni. Faculty and students develop architectural designs to meet the educational and civic needs of rural areas in Uganda and Ethiopia. Through intensive discussion and presentations, student participants learn about communities' needs and propose design solutions that rely upon available materials, utilize an innovative construction system, and critically consider building life-cycle and maintenance. Informed by efforts to improve building integrity, quality, and sustainability while preserving cultural heritage, charette participants apply these principles to studio and thesis projects.

Additionally, international student groups and organizations hold cultural events and holiday festivals (e.g., Diwali, Navrati, Chinese New Year, Mid-Autumn) that are open to all SCAD students and faculty.

Study Abroad. As noted in PC.4 History and Theory, SCAD architecture students may participate in the university's study abroad program and explore diverse global architectural traditions and contemporary and historical design practices. Led by faculty members, these immersion trips engage students with diverse cultures, contexts, and architectural vernaculars. For example, in 2017, Professor Hsu-Jen Huang led the Hong Kong immersion program where students explored the dynamic architecture and design practice environment, urban landscapes, and diverse cultures of Asia's World City. Most recently, in 2019, Professor Huang introduced students to the spiritual and cultural center of Kansai, Japan.

SCAD Museums

SCAD Museum of Art. As a center for cultural dialogue, the SCAD Museum of Art engages students through dynamic interdisciplinary educational experiences. A growing international roster of artists provides opportunities for students from all majors to learn about wide-ranging artistic practices and world views.

The museum has presented exhibitions by artists including Jane Alexander, Radcliffe Bailey, Janet Cardiff and George Bures Miller, Carlos Cruz-Diez, Subodh Gupta, Alfredo Jaar, Sigalit Landau, Liza Lou, Ebony G. Patterson, Robin Rhode, Bill Viola, Carrie Mae Weems, Kehinde Wiley and Fred Wilson, as well as site-specific installations by Daniel Arsham, Kendall Buster, Jose Dávila, Michael Joo, Odili Donald Odita and others. The museum's permanent collection includes the Walter O. Evans Collection of African American Art, the Modern and Contemporary Art Collection, the Earle W. Newton Collection of British and American Art, the 19th- and 20th-century Photography Collection, and the SCAD Costume Collection.

An award-winning, architectural icon, the museum incorporates the oldest surviving antebellum railroad depot in the U.S. into its striking design. It has been recognized by the Georgia Trust for Historic Preservation, the Congress for the New Urbanism, the International Interior Design Association and the Historic Savannah Foundation, and received the American Institute of Architects Honor Award for Architecture, a pinnacle achievement.

SCAD FASH. Like the award-winning SCAD Museum of Art, SCAD FASH serves as a teaching museum and creative resource for students of all ages and a wellspring of inspiration for visitors. Through programming that engages the university's broad array of academic disciplines and often features international artists and designers, SCAD FASH offers diverse exhibitions, films, installations, performances and events to enliven and inspire. Each program is designed to engage and appeal to students and visitors with varied backgrounds and interests, from textiles and jewelry to architecture and film.

Recent exhibitions include: Ruth E. Carter: Afrofuturism in Costume Design; Alaïa-Adrian: Masters of the Cut; Pierre Cardin: Le Futur'; Isabelle de Borchgrave: Fashioning Art from Paper; Trine Søndergaard: Guldnakke; Guo Pei: Couture Beyond; Omar Victor Drop: Project Diaspora; and Derrick Adams: Patrick Kelly, The Journey.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. PC.8 Social Equity and Inclusion is addressed in Outcome 1 Contextual Awareness:

> Students will develop design concepts in response to physical, social, cultural, global, and other contexts of the space and client they are serving.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome have met the standard (3.0) for the last three years.

2018-19 n=36	2019-20 n=26	2020-21 n=45
4.16	4.0	3.73

Use of Results. The department continues to meet the contextual awareness benchmark and this outcome has not been identified as an opportunity area (in fact it was identified as a strength in 2018–19 and 2019–20). The department continues to monitor the achievement of this learning outcome and promote students' understanding of diverse and cultural social contexts to inform the built environment and address the unique needs of people of different backgrounds, resources, and abilities.

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.

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:

Approach. The SCAD architecture curriculum emphasizes key aspects of health, safety, and welfare at multiple scales (from cities as a whole to individual buildings) and in each stage of the path to licensure (education, experience, and examination). Health, safety, and public welfare in the built environment encompass a broad-based set of principles, provisions, and systems that create secure, uplifting built environments for users that minimize or eliminate hazardous or unhealthy conditions. In many cases, particularly in design studio assignments, these principles and provisions weave throughout the design and learning processes and inform studio outcomes. As students learn and apply these methods to their class work, they build knowledge and experience foundational to their professional careers.

In ARCH 706 Architecture Practice, students conduct in-depth exploration of professional architects' responsibility to protect public health, safety, and welfare. This fundamental commitment is examined through discussions of the state licensing process, the architect's standard of care, a professional's evaluation and management of risk, professional conduct and ethics, and regulatory requirements.

In ARCH 717 Graduate Architecture Studio I: Urban Design and Development, student teams research and design concepts at the urban scale. Through readings, case studies, and research, students consider how individuals experience and interact with urban settings. Students translate their findings into proposals for environments that improve the urban condition through imagination and innovation. SCAD students often submit their proposals to professional competitions. For example, students crafted their visions for a neighborhood that was healthy, inclusive, supported individual safety, and promoted social interactions essential for human well-being that garnered an Editor's Choice Award in the 2020 New Dencities post-pandemic township design competition.

In ARCH 719 Structures: Lateral Forces, students enhance their application of structural concepts related to building design under applied loads. This course addresses mitigating lateral forces with an emphasis on wind and seismic activity. To demonstrate the tangible impact of these natural effects, assignments employ systematic force application to structural models to simulate how formal design and material decisions impact viability and safety. Students connect class concepts and terminology to analyses of building systems alternatives and learn to effectively communicate and collaborate in a professional context to mitigate environmental and physical stresses on building safety.

Students enrolled in the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems) address health, safety, and welfare in large-scale, high-occupancy building design. Students demonstrate an ability to gather, assess, record, and apply site and program data with an emphasis on the environmental impact of building construction and operations, in conformance with relevant laws and standards. Class discussions consider occupant welfare and bolster students' decisions regarding daylighting, environmental control, and water systems. Students learn to professionally present design thinking and decisions, and critically consider ranging options related to building codes, building organization, structural systems and methods of construction, construction type, egress systems, sustainability, and projected lifecycle costs.

Drawn from contemporary challenges — sea level rise and consequences of mass scale tourism in Venice, Italy — one studio design brief examined the relocation of a cruise ship terminal to address environmental and societal stressors. As students evaluated the terminal's relocation, they confronted flooding concerns in their site planning and programming phases, and considered larger local, regional, national, and international policy issues after a conversation with Alice Hill in January 2021. Hill, author of *Building a Resilient Tomorrow*, is a David M. Rubenstein Senior Fellow for Energy and the Environment at the Council on Foreign Relations, a former Special Assistant to President Barack Obama, and served as Senior Director for Resilience Policy during his administration.

Assessment. In addition to course-level assessment (which includes exams, quizzes, student presentations, creative projects, and research papers), the architecture department engages in an outcome-based programmatic assessment process (that is described in detail in Section 5.3 Curricular Development). This annual evaluation includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition.

The SCAD office of institutional assessment compiles, analyzes, and presents assessment results to the architecture department through an annual assessment report. In use of results meetings, assessment and curriculum specialists collaborate with faculty and academic leaders to interpret results and determine evidence-based improvement strategies to enhance student learning and increase professional preparedness. Throughout the following academic year, institutional assessment and the architecture department measure progress toward achievement of improvement strategies, closing the loop on the annual assessment process.

As the NAAB's program and student criteria inform the M.Arch. program's assessment plan, SC.1 Health, Safety, and Welfare in the Built Environment is addressed in Outcome 4 Preparation for the Profession:

> Students will understand the professional responsibilities of an architect to protect the health, safety, and welfare and contribute to the well-being of individuals, society, and the natural and physical environment.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome (i.e., SC.1 Health, Safety, and Welfare in the Built Environment) have met the benchmark (3.0) for the last three years.

2018-19 n=36	2019-20 n=28	2020-21 n=45
4.12	3.73	3.64

Use of Results. The architecture department continues to meet the professional practice benchmark (3.0) and this student criteria has not been identified as an opportunity area. To ensure students continue to meet or exceed expectations, the department recently engaged licensed practicing architects — with successful projects of multiple scales and building types — to serve as professional mentors for the comprehensive design studio sequence (ARCH 727 and ARCH 737). For example, while Patrick Phelps, AIA (senior principal architect at Hansen Architects) specializes in commercial work — from the Perry Lane Hotel to the redevelopment of an entire 16-building corridor of downtown Savannah's Broughton Street — his expertise in historic building codes has also made him in-demand for residential projects in the local historic district. In this supplemental role, mentors contribute to in-class lectures with workshops and extra help sessions, and provide real-world feedback about building systems integration, especially as it relates to the user.

Additionally, the department has recently offered SCADextra workshops (extended learning opportunities open to all SCAD students) that address health, safety, and welfare topics. These include:

- Codes and Barrier-Free Designs;
- Turning Sunlight into Daylight: Strategies of Natural Illumination;
- Building Code Requirements on Structural Design;
- Wall Construction and Lateral Forces: Wind and Earthquakes; and
- Daylighting Analysis with BIM.

The department continues to annually monitor the achievement of this learning outcome.

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:

Approach. The M.Arch. program integrates the complexity of architectural practice and the standards and ethics that shape the discipline throughout the course of study. ARCH 706 Architectural Practices equips students with foundational knowledge key to their academic and professional success. In this course, students learn: the core concepts of the architect's standard of care; their obligation to protect health, safety, and public welfare; the application of the AIA Code of Ethics and Professional Conduct; and the fundamental business processes vital to successful professional architecture practice (e.g., office and corporate structure, administration, public and client relations, consultant and contractor relations, project administration and procedures, and compensation). Through a series of focused assignments, students explore their place as practitioners in the profession through the systematic design of an individual career path.

Students in ARCH 706 research conditions required to earn and maintain a professional license for a selected jurisdiction, such as internships, architectural registration, continuing education, and more. Each student also identifies and investigates a societal shift — such as the effects of the pandemic on business needs, affordable housing, or economic recessions — and explores the sweeping impacts to the profession and opportunities and challenges to the delivery of architectural services. Finally, in a comprehensive assignment, students work collaboratively to explore the requirements necessary to establish and operate an architectural office. They create a comprehensive business plan for their office that defines a vision, office structure, staff, and operational procedures. Faculty measure student comprehension through written assignments, interactive presentations, and exams.

In ELDS 727 Advanced Digital Applications for Practice and Project Management, students apply the elements of project management to produce building renderings applicable to each phase of the design process: conceptual design, schematic design, design development, and construction documents. Following an integrated workflow to construct BIM models that reflect project sequences in contemporary

practices, students realize a complete BIM model that demonstrates an understanding of buildings systems integration and working drawings that exhibit the application of professional graphic standards.

In the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems), faculty emphasize professional conventions, terminology, and project design and documentation and professional mentors provide examples from their own practices. For example, Patrick Phelps, AIA shared his experience in the renovation and reconfiguration of a historic 9,150-square-foot mixed-use building into a functioning, five-bedroom home with a rooftop terrace, all while working within historic preservation codes. Students engage in class discussions related to firm operations and project delivery.

In ARCH 775 Global Architectural Practice, students learn how architecture practices are conducted in the U.S. and around the world. Students develop international marketplace and business skills to prepare for global practice, and they refine their cultural knowledge and sensitivity. A series of lectures open to all architecture students elucidates international practitioners' perspectives, including those from: large firms, such as Foster + Partners (London, UK) and BIG – Bjarke Ingels Group (New York, New York); small, highly innovative collectives, including 2050+ (Milan, Italy), Tectonicus (Tucson, Arizona), A-01 (San José, Costa Rica), and CBA (Paris, France); and international organizations supporting architects' response to war and natural catastrophes, including Doctors Without Borders (Rome, Italy). Students examine and predict how building design professionals, the building design profession, and the building industry can adapt to developing global markets.

Extended Learning Opportunities. Students also gain an understanding of the profession's breadth through access to noted professionals hosted by the university. SCAD's *Guests and Gusto* virtual interview series invites students to learn more about a wide range of architectural practices from around the world. Recent guests include James Law, RIBA, who discussed imaginative solutions to urban housing generated by his Hong Kong-based firm; alumnus John Crump, AIA, who described his time at SCAD and his journey to become design principal at SmithGroup Washington, D.C.; and Ralph Zucker, president of Somerset Development, who demonstrated how New Urbanism and real estate investment strategies revitalized the former Bell Labs property in Holmdel, New Jersey. Additionally, SCADstyle, one of the university's annual signature events, hosted a conversation with Curtis Moody, FAIA, who shared how he built Moody Nolan and how his firm contributes to substantial change in communities where it does business.

Mentors. In addition to university-hosted lecturers, the architecture department selects alumni mentors from professional practice to extend student learning in the classroom each year. These professionals regularly discuss and review professional ethics, regulatory requirements, and the fundamental business processes relevant to architecture practice, and share how SCAD influenced their career trajectories. For example, Christopher Boone, AIA, LEED, spoke to his collaborative experiences with city urban renewal agencies, attorneys, and construction managers on development proposals and site plans, which often included transfer of land rights. The mentor program creates reciprocal benefits for alumni professionals and students alike, who expand their professional networks, explore career opportunities, and discuss future collaborations through the likes of SCADpro, SCADamp, and more.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. SC.2 Professional Practice is addressed in Outcome 4 Preparation for the Profession:

> Students will gain knowledge of the process and requirements for internship, examination, and licensure to prepare them for the next steps in becoming an architect.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome (i.e., SC.2 Professional Practice) have met the standard (3.0) for the last three years.

2018-19 n=36	2019-20 n=28	2020-21 n=45
4.12	3.73	3.64

Use of Results. The department continues to meet the professional practice benchmark and this student criteria has not been identified as an opportunity area. To continue to elevate students' preparedness for professional practice, the department recently designed and implemented a series of faculty-led ARE preparation workshops offered on Fridays throughout the quarter. These workshops focus on a range of professional practice topics — from contracts, budgets, and schedules to material assemblies — and faculty emphasize how professional ethics, regulatory requirements, and business practices affect considerations. These sessions are mapped to specific sections of the ARE and are open to all architecture students and alumni. The department continues to annually monitor the achievement of this learning outcome.

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:

Approach. The SCAD M.Arch. program emphasizes compliance with regulatory requirements to ensure the realization of project goals and intentions. Students research current zoning (i.e., land use) for sites in studio courses and apply life safety codes that emphasize occupant safety, egress, and accessibility to their design proposals. With increasing detail, students engage in each phase of the regulatory framework in the design process as they evaluate regulatory requirements that inform design considerations (e.g., building mass and setback, structural system selection, material choices, and site-specific impacts like high winds, hurricane effects, and earthquakes).

ARCH 706 Architectural Practices focuses on professional practice and structural forces, and incorporates case studies and current references to the International Building Code and the professional standard of care into course materials and assignments. Students examine laws and regulations that govern the development of a large-scale commercial endeavor and the application of laws and codes to design and development processes. Issues examined include how local zoning and planning ordinances affect scope and size, the effects of state agencies' jurisdiction on programming and site design, and the influence of public review processes on design decisions. Students study precedent documentation from public meetings, agencies with jurisdiction, and the selection of design drawings used for those reviews.

Often, faculty members implement case studies from their professional practice in ARCH 706. For example, architecture professor and department chair Anthony Cissell, AIA, presents the internationally recognized Kessler Plant Riverside District redevelopment, a multi-building restoration and redesign on the Savannah River. The project reimagined a 100-year-old power plant and had to address a host of laws and regulatory issues to conform to modern codes and best practices in resiliency for a coastal site. The design documents, construction drawings, and specifications informed discussions on the regulatory environment's effects on each step of the development process.

With awareness of the broad regulatory environment gained in ARCH 706, students appraise how buildings withstand lateral forces to comply with specific laws, site regulations, and the International Building Code in ARCH 719 Structures: Lateral Forces. In this course, students solve complex structural problems to evaluate the appropriateness and safety of different structural applications. Students consider load factors and how they vary for different loading conditions to ensure adequate safety in controlled load combinations. Students consult regulatory requirements for specific regions subject to high seismic forces and wind loads to determine structural design requirements (e.g., increased ductility, anchorage requirements, additional lateral bracing). Students estimate the required layout and type of systems necessary to meet code requirements. The International Building Code and supplemental codes that regulate minimum design loads are introduced to guide students' evaluation of structural systems. An understanding of industry standard materials and assembly testing and certification processes informs students' exploration of building assembly alternatives. In addition to the application of rules of thumb and

load calculations, students conduct hands-on modeling exercises to comprehend lateral force resisting systems and their behavior and efficacy, particularly in extreme lateral-loading conditions.

Students in all studios, including the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems) are expected to implement life safety standards and zoning regulations, and integrate the site-specific legal and regulatory contexts for each design brief.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. SC.3 Regulatory Context is addressed in Outcome 6 Design Synthesis:

> Students will make design decisions that demonstrate broad synthesis and consideration of user requirements, regulatory requirements, site conditions, ecological concerns, and accessible design.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome have met the standard (3.0) for the last two years.

2018-19 n=*	**2019-20** n=41	**2020-21** n=45
-	3.14	3.20

**Outcome 6 was added to the M.Arch. assessment plan in 2019 to address the 2020 NAAB Conditions for Accreditation.*

Use of Results. The department continues to meet the benchmark for this outcome overall, though students did score slightly below benchmark (2.98 and 2.87, in 2019–20 and 2020–21, respectively) on criterion 6.2: *student reviewed the relevant laws and regulatory standards and addressed their implications for the project*. To ensure that students appropriately address regulatory context, the comprehensive design studio sequence (ARCH 727 and ARCH 737) now requires students to incorporate life-safety, including egress route diagrams, into their final project documentation.

Also, as noted in SC.1, licensed architects now serve as professional mentors for this studio course and pay particular attention to regulatory context in their review of student work. Finally, the department has developed extended learning opportunities related to regulatory context as part of the SCADextra workshop series, these include:

- Codes and Barrier-Free Design;
- Building Code Requirements on Structural Design; and
- Construction Documentation and The Project Manual.

The department continues to annually monitor the achievement of this learning outcome.

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:

The SCAD architecture program integrates technical knowledge and the development of building systems and assemblies as key attributes in the curriculum and develops skills needed for effective architectural practice. Students' confidence in the application of technical knowledge is critical to their success as members of design teams and leaders in the discipline.

Students' experience with technical knowledge commences with ARCH 719 Structures: Lateral Forces. In this course, students complete physical modeling exercises to visualize lateral forces and how lateral force-resisting systems stabilize buildings. They create a simple post-and-beam construction that represents a structural module and observe how buildings rack excessively without adequate lateral resistance. After a demonstration of lateral force resistance structures, students apply strategies to mitigate lateral forces and understand how force-resisting systems function. Students construct a process book of observations and evaluate established precedents of the demonstrated systems integrated into architects' building designs.

For the final assignment, students design and build a free-standing tower and cantilever structure with a base or foundation that resists overturning — this assignment demonstrates course principles such as cross-sectional stiffness and meets specified deflection criteria. As an additional performance objective, faculty encourage students to construct an efficient structure using an economy of material. Students apply loads to their structure, observe and measure deflection, and evaluate results against given criteria. The application of this knowledge base to their studio work in the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems) enhances students' comprehensive ability to integrate technological knowledge with the design, economics, and performance objectives of the overall project and magnifies the sophistication of their work. These reinforcing processes build students' confidence in their ability to address technical considerations.

In ELDS 727 Advanced Digital Applications for Practice and Project Management, students learn to use Autodesk Revit to begin and complete 3D digital BIM models that integrate various architectural systems into a building design. Students create a BIM model of a building to better understand how different architecture systems work, how they are designed, and how they interface with other building systems to complete the physical construction of a building. Through weekly tutorial exercises, students gain technical knowledge and an understanding of how various architectural components, elements, and systems — including walls, floors, doors, windows, roofs, building enclosures, structural and foundation systems, vertical circulation, ceilings, and lighting — are integrated within designs. For their final demonstration, students use Revit to design and model a mid-size building, which evinces their technical ability to integrate various architecture systems into designs.

In the comprehensive design studio sequence (ARCH 727 and ARCH 737), students are required to apply the technical knowledge learned in ARCH 719 and ELDS 727 throughout all design phases. From the earliest stages of pre-design, research, and programming, students consider the implications of established and emerging systems, technologies, and assemblies of building construction as they relate to site, occupants, energy, and design intent. As students' studio projects develop through the design phases, technical concepts are refined and further integrated to boost their skill sets and clarify how technical knowledge works in concert with the health, safety, and welfare; professional practice; and regulatory context expectations. Given this integrated approach, students gain the ability to comprehensively apply the knowledge and concepts learned in seminar courses through application in studio-based assignments.

To reinforce the content of the structures course, professors with expertise in structures and practicing structural engineers attend critiques in the comprehensive design studio sequence. They provide general guidance on implementing principles learned in ARCH 719 and review individual student designs to provide feedback on the structural design. They also evaluate and make suggestions on overall gravity and lateral force-resisting system layouts to guide students in the development of comprehensive designs that are feasible and efficient when judged by technical criteria. Foundation systems also are discussed to ensure students consider structural stability and how loads will be traced through their buildings and into the foundation and ground.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. SC.4 Technical Knowledge is addressed in Outcome 7, Criterion 7.3:

Students will employ principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems in their comprehensive project plan

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for Criterion 7.3 have met the standard (3.0) for the last two years, and was marked a program strength in 2020–21.

2018-19 n=*	2019-20 n=43	2020-21 n=45
-	3.35	4.50

**Outcome 7 was added to the M.Arch. assessment plan in 2019 to address the 2020 NAAB Conditions for Accreditation.*

Use of Results. While technical knowledge has been marked as a program strength, the department still implemented new strategies to enhance students' understanding of this important criterion. For example, studios have incorporated real-time virtual critique sessions with Bluebeam Revu mark-up software and the department worked with the SCAD office of information technology to provide students with continued access to architectural software available at Clark Hall computer studios, even if they were studying remotely during the pandemic. Additionally, new extended learning opportunities amplified students' understanding of emerging systems, technologies, and assemblies of building construction. Recent SCADextra workshops focused on technical knowledge include:

- Building Code Requirements on Structural Design;
- Foundations and Connections;
- Wood, Steel, and Concrete Construction;
- Wall Construction and Lateral Forces: Wind and Earthquakes;
- Structural Systems and Concrete, Masonry, and Metals;
- Selection of Structural Systems;
- Evaluating Structures and Programming; and
- Physical Computing in Architecture.

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:

Approach. In the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems), students synthesize an architectural project that integrates design intentions with technical considerations. Initiated with an examination of precedent structures, students in ARCH 727 analyze the social, cultural, natural, environmental, and regulatory contexts of a specific site. In the pre-design and site research phases, students work in groups to examine precedent studies, gather site research, and other site-specific data and present it to their peers. Students refine the design through parti, program development, and schematic detail. The result of this studio is a resolved concept and practical architectural solution developed through the schematic design level.

Students in ARCH 727 utilize the following design process to develop their solution.

- *Intuition*: Students develop and test intuitive responses to design through systematic exploration, creative application and innovation, and the visualization of ideas in diagrams, drawings, and models.
- *Research*: Students expand their knowledge through evidence-based research and review of materials and methods deployed by architects in comparable circumstances.
- *Analysis*: Students reflect on, examine, and modify their work at increasing levels of detail at each stage of the design process. They engage in critical discourse and dialogue with professors and colleagues.

- *Synthesis*: Students develop their design language and resolve analytical and intuitive ideas into a comprehensive building proposal.

Students consider user experiences at the site and building scale for diverse ages, abilities, and needs; evaluate life safety with an emphasis on egress systems; and develop a set of strategies related to the structure and enclosure of the proposed building. To resolve these design concerns, students meet regularly with mentors, including practicing architects and engineers, to review progress and offer insight drawn from professional practice. Students examine the organization of the International Building Code, determine the applicable requirements for their designs, understand the implications for the project, adapt designs as needed, and communicate how their designs create a building that complies with regulatory requirements.

In the studio, the AIA Committee on the Environment (COTE) Framework for Design Excellence informs discussion of all aspects of design. Students develop conceptual proposals to address specific environmental issues that affect chosen project sites and programs. The criteria influence students' development of site scale strategies and building placement, land use, and impact to the surrounding context. As students develop schematic design proposals, these criteria guide decisions regarding building systems and material selection.

Students deliver final presentation documentation and a process book that clearly demonstrate their ability to develop a schematic design through research, analysis, and practical design synthesis. This final documentation includes deliverables that the faculty have aligned with the course outcomes and program-level assessment. These documents communicate technically clear drawings of the site and building, the comprehensive program, life safety and accessibility, environmental impacts, materiality, building systems, and synthesize the complexity of the building in three dimensions. At a final juried review, which includes professional mentors and invited guests, students verbally and visually demonstrate preparedness to move the architectural solution into the design development phase in the second half of the comprehensive studio sequence.

In ARCH 727, students are expected to develop the ability to make theoretical and technical judgments with confidence and produce sophisticated design solutions. Codes and regulations, site context, universal access, and responses to the environment in the schematic design proposal prepare students to move into the design development phase with a sufficient grounding for the advanced technical integration expected in ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. SC.5 Design Synthesis is addressed in Outcome 6 Design Synthesis:

> Students will make design decisions that demonstrate broad synthesis and consideration of user requirements, regulatory requirements, site conditions, ecological concerns, and accessible design.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome have exceeded the standard (3.0) for the last two years.

2018-19 n=*	**2019-20** n=41	**2020-21** n=45
-	3.14	3.20

**Outcome 6 was added to the M.Arch. assessment plan in 2019 to address the 2020 NAAB Conditions for Accreditation.*

Use of Results. The department noted that while the threshold (student rating of 3.0 or above) was met for Outcome 6, there were opportunities to improve student performance, specifically related to site design. A site design workshop was developed in 2020-21 to further elevate students' understanding of relevant regulatory necessities of site selection and building location, sediment and erosion control measures, building access, parking, ADA requirements, and landscaping. Students who participated in the 2020–21 site plan workshop advance into the graduate comprehensive design studio sequence in Winter 2022 as the department continues to monitor progress toward this outcome.

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:

Approach. The culmination of the comprehensive studio sequence — ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems — addresses building systems, including life safety, structure, enclosure, and environmental control systems developed within students' building designs. The faculty member, practicing architect, and engineer review and mark-up multiple iterations of students' technical drawings related to specific building systems. In-class lectures, discussions, and demonstrations, guided by the faculty, shape students' design decisions with respect to the measurable outcomes of building performance. Final design development drawings synthesize the technical systems exercises and illustrate a comprehensive architectural solution while continuing to respond to the AIA COTE Framework for Design Excellence.

The comprehensive studio sequence provides ample avenues for students to apply innovative ideas to the creation of conceptual, programmatic, and technical design solutions, including environmental control systems, building envelope systems and assemblies, and life safety systems. In particular, students in ARCH 737 develop detailed technical sections to represent the synthesis of their design intentions, spatial configuration, and technical resolution in single drawings or physical models to visualize structural and building envelope systems and assemblies.

The transition to virtual instruction in Spring 2020 presented an opportunity to incorporate professional drawing evaluation tools and mark-up platforms — including Bluebeam Revu and Miro. The virtual platforms created an extended interaction for the students with reviewers in live mark-up sessions. All attendees in a session — students, mentors, and faculty — employ these industry-leading project management tools. This process familiarizes students with the professional practice of drawings review as central to the design development process and builds critical experience for professional practice.

Assessment. The department's annual programmatic assessment plan includes the collection and faculty evaluation of student work from ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming; ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems; and ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition. SC.6 Building Integration is addressed in Outcome 7 Building Integration:

> Students will make design decisions that demonstrate broad integration and consideration of building envelope systems and assemblies, structural systems, environmental control systems and life safety systems.

Benchmark. Student work is evaluated on a five-point Likert-type rating scale: five represents "exceeds standard," three represents "meets standard," and one represents "below standard." Student scores for this outcome have met the standard (3.0) for the last two years.

2018-19 n=*	2019-20 n=43	2020-21 n=45
-	3.24	3.86

**Outcome 7 was added to the M.Arch. assessment plan in 2019 to address the 2020 NAAB Conditions for Accreditation.*

Use of Results. The department noted that while the threshold (student rating of 3.0 or above) was met for Outcome 7, there were opportunities to enhance student achievement in the area of building integration. As noted in SC.1, the department recently engaged licensed practicing architects to serve as professional mentors for the comprehensive design studio sequence (ARCH 727 and ARCH 737). The faculty identified professionals from the coastal region — with successful projects of multiple scales and building types — who could demonstrate a broad range of design strategies and project delivery methods to the students. Patrick Phelps, senior principal architect at Hansen Architects (Savannah, Georgia), and Eddie Bello, principal at Bello Garris Architects (Charleston, South Carolina), offered particular expertise related to building integration. The mentorship program was so successful that in 2020–21, the department invited Chris Boone, associate principal of Lessard Design (Washington, D.C.), to join Patrick Phelps as a professional mentor. Boone recently shared the 901 Fairfax Street projects with students and explained the way the team reskinned an existing building to increase the building's environmental performance.

Initial feedback from studio faculty and professional mentors in 2020–21 reaffirmed the integrated mentorship strategy as a model of professional practice that successfully supports students' achievement of comprehensive design solutions.

Additionally, the department continues to investigate how virtual mark-up tools, such as Bluebeam Revu and Miro, and other technological advancements can be woven through the curriculum to expand students' proficiency with near-future methods and tools.

4—Curricular Framework

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:

SCAD holds regional accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and has been continuously accredited since 1983. The most recent letter from SACSCOC regarding the university's term of accreditation is dated January 7, 2011. As noted in the letter, the university's reaffirmation was originally scheduled for 2020; however, on March 18, 2020, due to the pandemic, SACSCOC President Dr. Belle Wheelan extended SCAD's reaffirmation until December 2021. Both letters are included in Appendix 3 of this report.

SCAD hosted a successful on-site reaffirmation visit in April 2021 and the Reaffirmation Committee deemed SCAD to be in compliance with all 73 standards, without any recommendations for improvement. The SACSCOC Board of Trustees will review the Report of the Reaffirmation Committee during the Commission's annual meeting in December 2021.

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.

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.

Programs must include a link to the documentation that contains professional courses are required for all students.

Program Response:

Professional Master of Architecture Degree. The NAAB-accredited SCAD professional Master of Architecture (M.Arch.) degree program requires an undergraduate degree in architecture or a related building arts discipline and 90 graduate hours at the university. The program prepares students for professional architecture careers through a rigorous curriculum designed to achieve the overarching program-level goal and student learning outcomes. Design studio courses emphasize integrated architectural solutions that draw upon robust, complementary courses in building construction systems, graphics and digital technology, sustainability, history and theory, and professional practices. All M.Arch. program requirements, including professional studies, are clearly denoted on the SCAD website. Professional studies courses (major curriculum), and general education and elective course requirements for the professional M.Arch. program — including the SCAD B.F.A. in architecture curriculum — are documented in Table A and included in Section 4.2.5 Table B.

Table A: SCAD Professional Master of Architecture Degree Program Requirements

Professional Master of Architecture Degree Program B.F.A./Professional M.Arch.	
Foundation studies: 35 hours DRAW 100 Drawing I: Form and Space DSGN 100 Design I: Elements and Organization DSGN 102 Design II: 3D Form in Space DRAW 115 Graphics for the Building Arts DSGN 223 Architectural Fundamentals Studio I: Form, Space, and Order DSGN 224 Architectural Fundamentals Studio II: Site as Design Generator DSGN 225 Architectural Fundamentals Studio III: Spatial Relationships and Human Response **General education: 55 hours** COMM 105 Speaking of Ideas CTXT 121 Visual Culture in Context: Pre-Modern Global Perspectives CTXT 122 Visual Culture in Context: Making Modernities ENGL 123 Ink to Ideas: Critical Concepts in Literature and Writing DIGI 130 Digital Communication MATH 201 Applied Mathematics PHYS 201 Applied Physics General education elective General education elective General education elective Social/behavioral sciences elective **Major curriculum: 80 hours** ARCH 101 Introduction to Architecture ARLH 206 Modern Architecture Before 1900 ARLH 208 Modern Architecture After 1900 ARLH 211 Survey of World Architecture and Urbanism ELDS 225 Electronic Design I: Digital Communication for the Building Arts ARCH 241 Construction Technology I: Building Materials and Assemblies ARCH 301 Architecture Design Studio I: Human-centered Design * ARCH 302 Architecture Design Studio II: Site and Environmental Context * ARCH 303 Architecture Design Studio III: Structural Applications * ARCH 319 Structures: General Structure ARCH 341 Construction Technology II: Building Systems and Technologies ARCH 361 Environmental Control I: Energy, Climate, and Human Comfort ARCH 404 Architecture Design Studio IV: Urban Context *	* Minimum grade of "C" is required. † The focused elective is assigned by faculty and must be taken during the same quarter as ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus. ‡ Courses with subject codes other than ARCH, ARLH, ELDS, INDS, PRES, SUST, or URBA meet these requirements. § The following courses will also satisfy this elective: ARCH 721 Landscape Design for Urban Design or ARCH 765 Emerging Urban Issues. # At the time of admission, up to five additional graduate-level intensive courses may be assigned, bringing the student's required course of study to a total of 95 to 115 hours.

ARCH 405 Architecture Design Studio V: Capstone I - Research and Schematic Design * ARCH 406 Architecture Design Studio VI: Capstone II - Comprehensive Design Development * ARCH 461 Environmental Control II: Mechanical, Lighting, Acoustics, and Life Safety Systems Additional electives: 10 hours Select two of these four options: -ARCH 479 Undergraduate Internship -500-level SCADpro elective -Free elective -Free elective **Undergraduate course of study: 180 hours** **Graduate curriculum** ARCH 706 Architectural Practices Select one of these five options: -ARCH 714 Advanced Parametric Design and Generative Modeling Strategies for the Building Arts -ARCH 736 Complex Structural Applications -ELDS 745 Digital Prototyping and Fabrication Methods for Building Design -ARCH 760 Sustainable Design -ELDS 775 Simulation, Animation, and Visualization in the Building Arts ARCH 717 Graduate Architecture Studio I: Urban Design and Development ARCH 719 Structures: Lateral Forces ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming ELDS 727 Advanced Digital Applications for Practice and Project Management ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems ARCH 745 Graduate Seminar in Architecture ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus Select one of these two options: -ARCH 765 Emerging Urban Issues -ARCH 779 Graduate Internship ARCH 775 Global Architectural Practice ARCH 798 Graduate Architecture Studio: Thesis I - Developing Concept, Context, and Program ARCH 799 Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition 700-level focused elective † 500- to 700-level diversified elective ‡ 500- to 700-level PRES or URBA elective § 500- to 700-level elective 500- to 700-level elective **Graduate course of study: 90 hours #**	

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.

Programs must state the minimum number of credits for general education required by their institution and the minimum number of credits for general education required by their institutional regional accreditor.

Program Response:

SCAD Undergraduate General Education Requirements. SCAD general education coursework gives students the agency to deepen their academic practice and view the world critically and inquisitively. Through this university-level coursework, students learn to investigate, interpret, and defend new ideas and engage mindfully and professionally within diverse and inclusive communities.

Each SCAD undergraduate degree program includes a substantial general education component of at least 55 quarter-credit hours (equivalent to 37 semester-credit hours). SCAD general education credit hour requirements exceed the SACSCOC-required minimum of 45 quarter-credit hours (equivalent to 30 semester-credit hours) for baccalaureate programs.

The SCAD architecture B.F.A. includes 55 quarter-credit hours of required general education coursework and includes at least one class from each of the following categories: humanities/fine arts, social/behavioral sciences and natural sciences/mathematics. Architectural history courses do not satisfy these general education requirements.

The SCAD general education curriculum promotes intellectual inquiry and presents a breadth of knowledge that does not narrowly focus on the skills, techniques, and procedures of a particular occupation or profession. All SCAD general education courses comply with the following criteria:

- Focus on broad concepts and information that enhance general understanding of human behavior, cultures, social structures, science, or quantitative reasoning;
- Offer a breadth of knowledge that is not limited to application within a specific occupation or profession; and
- Align with at least one of the six general education outcomes.

Additionally, SCAD general education courses must be classified as a lecture or seminar course and must not require a non-general education course as a prerequisite.

SCAD General Education Learning Outcomes. Collectively, the general education component of each SCAD undergraduate degree program focuses on student achievement of six general education learning outcomes, listed below. These outcomes provide the foundation for general education program assessment.

- *Research, analysis, and synthesis*. Students will utilize a range of qualitative and/or quantitative methods to develop foundations of inquiry, conduct effective research, analyze information, and justify proposed solutions.
- *Historical investigation and contextualization*. Students will investigate and interpret the historical, social, political, and economic contexts surrounding visual and cultural productions to determine meaning and significance.
- *Cross-cultural knowledge and engagement*. Students will actively engage with cultural theories, perspectives, and ideas to enrich understanding of their roles within diverse and inclusive communities.
- *Strategic communication*. Students will employ specialized terminology and persuasive communication practices to convey ideas professionally based on an evaluation of diverse audiences and circumstances.
- *Digital fluency*. Students will effectively and ethically communicate ideas and identity, interpret information, construct knowledge, and design content in a digitally connected world.
- *Leadership and professionalism*. As future leaders of creative professions, students will demonstrate work and behavior that reflect ethical and professional standards within a range of contexts.

Prospective Student Evaluation of General Studies. The graduate admission review process ensures that M.Arch. applicants' undergraduate coursework, including general studies, is thoroughly evaluated to satisfy

the requisite student-learning acumen at the pre-professional level. As all U.S. regional accreditors require general studies credit hours equivalent to those required by SACSCOC, students who graduated from a regionally accredited U.S. university meet the SCAD M.Arch. general education admission requirements. For all other students, including international students, requisite general studies credit hours are determined on an individual basis, dependent upon review of the student's academic transcripts. In cases where the course title or catalog description is not equivalent or is unclear, the student must provide additional evidence of equivalency (e.g., course description, course syllabus).

The faculty graduate admission committee utilizes a comprehensive assessment tool to evaluate expected student learning outcomes, including those attained through general studies, against a set matrix of criteria. If the faculty committee's evaluation of the student's transcript and supplemental materials does not demonstrate an appropriate equivalency, the application may not be accepted, or the student may be assigned preparatory (preliminary) courses from the SCAD B.F.A. program and/or intensive 500-level graduate coursework beyond the standard curriculum. Such coursework must be passed before the student can enter the professional M.Arch. program.

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.

The program must describe what options they provide to students to pursue optional studies both within and outside of the Department of Architecture.

Program Response:

Electives.

Focused Elective. The focused elective is an elective course outside architecture that intentionally expands students' ideas and design thinking to inform their studio projects. The elective is assigned by faculty and is taken during the same quarter as ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus. For example, students were recently assigned the industrial design course IDUS 711 Methods of Contextual Research as a focused elective and learned principles and techniques to conduct future-focused design research. As a result of this strategic course pairing, students used generative design research (e.g., observational data, user surveys, interviews) to connect data to user-centered design improvements in their ARCH 747 studio project.

Diversified Elective. Students are required to take one diversified elective to expand their knowledge beyond architectural disciplines. Outside courses in disciplines other than architecture, architectural history, electronic design, interior design, preservation design, design for sustainability, or urban design satisfy the diversified elective. For example, entrepreneurial students benefit from creative business leadership courses such as LEAD 709 Business Complexities in Creative Industries; students interested in designing for cruise ships, theme parks, hotels, museums, and other themed experiences can enroll in THED 720 Themed Entertainment Industry; and students can explore how technological advances can enhance the client experience in courses such as ANIM 709 Computer Generated Modeling Design, VSFX 501 Digital 3D Effects, or ITGM 503 Design Methods for Interactivity.

Students also are required to take one additional diversified elective in preservation design or urban design to acquire specialized expertise in a self-identified area of interest. Students benefit from coursework such as PRES 701 Practicing Preservation in a Global Context, URBA 719 Real Estate Regulation and Finance, and more.

Free Electives. Students are required to take two 500- to 700- level free electives. In free elective coursework, students experience their discipline within the wider context of art, design, and business. Often, free electives allow students to express personal research and develop interests that contribute to their thesis projects and expand career preparation.

SCADpro. All architecture students also have the opportunity to enroll in courses hosted by SCADpro, the university's collaborative innovation studio, (PRO 540 High Performance Collaboration, PRO 560 User-centered Research for Business, and PRO 580 SCADpro Collaboration) to fulfill free elective requirements. These interdisciplinary courses are taught by SCAD faculty (with support from SCADpro staff) and advance students' abilities to collaborate across disciplines, conduct research, and produce business solutions for some of the world's most reputable companies and organizations.

- PRO 540: students expand their creative thinking and collaboration skills, techniques, and vocabulary as they analyze diverse SCADpro case studies.
- PRO 560: students learn to apply the principles of user-centered design research to connect data to events, design future scenarios, and illustrate valuable business opportunities.
- PRO 580: students research, develop and conceptualize creative solutions for design challenges posed by elite, multinational companies and organizations, like Clayco, Hermès, Deloitte, Target, Google, Disney, Ford, Volvo, Uber, Delta, NASA, and many more.

SCAD SERVE. Students may also participate in the interdisciplinary studio GOOD 560 Design for Good. Run through SCAD SERVE, which concentrates the university's many design-for-good efforts, students in GOOD 560 generate and apply design solutions and services that aim to advance social, community, and environmental good initiatives. These studio courses incorporate design, business concepts, social entrepreneurship, and community partnerships to address essential human needs, such as food, shelter, and clothing.

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:

SCAD offers a pre-professional B.F.A. in architecture and the NAAB-accredited M.Arch. degree programs. These programs, their accreditation status, and academic requirements are detailed on the university website:

> *In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year with conditions term, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.*
>
> *Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.*
>
> *The Savannah College of Art and Design School of Building Arts offers the following NAAB-accredited degree program(s): M.Arch. (180 undergraduate credits plus 90 graduate credits). Next accreditation visit: 2022.*

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:

SCAD does not offer a B.Arch. degree program.

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:

SCAD offers a NAAB-accredited M.Arch. degree program which requires 180 undergraduate quarter-credit hours (equivalent to 120 semester-credit hours) plus 90 graduate quarter-credit hours (equivalent to 60 semester-credit hours) — a combined 270 quarter-credit hours (equivalent to 180 semester-credit hours). One quarter-credit is equivalent to 0.67 semester-credits; one semester-credit is worth 1.50 quarter-credits.

Table B: SCAD B.F.A./M.Arch. Curriculum

B.F.A. in Architecture							
Undergraduate Courses							
Required Courses							
Foundation Courses Course #s and Titles	**Credits**						
DRAW 100 Drawing I: Form and Space	5						
DSGN 100 Design I: Elements and Organization	5						
DSGN 102 Design II: 3D Form in Space	5						
DRAW 115 Graphics for the Building Arts	5						
DSGN 223 Architectural Fundamentals Studio I: Form, Space, and Order	5						
DSGN 224 Architectural Fundamentals Studio II: Site as Design Generator	5						
DSGN 225 Architectural Fundamentals Studio III: Spatial Relationships and Human Response	5						
		General Education Course #s and Titles	**Credits**				
		COMM 105 Speaking of Ideas	5				
		CTXT 121 Visual Culture in Context: Pre-Modern Global Perspectives	5				

		CTXT 122 Visual Culture in Context: Making Modernities	5				
		ENGL 123 Ink to Ideas: Critical Concepts in Literature and Writing	5				
		DIGI 130 Digital Communication	5				
		MATH 201 Applied Mathematics	5				
		PHYS 201 Applied Physics	5				
		General education elective	5				
		General education elective	5				
		General education elective	5				
		Social/behavioral sciences elective	5				
				Major Curriculum Course #s and Titles	**Credits**		
				ARCH 101 Introduction to Architecture	5		
				ARLH 206 Modern Architecture Before 1900	5		
				ARLH 208 Modern Architecture After 1900	5		
				ARLH 211 Survey of World Architecture and Urbanism	5		
				ELDS 225 Electronic Design I: Digital Communication for the Building Arts	5		
				ARCH 241 Construction Technology I: Building Materials and Assemblies	5		
				ARCH 301 Architecture Design Studio I: Human-centered Design*	5		
				ARCH 302 Architecture Design Studio II: Site and Environmental Context*	5		
				ARCH 303 Architecture Design Studio III:	5		

				Structural Applications*			
				ARCH 319 Structures: General Structure	5		
				ARCH 341 Construction Technology II: Building Systems and Technologies	5		
				ARCH 361 Environmental Control I: Energy, Climate, and Human Comfort	5		
				ARCH 404 Architecture Design Studio IV: Urban Context*	5		
				ARCH 405 Architecture Design Studio V: Capstone I - Research and Schematic Design*	5		
				ARCH 406 Architecture Design Studio VI: Capstone II - Comprehensive Design Development*	5		
				ARCH 461 Environmental Control II: Mechanical, Lighting, Acoustics, and Life Safety Systems	5		
						Additional Elective Course #s and Titles	**Credits**
						Select two of these four options:	
						ARCH 479 Undergrad Internship 500-level SCADpro elective Free elective Free elective	5
Total Required Foundation Courses	**35**	**Total Required General Education Courses**	**55**	**Total Required Major Curriculum**	**80**	**Total Additional Elective**	**10**
Total # of Degree Credits 180							

** Minimum grade of "C" is required*.

Master of Architecture							
Graduate Courses							
Required Professional Courses							
Required Course #s and Titles	**Credits**						
ARCH 706 Architectural Practices	5						
ARCH 717 Graduate Architecture Studio I: Urban Design and Development	5						
ARCH 719 Structures: Lateral Forces	5						
ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming	5						
ELDS 727 Advanced Digital Applications for Practice and Project Management	5						
ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems	5						
ARCH 745 Graduate Seminar in Architecture	5						
ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus	5						
ARCH 775 Global Architectural Practice	5						
ARCH 798 Graduate Architecture Studio: Thesis I — Developing Concept, Context, and Program	5						
ARCH 799 Graduate Architecture Studio: Thesis II — Design Detailing and Final Exposition	5						
		Required Options #s and Titles	**Credits**				
		Students select one of these five options:					
		ARCH 714 Advanced Parametric Design and Generative Modeling Strategies for the Building Arts **ARCH 736** Complex Structural Applications	5				

		ELDS 745 Digital Prototyping and Fabrication Methods for Building Design **ARCH 760** Sustainable Design **ELDS 775** Simulation, Animation, and Visualization in the Building Arts					
		Select one of these two options:					
		ARCH 765 Emerging Urban Issues **ARCH 779** Graduate Internship	5				
				Required Electives #s and Titles	**Credits**		
				700-level focused elective †	5		
				500- to 700-level diversified elective ‡	5		
				500- to 700-level PRES or URBA elective §	5		
				500- to 700-level elective	5		
				500- to 700-level elective	5		
						Optional Studies Course #s and Titles	**Credits**
Total Required Professional	**55**	**Total Required Course Selections**	**10**	**Total Required Electives**	**25**	**Total Optional Studies**	**0**
Total # of Degree Credits 90 **Combined Total # of Degree Credits 270**							

† The focused elective is assigned by faculty and must be taken during the same quarter as ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus.
‡ Courses with subject codes other than ARCH, ARLH, ELDS, INDS, PRES, SUST, or URBA meet these requirements.
§ The following courses will also satisfy this elective: ARCH 721 Landscape Design for Urban Design or ARCH 765 Emerging Urban Issues.

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:
SCAD does not offer a D.Arch. degree program.

4.3 Evaluation of Preparatory Education

The 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.

See also Condition 6.5

Program Response:
The SCAD graduate admission review process ensures that M.Arch. applicants' undergraduate coursework is thoroughly evaluated to satisfy the requisite student-learning acumen at the pre-professional level. The university follows the same process to assess applicants from both accredited and non-accredited undergraduate programs.

Graduate Applicants from the Institution. All SCAD undergraduate B.F.A. programs in the building arts consist of 180 quarter-credit hours. SCAD undergraduate architecture students who are in academic good standing and have demonstrated achievement in the B.F.A. architecture program outcomes (minimum 3.0 G.P.A.) are offered conditional admission to the graduate program pending completion of their undergraduate degree.

SCAD undergraduate students in other School of Building Arts degree programs complete the graduate admission review in the same manner as external applicants. Students may not enroll in the graduate program until successfully completing the SCAD B.F.A. degree in architecture or a related building arts discipline.

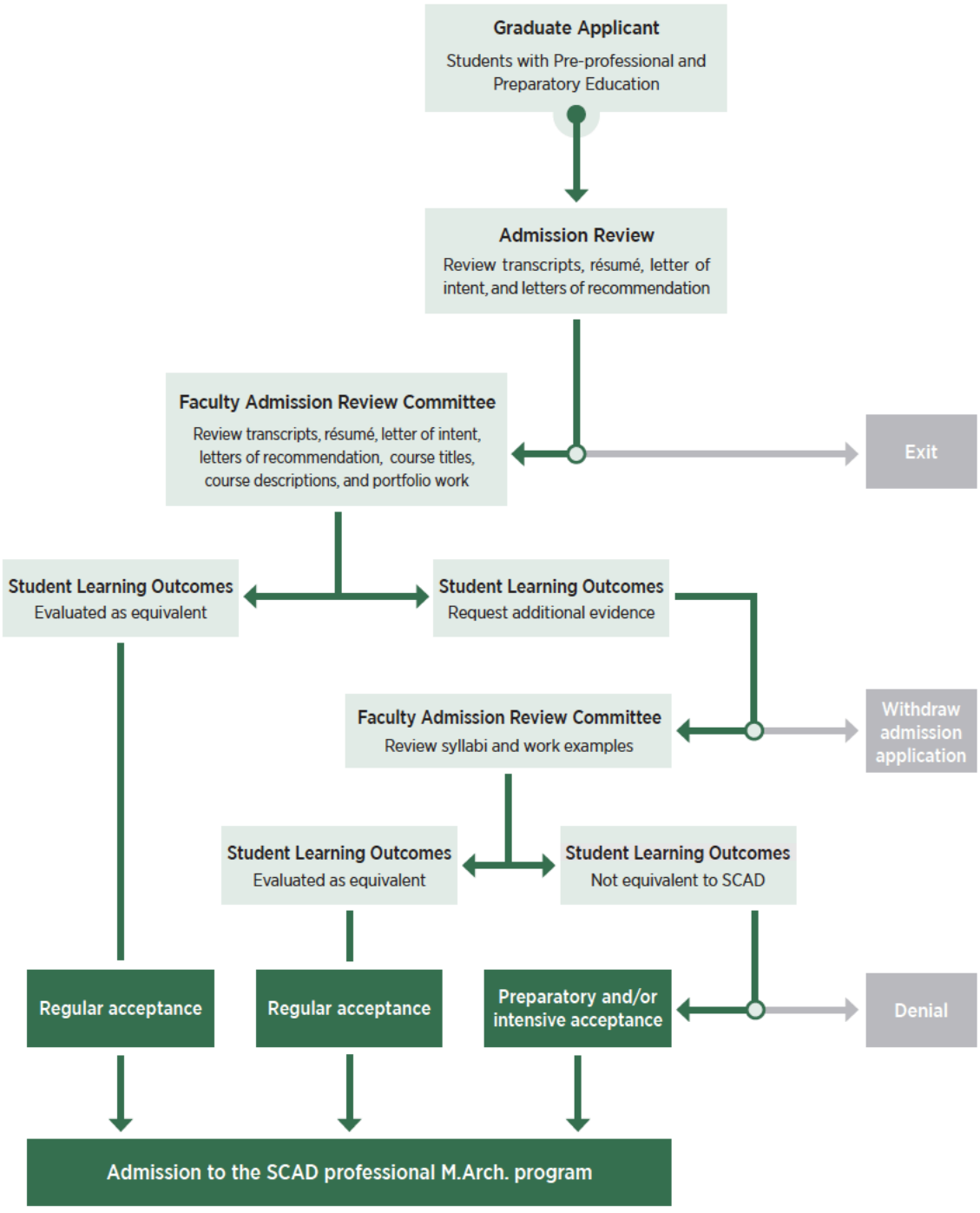
Graduate Applicants from Other Institutions. As stated in the SCAD Catalog, for graduate students entering the professional architecture program from preparatory or preprofessional programs, requisite credit hours are determined on an individual basis, dependent upon review of the student's academic transcripts and portfolio by SCAD architecture faculty. The evaluation process includes a comprehensive review of each course on the student's undergraduate transcript for equivalency to the SCAD architecture B.F.A. program. In cases where the course title or catalog description is not equivalent or is unclear, the student must provide additional evidence of equivalency (e.g., course description, course syllabus, samples of studio work from the course).

Additionally, faculty review the student's portfolio, which must include work from all phases of the design process: conceptual development, schematic design, design development, technical documentation, construction detailing, building systems integration, and building code analysis, as well as structural system analysis and selection. Work completed in academic contexts should include a brief description of design intent and the student's role, and must clearly indicate when and in which course the work was completed. The faculty graduate admission committee assesses the portfolio for achievement in written and visual communication skills, design thinking skills, investigative skills, fundamental design skills, use of precedents, ordering systems skills, integration of accessibility, sustainable design solutions, building envelope systems, and the relationship between human behavior and the design of the built environment.

The faculty graduate admission committee utilizes a comprehensive assessment tool to evaluate achievement of expected student learning outcomes against a set matrix of criteria. If the faculty committee's evaluation of the student's transcript, supplemental materials, and portfolio does not demonstrate appropriate equivalency, the application may not be accepted or the student may be assigned preparatory (preliminary) courses from the SCAD B.F.A. program and/or intensive 500-level graduate

coursework beyond the standard curriculum. Such coursework must be passed before the student can enter the professional M.Arch. program.

Graduate Admission from Other Institutions to the SCAD Professional M.Arch. Program



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:

The SCAD architecture program does not rely on preparatory education to meet NAAB accreditation criteria. The graduate admission review and, when appropriate, the assignment of preparatory (preliminary) and/or intensive course requirements at the admission level validate entering professional M.Arch. students' ability to successfully meet NAAB program requirements and graduate-level expectations.

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:

The SCAD Catalog (which is available on the SCAD website) publishes admission policies and clearly defined requirements for each SCAD degree program, which adhere to higher education standards and promote stakeholder (faculty, students, prospective students, etc.) awareness of parameters and expectations. These requirements also include the potential assignment of preparatory (preliminary) undergraduate and/or intensive graduate coursework prior to admission into the M.Arch. degree program.

> *Acceptance of a student with a preprofessional or preparatory degree in architecture from another institution to the SCAD graduate program is based on review of academic transcripts, specific coursework, and portfolio to ensure that their undergraduate study satisfies the requisite student learning acumen at the preprofessional level. Based on the results of this review, students may be assigned up to five additional graduate-level intensive courses, bringing the student's required course of study to a total of 95 to 115 quarter-credit hours. Students may be assigned preparatory (preliminary) courses from the SCAD B.F.A. program in addition to two years of graduate study.*

If students are assigned preparatory (preliminary) undergraduate and/or intensive graduate coursework, the courses are included in their letter of acceptance.

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.

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

Program Response:

SCAD is a private, nonprofit university that offers degrees in Atlanta and Savannah, Georgia, and online via SCADnow, and features a study abroad campus in Lacoste, France. SCAD organizes academic programs into nine schools, each with a distinct, overarching identity and congruent academic content. Each school is led by an academic dean, and each program within the school is led by an academic program coordinator (i.e., chair or associate chair).

SCAD Academic and Administrative Structure. Academically and professionally qualified leadership ensures achievement of the university mission, preserves each school's unique identity, and promotes the distinctiveness of each major department. This administrative structure, detailed below, organizes and empowers the architecture department and the School of Building Arts to deliver a rigorous, professionally engaged, and highly collaborative curriculum.

School deans are responsible for the quality of SCAD academic programs and teaching and learning effectiveness for their assigned schools across all locations and learning modalities. Collaborating with associate deans from all SCAD locations, school deans supervise and evaluate academic program leaders

and oversee the coordination and management of SCAD faculty, curricula, budgets, and resources for academic departments within their schools. In addition, school deans work with administrative staff from institutional effectiveness, human resources, student success and advising, educational technology, admission, physical resources, university safety, and other academic support departments to advance the SCAD mission, fulfill the university's strategic plan, and provide an excellent academic experience through curriculum management, assessment, quality assurance, accreditation, student support, and faculty development. School deans report to the vice president for academic services. The vice president reports to the chief academic officer, who reports directly to the university president. This structure provides for organizational continuity, clarity, and fairness and allows for improvement and quality assurance.

School and Program Structure. Architecture faculty report to the chair of the department, Anthony J. Cissell, AIA, who directs the B.F.A. and M.Arch. programs and ensures the department offers academic instruction of the highest quality. Chair Cissell reports to Dr. Geoffrey Taylor, dean of the School of Building Arts, which comprises five academic departments (enrolling 1,076 students in 2020–21):

- Architectural history, Dr. Robin Williams, chair
- Architecture, Anthony J. Cissell, AIA, chair
- Furniture design, Fred Spector, associate chair
- Interior design, Ryan Hansen, chair
- Preservation design, CT Nguyen, chair

SCAD's purposeful organizational structure prompts architecture students to engage in multidisciplinary opportunities and explore the built environment within the broader context of the building arts. To supplement major programs of study, the university offers more than 70 minors — six of which are administered through the School of Building Arts. The dean and department chairs receive support from full-time administrative assistants and comprehensive professional staff from institutional effectiveness, advising, the registrar's office, academic services, institutional recognition, SCADpro, SCADamp, career and alumni success, admission, and academic resources, among other departments. In matters of accreditation, assessment, quality assurance, faculty credentials, and curriculum management, the dean and chair work closely with the vice president for institutional effectiveness and the vice president for curriculum and assessment, who have supported each NAAB re-accreditation effort for the last decade, as well as SACSCOC and CIDA reaffirmations.

Key Figures in the School of Building Arts and the Architecture Department.

Dean of the School of Building Arts, Geoffrey S. Taylor, D.Des. An Affiliated Fellow at the American Academy in Rome, an Arthur Ross Advanced Research Fellow at the Institute of Classical Architecture & Art, and recipient of the President's Research Award at Harvard University, Dr. Geoffrey Taylor holds memberships at organizations such as the Society of Architectural Historians, the American Association of Museums, and the International Council on Monuments and Sites. A curator and designer, Dr. Taylor has exhibited work at Harvard University and Columbia University, and has published articles and papers in the *Boston Book Review*, the Center for the Study of the Practice of Architecture, and numerous other journals and books. He also frequently lectures on architecture at myriad locations in the U.S. and at international organizations such as The Karman Center (Bern, Switzerland), the European Architectural History Network (Delft, Netherlands), and the University of Northumbria (Newcastle upon Tyne, England). Before joining SCAD, Dr. Taylor thrived as a project architect at Theo Kalomirakis and Associates in New York, served as a consulting project art historian for the Center for Advanced Study in the Visual Arts at The National Gallery of Art, and acted as a research scholar at The Metropolitan Museum of Art, where he catalogued the architecture, perspective, and scientific treatises from the museum's vast permanent collection.

Architecture Chair, Anthony J. Cissell, AIA. Anthony J. Cissell, AIA, is the chair of architecture at SCAD. Prior to accepting leadership of the SCAD department of architecture, Cissell held a position as a registered architect and senior associate at Sottile & Sottile, Urban Design and Civic Architecture, a Savannah-based firm working extensively in nationally registered historic districts. His work includes civic design, architecture, master planning, and graphic design, emphasizing historic research, urban analysis, and community-wide engagement. Cissell graduated summa cum laude from SCAD, where he earned an M.Arch., and was awarded the Bronze Medal from the National Fraternity for Architecture and the Allied

Arts. After practicing in Chicago post-graduation, Cissell returned to Savannah to focus on the development of sustainable urbanism and civic growth, inspired by Savannah's internationally recognized model of urban design. As a member of Sottile & Sottile, Cissell has played a key role on numerous projects that have been recognized by over 30 awards, including four international Charter Awards from the Congress for the New Urbanism, awards from the American Planning Association, the South Atlantic Region AIA, the Georgia Trust for Historic Preservation, the National Trust for Historic Preservation, Urban Land Institute, and two National Honor Awards for Urban Design and Architecture from the American Institute of Architects. In 2019, he was recognized with the AIA Georgia Emerging Professional Honor Award.

Architectural History Chair, Robin Williams, Ph.D. A SCAD Presidential Fellow who has chaired sessions at national and regional conferences focusing on architectural history, Dr. Robin Williams has been a member of the Society of Architectural Historians for 30 years and the Georgia Historical Society for two decades. In 2002, he received a $150,000 grant from the National Endowment for the Humanities for his Virtual Historic Savannah project, which was recognized by the AIA with a Citation of Excellence. To date, he has secured National Endowment for the Humanities and Georgia Humanities Council grants totaling $210,000. Dr. Williams is a member of numerous other organizations, including the Southeast Chapter of the Society of Architectural Historians; the Historic District Board of Review, City of Savannah; the Society of Architectural Historians; the National Endowment for the Humanities; and the Georgia National Register Review Board. Dr. Williams is an expert on historic pavement and frequently publishes academic articles and contributes to books on the topic. Recent publications include "Buildings of Savannah" in the *Buildings of the United States* series for the Society of Architectural Historians; "A Well-Paved City: Variety, Locality and Modernity in Paving Savannah's Streets," in the *Journal of the Southeast Chapter of the Society of Architectural Historians*; and "A Nineteenth-Century Monument for the State," Chapter 12 in *The Pantheon: From Antiquity to the Present*.

Key Figures of the Institution. SCAD employs qualified administrative and academic executive leaders with exceptional experience, credentials, and qualifications to lead the university and champion the SCAD mission. The SCAD organizational chart illustrates the institutional structure for administrative and academic departments across all university locations and learning modalities. The university leadership qualifications table displays titles, position descriptions, and qualifications of key SCAD administrative and academic leaders, including C-level officers, vice presidents, and associate vice presidents, who thrive under the vision and guidance of President Paula Wallace.

Please see below for brief descriptions of C-level key figures, as well as that of the vice president for SCAD Savannah.

President and Chief Executive Officer, Paula Wallace. President Wallace holds primary responsibility for university priorities and initiatives across all locations and learning modalities. The chief academic officer, chief human resources officer, chief operating officer**,** and chief financial officer report directly to the president and oversee educational, administrative, and fiscal programs and services across the university. Under President Wallace's leadership, SCAD has earned numerous top programmatic and institutional rankings, including: No. 1 undergraduate and graduate interior design program in DesignIntelligence's annual rankings. Since 2008, SCAD undergraduate and graduate programs have been awarded this superlative more than any other university. In addition to its top ranked programs, SCAD is recognized as the No. 1 university in the U.S. and No. 2 university in the Americas and Europe in the 2020 Red Dot Design Rankings.

President Wallace also advances the university's legacy of design excellence and historic preservation. Under her leadership, SCAD has garnered prestigious awards from the American Institute of Architects, American Society of Interior Designers, Art Deco Societies of America, National Trust for Historic Preservation, and UNESCO. President Wallace is an honorary member of the AIA, a recipient of the 2019 Interior Design Hall of Fame Special Leadership Award, a Senior Fellow of the Design Futures Council, a member of the Advisory Board of the National Museum of Women in the Arts, and a Fellow of the Royal Society of Arts. She is a recipient of the Design Luminary Award Honoring Nancy Vincent McClelland, the Arthur Ross Award for Stewardship, the National Trust for Historic Preservation's Louise du Pont

Crowninshield Award, and a Roger Milliken Honorary AIA Legacy Award. President Wallace has also been named among Blouin Artinfo's "Power List: High-Wattage Women of the Art World" and Condé Nast's "Daring 25." The French Embassy of the United States of America appointed President Wallace a Chevalier dans l'Ordre des Palmes Académiques, the Georgia Historical Society named her a Georgia Trustee, the City of Atlanta presented her with a Phoenix Award, the City of Savannah awarded her the key to the city, and DesignIntelligence named her to its list of "30 Most Admired Educators." Additionally, President Wallace is an Honorary Fellow of ASID and delivered the 2021 keynote address for the ASID annual conference.

Chief Academic Officer, Gokhan Ozaysin, M.F.A., Ph.D. The chief academic officer directs and coordinates the work of academic services for all SCAD locations and learning modalities. With leadership support from the vice president for institutional effectiveness, vice president for curriculum and assessment, vice presidents for academic services, and dean of educational services, the chief academic officer guides university curriculum management, assessment, institutional research, accreditation, faculty professional development, library services, registrar services, and academic support operations. For nearly 20 years at SCAD, first as a film and television professor followed by more than a decade of academic leadership, Dr. Ozaysin continuously advances the university's programs of study through excellence in teaching, curriculum development, and assessment, all enhanced by professional-level technology and learning resources, as well as opportunities for internships, professional certifications, and collaborations with some of the world's most recognized brands. With B.F.A., M.F.A., and Ph.D. degrees in filmmaking, Dr. Ozaysin blends academic leadership with creative collaboration, and the collective success of the university's academic community is evidenced by SCAD's 2010 and 2021 flawless reaffirmations of accreditation by the Southern Association of Colleges and Schools Commission on Colleges — with no recommendations for improvement.

Chief Operating Officer, Glenn Wallace. The chief operating officer directs and coordinates university resources for all locations and learning modalities. With leadership support from the senior vice president for admission and student success, vice president for SCAD Savannah and university safety, vice president for brand experience, and associate vice presidents for events and university resources, the chief operating officer oversees university admission, student success, security, Title IX, creative direction, events, exhibitions, and physical resources operations. The chief operating officer also is responsible for the implementation of annual capital spending and new construction, and the design, construction, and maintenance of SCAD facilities. An active member in the American Society of Interior Designers, the International Interior Design Association, and the International Facilities Management Association, Wallace is the visionary behind SCAD Design Group, whose works include an array of unique projects with exceptional design. In all, Wallace leads the design and layout of over two million square feet of space in the university's facilities around the world. His work has been recognized in national magazines and catalogs. Additionally, Wallace's work at SCAD has garnered recognition and awards from the National Trust for Historic Preservation, the Art Deco Societies of America, the American Society of Interior Designers, and the American Institute of Architects, including the AIA Presidential Citation for Sustainable Design.

Chief Financial Officer, J.J. Waller. The chief financial officer is responsible for university operational efficiency and directs and coordinates university fiscal resources through the departments of accounting, procurement, payment services, internal audit, giving, and information technology for all locations and learning modalities. During his 12 years at SCAD, Waller has developed and implemented budgeting and forecasting processes, and led improvements in the university's business office. He is responsible for financial planning and analysis, including the creation and implementation of SCAD's annual budget, negotiating major contracts, and serving as SCAD's treasurer, appointed by the Board of Trustees. Waller's financial expertise, experience, and leadership have contributed to the superb fiscal health of the university, which has been confirmed by excellent ratings from top credit rating agencies and clean annual audits for nine consecutive years. The supervisor for all fundraising efforts for the university, Waller also led SCAD's bond issuance and developed a strategic capital plan for continual fulfillment of the university mission. Investment in the SCAD endowment, exceptional operating performance and careful management of the new capital plan have generated several consecutive credit rating upgrades for the university. Fitch most recently upgraded SCAD's credit rating to A+ and Moody's issued a rating upgrade to A3, testaments to SCAD financial fortitude and fiscal stability.

Chief Human Resources Officer, Lesley Hanak. The chief human resources officer oversees the human resources department and aids in the formulation and implementation of university policies to uphold the SCAD mission. In addition to leading employee recruitment efforts and coordinating the annual performance evaluation process for all SCAD locations and learning modalities, the chief human resources officer collaborates with SCAD leaders to provide professional development support for faculty and staff. With more than 20 years at SCAD in roles including vice president for human resources, senior director of human resources, director of human resources, human resources manager, and human resources staff recruiter, Hanak leads all human resources efforts and has demonstrated an ability to build high-performing personnel functions to ensure the overall success of the university.

Vice President for SCAD Savannah and University Safety, **John Buckovich.** The vice president for SCAD Savannah and university safety supervises and leads the day-to-day operations of the university's Savannah location, including transportation, parking, Title IX, and auxiliary services. Additionally, the vice president oversees university safety and emergency management for all SCAD locations, working closely with local, state, and federal agencies to protect the safety and security of SCAD students, faculty, and staff, and promotes positive community visibility for the university. A graduate of the FBI Academy and the University of Richmond with a Bachelor of Human Resource Management, Buckovich served the Richmond Police Department for 26 years in a variety of positions, rising to SWAT team commander, chief of staff, operations major, and assistant chief. After retiring from the police department, Buckovich was appointed by the governor to serve as the deputy secretary of public safety for Virginia, serving for nearly three years. In that position he developed and implemented public safety initiatives, such as the Virginia Gang Strategy, and was responsible for the daily oversight of 11 state agencies and a number of boards that comprise the Public Safety Secretariat.

Key Institutional Support Personnel. In addition to the SCAD executive leaders, the architecture department is bolstered by a comprehensive academic and administrative support team. The services these departments provide are described in more detail in Section 5.4.4. Key institutional personnel from these departments work closely with architecture leadership, faculty, and students to ensure student success and wellness and the success of the program.

Support Department	Title	Key Personnel
Academic Resource Center	Director of academic resources	Laura Dombroski
Assessment and curriculum management	Senior assessment and curriculum specialist	Josh Funderburke
Career and alumni success	Career adviser	Sean McGee
Counseling and student services	Director of counseling and student accommodations	actively searching
Educational technology	Dean of educational services	Andy Fulp
Graduate advising	Associate director of graduate advising	Florence Bryant
IPAL	IPAL and field internships coordinator	Cristina Gutierrez
Institutional recognition	Assistant director of institutional recognition	Nichole Tate
International student services	Senior director of international student services	Dorothee Mertz
Library	Senior director of library services	Darrell Naylor-Johnson
SCADamp	Director of SCADamp	Ally Steinweg
SCAD Language Studio	Director of SCAD Language Studio	Irene Silas
SCADpro	Executive director of strategic enterprises	Josh Lind

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:

Governance of the Institution. The Board of Trustees, an elected body, governs SCAD and serves as the supreme authority of the university. The board establishes broad policies for the university, exercises fiduciary oversight, and secures financial resources to adequately support the university mission and goals. The SCAD Board of Trustees exercises authority over the university mission, budget, tuition pricing, board membership, location expansion opportunities, appointment and evaluation of the SCAD president, and approval and/or retirement of academic degree programs.

Administrative Governance in the Program. Architecture faculty members actively participate in administrative governance of the program and institution through department committee service; annual retreats and regular faculty meetings; curricular enhancements and assessment; and university-wide faculty council service. Through a variety of surveys that seek faculty feedback (e.g., quarterly faculty conference surveys, signature event surveys, MySCAD surveys), focus groups, department meetings, and individual reviews with the department chair, faculty contribute to institutional achievement of strategic priorities and plans. Architecture students also have a voice in governance through appointments to departmental committees alongside faculty; leadership in the formation, evolution, and modeling of the SCAD Architecture Learning Culture Credo (the department's studio culture policy); and service on the United Student Forum (USF), the student representative body of SCAD.

Curriculum Leadership. SCAD faculty — with support and guidance from department chairs and school deans — lead the research-based curriculum development process for their departments. As subject-matter experts, faculty from all locations and learning modalities examine program assessment results; research developments in their disciplines; explore emerging disciplines; refine program content and scope; and develop proposals to create, revise, or retire courses and programs.

Leadership and staff from the offices of institutional assessment and curriculum management support SCAD faculty and academic leaders throughout the curriculum development process to ensure that crafted content (e.g., course titles, descriptions, goals, learning outcomes, syllabi, learning resources) aligns with SCAD curriculum and assessment best practices, as well as established program-level goals and learning outcomes. The SCAD Curriculum Council, whose voting members consist of deans, associate deans, chairs, and associate chairs, reviews curriculum proposals, provides feedback on course revision proposals, and votes to endorse or reject new course proposals. The curriculum development process is discussed in more detail in Section 5.3 Curricular Development.

Departmental Committees. Architecture faculty serve on four departmental committees that advance the department's goals and priorities. Committees meet quarterly and during the annual faculty retreat, where workgroups review and update strategic program initiatives and establish annual goals and timelines for each committee.

Each committee includes faculty members, as well as a senior or graduate student member representing a student organization (e.g., AIAS, NOMAS). Students are added to committees upon nomination by the committee and approval of the department chair. The department chair and the dean of the School of Building Arts serve as ex-officio members of these committees. Committees have an elected chair who serves a one-year term, so that leadership is shared among faculty members.

The Accreditation Committee. Assists in the evaluation and collection of student work to evince NAAB outcomes, and in the compilation and preparation of material for the annual NAAB report and Architecture Program Report. Currently, this committee advances preparations for the 2021 site visit. Members include:

- Alice Guess, AIA, NCARB (Chair);
- Daniel Brown, Assoc. AIA;
- Dr. Mike Hill, AIA;
- Dr. Hsu-Jen Huang, Assoc. AIA;
- Maggie McManus, AIA, NCARB; and

- Samuel Olin, AIA, NCARB.

The Admission and Internship Committee. In cooperation with the admission department, this committee supports virtual, on-campus, and off-campus recruitment events (e.g., SCAD Days, Spotlight Days, SCAD Information Sessions, high school visits, admission workshops), conducts one-on-one outreach to prospective students, reviews new student applications (including transfer student evaluation), and conducts scholarship portfolio reviews. The committee works with the office for career and alumni success to advertise and coordinate internship opportunities, engage students in SCAD Career Fairs and other professionally relevant networking events (e.g., NOMAS Diversity Career Fair, Chicago Architecture and Design College Day, BAC Architecture and Design College Fair), and promote career-related workshops. Currently, the committee ensures 100% of all program students are enrolled in the IDP (and other initiatives) before graduation to increase employment of students and alumni in top internships and careers. Members include:

- Catalina Strother, Assoc. AIA (Chair);
- Ryan Bacha, Assoc. AIA;
- Melanie Dameron, SE, PE;
- Ryan Madson, ASLA; and
- Huy Ngo.

The Curriculum and Assessment Committee. Partners with the offices of institutional assessment and curriculum management and department leadership to review course descriptions, goals, student learning outcomes, course sequencing, and prerequisite requirements. The committee works with the institutional effectiveness department to conduct program self-assessment. School of Building Arts and department leadership work with the committee to review assessment results and evaluate action items to facilitate continuous improvement. Members include:

- Scott Singeisen, Assoc. AIA (Chair);
- Dr. Emad Afifi;
- Andrea Bertassi, ACE, BA; and
- Julie Rogers Varland.

The Technology Committee. Ensures electronic design coursework aligns with technological developments in the profession, researches and identifies professional and academic technology tools and resources, and identifies industry certifications to advance students' professional credentials. The committee coordinates workshops as a part of the SCADextra workshop series that are available to the entire university community. Additionally, the committee collaborates with the SCAD technology operations office and department leadership on technology capital budget requests. Members include:

- Brent White, AIA, NCARB (Chair);
- Scott Dietz;
- Dr. Mike Hill, AIA; and
- Arpad Ronaszegi, RA, NCARB.

Faculty Councils. Representatives from architecture also serve on university-wide faculty councils that contribute to strategic initiatives such as admission, extended learning opportunities, residence life and housing, community service, diversity and inclusion, and community engagement. These supplemental governance and leadership opportunities foster collaboration and collegiality across the university and support consistency of academic quality and exceptional student experiences across all locations and learning modalities. Site-specific councils recognize the unique character of individual locations and address topics relevant to their respective sites. Faculty members volunteer for council service based on areas of interest and a commitment to advance council goals. The following architecture faculty served on SCAD faculty councils during the 2020-21 academic year:

- Alice Guess, AIA, NCARB;
- Dr. Mike Hill, AIA;
- Dr. Hsu-Jen Huang, Assoc. AIA;
- Maggie McManus, AIA, NCARB;
- Samuel Olin, AIA, NCARB;

- Catalina Strother, Assoc. AIA; and
- Brent White, AIA, NCARB.

Student Participation in Governance. In addition to modeling professionalism in the classroom, SCAD architecture students actively participate in university and program governance.

Participation on Departmental Committees. Committee chairs invite students to serve as representative voices, with full voting privileges, on each of the four departmental committees. These committee appointments promote both leadership development opportunities for students (who will model that same leadership upon entering the profession) and a student-centered culture among program faculty. Student members of departmental committees in 2021–22 include:

- Accreditation Committee, Peaches Shipley;
- Admission and Internship Committee, Sean Payne;
- Curriculum and Assessment Committee, Kyle Anthony Pessagna; and
- Technology Committee, Xiangyun (Ryker) Mou.

Student Societies and Organizations. The SCAD office of student involvement provides and promotes a variety of ways for students to become active members of the university community, including student clubs, leadership programs, and student media outlets. The SCAD architecture department has long-established student-governed chapters of AIAS, NOMAS, ASHRAE, Geodesign, Tau Sigma Delta Honor Society, and other societies organized under the office of student involvement. These organizations allow students to collectively communicate and contribute their ideas to the department, and cultivate future leaders of the profession.

Within the SCAD School of Building Arts, students also participate in the student chapters of allied disciplines including: the American Society of Interior Designers and the International Interior Design Association, as well as the Society of Architectural History Students, the Student Preservation Association, and more.

Institution-wide, SCAD architecture students are invited to participate in governance and serve on the United Student Forum (USF), where students meet with university administrators to discuss opportunities and ideas to further advance the student experience. All students are considered members of the USF, and representatives of the USF are selected to serve in leadership capacities throughout the year. The executive committee is selected from the USF members and represent the entire student body. The USF executive committee meets regularly with SCAD administrators to discuss ideas to continuously enhance the university community.

Student Surveys and Assessment. SCAD maintains a strong culture of assessment, and student surveys monitor and measure student satisfaction and continuous improvement. Major institutional surveys — which include the Ruffalo Noel-Levitz Student Satisfaction Inventory, the National Survey of Student Engagement, and the SCAD Student Survey, as well as event-specific surveys — provide students the opportunity to share feedback with the department and university. Data from these surveys inform policy adjustments, propel action plans for department leaders, and provide evidence to supplement academic support services. Examples of student feedback influencing the architecture program are discussed in more detail in Section 5.3 Curricular Development.

Quarterly Course Evaluations. Students have the opportunity to provide feedback on faculty instruction and course content through quarterly course evaluations. Evaluation results and student comments are shared with faculty, as well as the department chair, who review feedback and determine how to use data to improve course content, course design, and teaching strategies.

Student Involvement in Faculty Searches. Students participate in the hiring process of new faculty by attending in-class presentations from prospective faculty and providing feedback. Department leadership identifies a class that would benefit from the expertise of the faculty candidate and crafts a lecture prompt to be delivered to students in class. Recent candidate lecture topics include site design and coastal resiliency and perceptions of architecture as an increasingly interdisciplinary and diverse profession.

Students' insights and observations provide instrumental feedback through faculty-peer discussion, which is factored into the department's candidacy evaluation and the final hiring decision.

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:

Institutional Planning. All SCAD academic programs engage in ongoing, comprehensive, and integrated research-based strategic planning and evaluation processes that promote continuous improvement, quality, and effectiveness, and include multiyear strategic objectives. SCAD's strategic plan — SCADnext — university-level assessment processes, and architecture department strategic outcomes (which include the requirement to meet the NAAB Conditions) document the university's commitment to curricular excellence.

Approved by the SCAD Board of Trustees in March 2021 — and derived from six years of research and analysis of the university's previous strategic plan — SCADnext will propel the university to achieve its mission and vision for the next eight years. The pillars of SCADnext (Quality, Community, Identity, and Fortitude) guide all university actions and include accompanying goals and action steps, which are mapped to executive leaders' annual performance outcomes and department goals and objectives.

As it relates to continuous improvement, Fortitude Goal 4 states: *SCAD will continue to define and demonstrate excellence in institutional quality and effectiveness*.

The following action steps are designed to achieve this goal:

- Exemplify best practices in institutional and programmatic quality assurance, compliance, and accreditation;
- Implement integrated, research-based planning and evaluation processes that ensure effective annual and long-term achievement of the SCAD mission and strategic priorities;
- Utilize data visualization and information design to facilitate evidence-based decision making and continuous improvement; and
- Advance research to highlight university strengths and identify opportunities to improve the achievements and experience of SCAD students and alumni.

Programmatic Strategic Planning. Assessment and accountability are cornerstones of SCAD's institutional culture of excellence, permeating all academic departments at every program level. The architecture department utilizes assessment and resulting data to enact evidence-based decisions that enhance student learning and promote positive educational experiences. SCAD's institutional effectiveness department works collaboratively with all academic departments, including architecture, to employ a comprehensive and robust quality assurance system that solicits frequent feedback from a variety of stakeholders (e.g., students, faculty, alumni, and industry professionals) and uses feedback to inform decision-making, monitor regional and professional accreditation compliance, and demonstrate achievement of the university's strategic goals.

Operational Outcomes. Each academic department at SCAD has four operational outcomes tied directly to SCADnext that measure success.

- Enroll the most capable students in the world. (Community, Goal 1)
- Increase student retention and graduation rates. (Community, Goal 2)
- Improve the percentage of alumni employed in a creative field and maintain an exemplary overall employment rate. (Quality, Goal 3)
- Offer unparalleled in- and out-of-class educational opportunities. (Quality, Goal 2)

5.2.2 Key performance indicators used by the unit and the institution

Program Response:

Key Performance Indicators. Each operational outcome has assigned key performance indicators, which are tracked through the collection and analysis of data by SCAD's institutional research department and

shared with the academic program leaders on an annual academic report card. Key performance indicators include: enrollment; seat utilization; retention; thesis completion and time to completion rates; employment rate; internship completion; admission support; extended learning opportunities; participation in SCADpro; student certification completion; mentor visit statistics; and awards and rankings. The SCAD institutional effectiveness department collaborates with academic and support leaders throughout the year to gather data, discuss report card enhancements (as necessary) and document achievement of, or progress toward, outcomes from prior years.

Student and Alumni Surveys. SCAD also regularly evaluates achievement of the university mission and effectiveness of university programs and services through quarterly course evaluations and annual student and alumni surveys. These measures — administered across all SCAD locations and learning modalities — consider an array of criteria related to educational effectiveness, including academic rigor, instructional engagement, and student achievement. Institutional surveys include the following:

- Ruffalo Noel Levitz Student Satisfaction Inventory;
- Ruffalo Noel Levitz Priorities Survey for Online Learners;
- SCAD Student Survey;
- National Survey of Student Engagement; and
- Alumni Net Promoter Score.

In addition to the aforementioned university-wide surveys, architecture students complete quarterly course evaluations, an annual alumni employment survey, event-specific surveys, SCAD Architecture Learning Culture Credo survey, and more to provide individual academic and student support departments with actionable data to enhance the SCAD student experience.

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

Each fall, academic program leaders meet with the vice president for institutional effectiveness and vice president for academic services to review achievement of these operational outcomes. During the meetings, attendees document progress toward outcomes, identify strengths and opportunities, and create a portfolio of actions to support program enhancement for the subsequent academic year. Actions and progress toward the mission and each operational outcome are documented below.

Enroll the most capable students in the world. (Community, Goal 1)

Action Steps. The architecture department has taken a number of actions to build an accomplished community of students and strengthen alignment with the admission department. Specifically, the department:

- Provided the admission department with points of pride and talking points that showcase the SCAD architecture program's uniqueness;
- Transitioned SCAD Days (admission open house events) from building tours to interactive workshops with prospective students and their families. Workshops allowed students to connect with subject matter expert faculty, experience an engaged classroom learning environment, and highlight allied disciplines within the School of Building Arts;
- Increased department involvement in the graduate recruitment process. Architecture faculty hold individual prospective student meetings, virtual graduate information sessions, and more;
- Partnered with admission to offer graduate and dean’s fellowships to top IPAL students;
- Engaged prospective students through personal phone calls that created ongoing dialogues, increased rapport, and addressed questions ranging from program requirements to application processes;
- Collaborated with the admission department to host high school workshops and promote the value of the IPAL program;
- Increased prospective students’ access to the M.Arch. program through the adoption of the 2020 NAAB Conditions;

- Presented at NCARB-sponsored panels on the unique qualities of the SCAD IPAL program and the types of support that SCAD provides IPAL students; and
- Participated in NOMA annual meetings and round table sessions.

Progress. These strategic actions boosted Fall 2021 applications by 11%, year over year, and the program's incoming enrollment by 15%.

Increase student retention and graduation rates. (Community Goal 2)
Action Steps. The architecture department has taken a number of actions to implement retention and persistence strategies and programs to ensure architecture students succeed at SCAD. The department:

- Enhanced and streamlined the admission and financial aid process for SCAD architecture B.F.A. graduates to ease their transition into the M.Arch. program;
- Partnered with advising, counseling and student support services, and international student support services to personally reach out and connect with students during the pandemic;
- Required students in ARCH 798 Graduate Architecture Studio: Thesis I - Developing Concept, Context, and Program and ARCH 799 Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition to collaborate with the SCAD Writers' Studio;
- Realigned graduate thesis assignment pacing to promote timelier completion;
- Refined the expected scope of the thesis proposal document to more clearly define required elements and share a model proposal document with all students; and
- Provided additional extended learning opportunities related to proposal development.

Progress. Despite the pandemic and SCAD's transition to virtual instruction, for Fall 2020, architecture graduate students maintained a 95% retention rate as well as a thesis time-to-completion rate of 1.2 quarters.

Improve the percentage of alumni employed in a creative field and maintain an exemplary overall employment rate. (Quality, Goal 3)
Action Steps. The architecture department, in partnership with the office of career and alumni success, has taken a number of actions to ensure that students participate in for-credit and not-for-credit internships and are prepared for creative professions upon graduation. Staff and faculty:

- Implemented a faculty-led ARE workshop series;
- Hired a dedicated IPAL and internship coordinator for the School of Building Arts;
- Held career-focused events (e.g., career fairs, on-campus and virtual employer visits, workshops) with one career fair specifically geared toward School of Building Arts in 2020-21;
- Promoted architecture student participation in SCADamp, the university's professional presentation studio, workshops and coaching sessions to prepare them for peak-performance moments, such as job interviews and career fair events;
- Realigned the sequencing of the for-credit internship in the curriculum as a result of feedback from students' internship supervisors;
- Provided financial support for students to start their NCARB record and mentored students on how to maintain their record;
- Obtained ARE study resources, including Black Spectacles for student and alumni use;
- Increased professional and alumni mentor studio engagement with students;
- Secured the presence of career advisers at Clark Hall each week; and
- Assigned faculty members an annual performance outcome associated with student career support.

Progress. As a result of these strategic actions, the graduate architecture program's overall employment rate and employment in a creative field has been 100% (within 10 months of graduation) for the last three years. Additionally, internships have increased 44% year over year, with 50 M.Arch. students participating in internships in 2020.

Offer unparalleled in- and out-of-class educational opportunities. (Quality, Goal 2)
Action Steps. The architecture department, in collaboration with academic services, has taken a number of actions to enhance instructional engagement and ensure robust student participation in relevant and timely extended learning opportunities. Staff and faculty:

- Established the SCAD Roadmap to Instructional Engagement to ensure all faculty have a shared understanding of in- and out-of-class instructional engagement expectations and strategies;
- Created the SCAD Faculty Professional Development Portal and expanded teaching and professional development resources (e.g., interactive instructional guides and videos, scholarship and research opportunities, faculty spotlight series);
- Engaged new faculty in the SCAD Teaching Success Program and current professors in the SCAD Best Practices in Teaching workshop series;
- Amplified faculty virtual instruction through distribution of virtual teaching kits and SCAD educational technology workshops;
- Implemented industry-standard virtual tools, such as Bluebeam, Miro, and Slack, to reflect professional practice and enhance the virtual classroom environment during the pandemic;
- Invited professional guests from around the globe to conduct virtual portfolio reviews, critiques, and lectures;
- Created the year-round SCADextra workshop series to extend student learning and engagement between quarters and during the summer;
- Added relevant and required extended learning opportunities to each course syllabus;
- Instituted SCADamp coaching for students enrolled in architecture courses that required presentations, including thesis; and
- Collaborated with external partners, including Google and Volvo, on SCADpro course assignments and design challenges.

Progress. As a result of these strategic actions, Spring 2021 architecture student course evaluation results evinced student satisfaction with instructional engagement at an all-time high:

- 98% of students agreed that their faculty member fostered a supportive, respectful, and professional learning environment;
- 96% of students agreed that their faculty member was consistently well-prepared;
- 94% of students agreed that their faculty member effectively used educational technologies to facilitate engaged teaching and learning; and
- 92% of students agreed that their faculty member generated an engaging learning experience.

Additionally, results from the 2021 SCAD Student Survey indicate that 92% of architecture students are satisfied with their faculty members' ability to deliver course material in an engaging manner.

Programmatic Accreditation Outcome. In addition to the four operational outcomes shared by all SCAD departments, architecture and interior design have an additional outcome related to programmatic accreditation with NAAB and CIDA, respectively. These outcomes are shared with the institutional effectiveness department, which supports NAAB and CIDA accreditation.

Exemplify best practices in quality assurance and compliance with the NAAB Conditions of Accreditation. (Fortitude, Goal 4)
Action Steps. The architecture department, in collaboration with institutional effectiveness, has taken a number of actions to demonstrate excellence in programmatic accreditation, quality, and effectiveness. Faculty and staff:

- Analyzed the SCAD M.Arch. curriculum as it related to the NAAB 2020 Conditions for Accreditation program and student criteria matrix for synergy;
- Enhanced the M.Arch. assessment plan to add programmatic outcomes and assessment points to better align with the NAAB 2020 Conditions for Accreditation;
- Completed two assessment cycles with the updated plan, including use of results and follow up;
- Attended ACSA/NAAB workshops and NAAB webinars;
- Hosted a Winter 2020 faculty workshop on the NAAB 2020 Conditions for Accreditation;

- Established the faculty accreditation committee to guide preparations for the department;
- Designed a systematic approach to teaching and learning material collection and organization;
- Dedicated institutional effectiveness staff to the School of Building Arts to support assessment, planning, accreditation, and curriculum development;
- Instituted best practices for enhanced syllabus design; and
- Designated faculty to oversee various stages of NAAB preparation (e.g., student work collection, APR composition).

Progress. As a result of these strategic actions, the SCAD M.Arch. program fully aligns with the NAAB 2020 Conditions of Accreditation and embraces this quality assurance process as an opportunity to demonstrate compliance with the NAAB visiting team. The department is proud to share in this report, and during the virtual visit, the myriad ways in which our valued students benefit from the professional architecture program, services, and resources offered at SCAD.

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

Program Response:

Academic and operational strengths and opportunities are identified as a part of the department's institutional planning and assessment processes. As designers, and in line with SCAD values, the architecture department approaches all endeavors with strategy, innovation, and positivity. As such, "challenges" are not seen as burdensome forces of opposition. Rather, they are identified as opportunities — to learn, grow, improve, or adjust in ways that are transformational for our students and faculty. Program strengths and opportunities are documented below.

Strengths.

Collaboration. One of the architecture department's greatest strengths is its collaborative culture, fortified by the university's diverse program offerings. SCAD architecture students benefit from the ability to engage with disciplines within the realm of building arts and beyond. Program curriculum incorporates collaborative opportunities through required courses and elective offerings, and through SCADpro course collaborations and design challenges. These team-driven cross-disciplinary experiences with elite external partners prepare students for the realities of professional practice. Recent SCADpro partners have included Clayco, Hermès, Deloitte, Google, Ford, Volvo, Target, Uber, Delta, Disney, and many more.

Instructional Engagement. As detailed in the department's progress toward offering unparalleled in- and out-of-class educational opportunities, architecture faculty design experiences that spark learning and engagement out-of-class; link out-of-class learning to class topics; recognize and adapt to different learning styles; feature feedback and critique sessions to enliven the entire class; and give visibility into extended learning opportunities. Participation in the SCAD Teaching Success Program, Best Practices in Teaching Workshops, and access to resources available via the SCAD Faculty Professional Development Portal has advanced a culture of engaged teaching and learning in which professors encourage students to elevate design and make the world a more equitable place.

Professional Preparation. The architecture department exemplifies the SCAD mission to prepare talented students for creative professions: 100% of M.Arch. graduates were employed in a creative field within 10 months of graduation — for three years in a row. The university's innovative curriculum, one-of-a-kind IPAL program, dedicated IPAL and internship coordinator, together with an expansive array of career and alumni success staffing and resources have yielded impressive graduate outcomes. For more information on SCAD's career development resources see Section 6.3 Access to Career Development Information.

Opportunities.

Professional Communication. SCAD's 2020 SACSCOC Quality Enhancement Plan, SCADamp, has already made a positive impact on student learning, and the architecture department has collaborated with SCAD's professional presentation studio to best align coaching and workshops with peak-performance studio moments. For example, the department invited communication coaches to participate in thesis presentation practice sessions and recommended SCADamp workshops as extended learning

opportunities. In Summer 2021, to further capitalize on the tremendous value that SCADamp brings to students, the department chair began an analysis of how the SCADamp workshop series — which features 18 not-for-credit workshops — could be integrated into the curriculum as required extended learning opportunities. This integration will ensure that 100% of architecture students earn the SCADamp Certification of Completion before graduation. These strategic SCADamp touch-points represent an opportunity for students to elevate the precise communication and presentation tools that will prepare and distinguish them in their creative careers and futures.

Transformational Technology. As the profession embraces technological advances, the SCAD architecture department further embeds these tools and techniques into studio coursework. Already students collaborate virtually with peers, professors, and SCADpro partners with tools like Zoom and Bluebeam Revu; utilize rapid-prototyping equipment to create physical models; and create virtual walkthroughs with CityEngine and Geodesignhub. SCAD graduates are reimagining the future of workspaces, like Tabish Ahmed (M.A., interactive game design and development, 2014), the design leader and manager for Facebook's Horizon Workrooms — a virtual reality meeting room with tools for interaction and collaboration. Many faculty and students employ blended technologies and processes to achieve innovative outcomes — the use of drones to capture site images, AR/VR technology to immerse clients in designs, and interactive walkthroughs with game design software Unreal Engine 4, among others. Assigned program faculty continue to investigate other technological advancements that can be woven through the curriculum to further expand students' proficiency with near-future methods and tools.

5.2.5 Ongoing outside input from others, including practitioners.

Program Response:

The architecture department regularly collects and considers external feedback, both formally and informally, as part of its planning processes. In addition to student surveys, SCAD also administers surveys to visiting employers, internship supervisors, SCADpro partners, alumni, and visitors to assess an array of criteria related to educational effectiveness, the student experience, and the career readiness of SCAD students and recent graduates.

For example, historical SCAD Career Fair Employer Survey results shaped SCAD's Quality Enhancement Plan, SCADamp, when employers reported that communication was the No. 1 skill students needed to improve. Armed with three years of research and preparation, SCAD created a robust system of programming for SCADamp, comprised of workshops, events, and individual and team coaching. Based on recent SCAD Career Fair survey results, it is evident that when students engage with SCADamp, and learn to amplify their stories through verbal, visual, and interpersonal communication, there is a dramatic increase in students' communication confidence and preparedness.

According to Career Fair survey results for the past two years:

- 94% of student attendees felt confident speaking about themselves and their work;
- 86% felt confident that they showcased a professional presence through their portfolio and self-promotional materials; and
- 82% felt that they confidently connected with potential employers.

For Career Fair employers, the impact of SCADamp on students' professional communication was even more profound. According to Career Fair survey results for the past two years:

- 97% of Career Fair employers felt SCAD students spoke confidently about themselves and their work;
- 97% also felt that SCAD students showcased a professional presence through their high-impact visuals; and
- 95% of employers felt SCAD students maximized this professional opportunity through effective interpersonal communication.

In addition to surveys, department leadership and faculty incorporate feedback from alumni and professional mentors (licensed architects), and other visiting guests, as they adjust assignments, select required or suggested readings, and more. For example, following feedback from professional mentors,

faculty recently modified technical exercises in the comprehensive design studio sequence to further connect user experience with choices related to structural systems and materials. In 2020-21, the department hosted 53 mentor visits, an increase of 100% year over year. Recent architecture mentors include: Patrick Phelps (M.Arch., 1995), architect at Hansen Architects; Eddie Bello, principal at Bello Harris Architects; John Crump (M.Arch., 1993), associate principal at SmithGroup; Stefan Behnisch, founder and principal of Behnisch Architekten; and Chris Boone (M.Arch., 2008), associate principal at Lessard Design.

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.*

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

Program Response:

Outcomes-based Approach. The SCAD architecture program is outcome-based and utilizes clearly defined educational standards, including NAAB program and student criteria, to guide curriculum development and assessment processes. Course-level student learning outcomes serve as the foundation for classroom assessment, which is used formatively to assign grades and ensure satisfactory student learning and achievement throughout the program. Similarly, program-level student learning outcomes provide the foundation for program assessment, which enables summative evaluation of the program's curricular effectiveness.

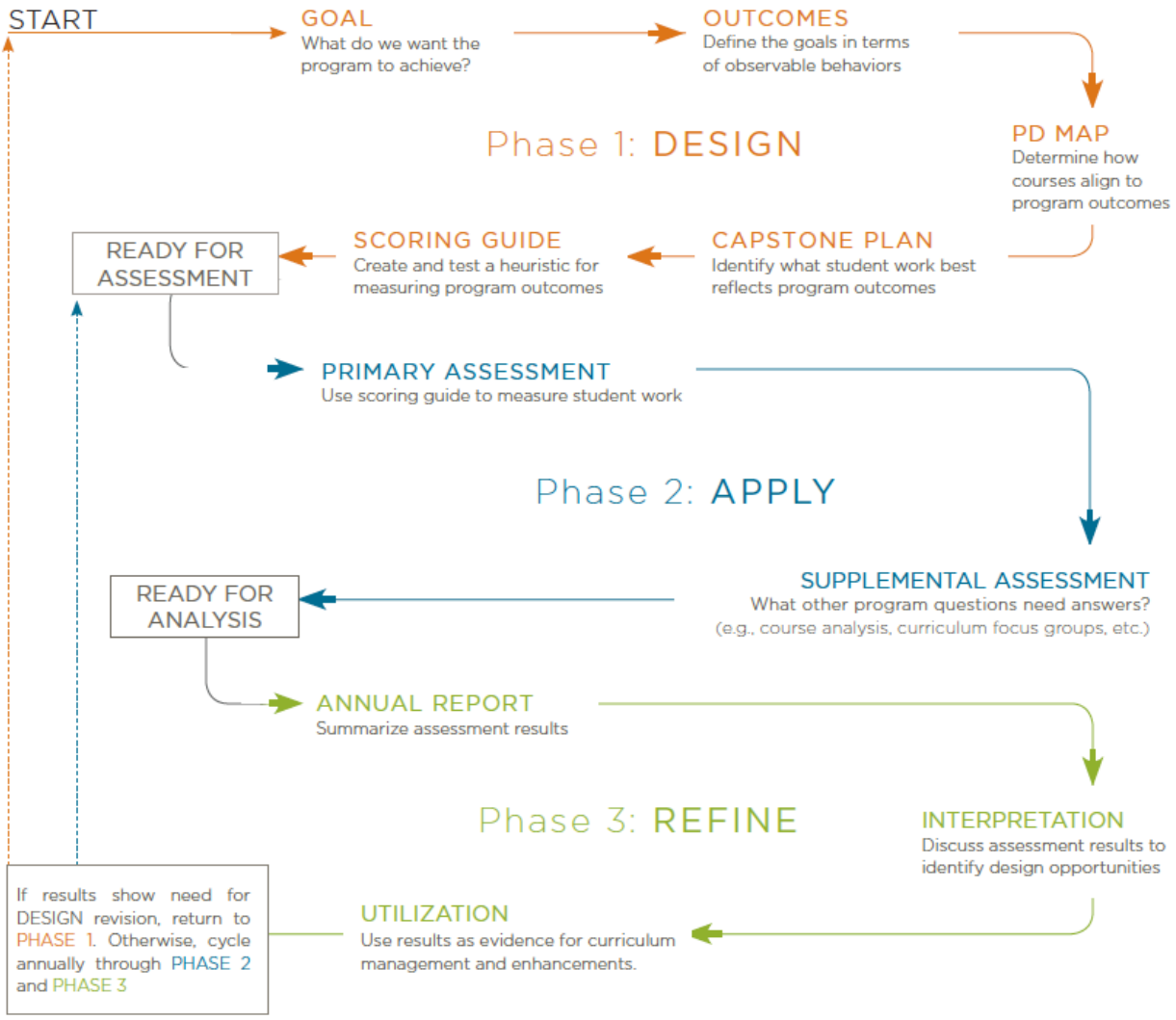
The graduate architecture program delivers a substantive and professionally rigorous curriculum with the support of institutional processes and practices. The architecture faculty curriculum and assessment committee works with department leadership to prepare curriculum proposals for review and endorsement by the SCAD Curriculum Council. Academic leadership and faculty authors craft program and course proposals with articulated goals and student learning outcomes that evince higher education best practices in curriculum design and assessment and a clear connection to accreditation expectations. The SCAD offices of institutional assessment and curriculum management offer academic program design sessions and best practice resources to support faculty throughout the curriculum development process.

Without exception, the formal curriculum development process guides any proposed enhancement to course-level goals and student learning outcomes. The SCAD office of curriculum management ensures the uniform application of approved curricular changes. To ensure relevancy and currency, SCAD faculty subcommittees regularly review existing course goals and student learning outcomes based on annual assessment results or in the event of major curriculum enhancements. Upon approval of new or revised courses, curriculum management staff enter approved course-level goals and student learning outcomes into Banner, the university's global data management system, which automatically updates and populates into the university's standardized course syllabus template. The template is required for all SCAD courses. This quality assurance element creates consistency for all sections of a specific course.

Course-level Student Learning Assessment. As stated in the SCAD Faculty Handbook, each course requires a minimum of five grading opportunities. In alignment with established course-level course goals and student learning outcomes, faculty members determine appropriate forms of assessment to evaluate student achievement and assign grades. This required alignment allows faculty and academic leaders to effectively and consistently gauge student learning outcome achievement across course sections. Faculty members employ various course-level assessment methods, including exams, quizzes, student presentations, creative projects, and research papers. Multiple assessment methods provide students with valuable, ongoing feedback and enable faculty to adapt to different learning styles, promote additional extended learning opportunities, and measure progress toward learning outcome achievement. Each quarter, the academic program coordinator for each department ensures that all syllabi meet university and department expectations and promote excellence.

Program-level Student Learning Assessment. The office of institutional assessment manages the program-level assessment process for all SCAD academic departments, including architecture. Through

iterative research, this office implements a systematic process to assist departments in curriculum design and assessment efforts. The three-phase process, illustrated in the graphic below and described in the Academic Program Assessment Design Guidebook, honors the complexity of art and design assessment while adhering to the Guidelines for Assessment and Accountability in Higher Education identified by the New Leadership Alliance for Student Learning and Accountability. As described in the guidebook, the process is evidence-based, collaborative, and contextualized for each program.



Phase 1: Design. Individual faculty and academic program coordinators from each department collaborate with institutional assessment to design tools and methods that evaluate student learning at the program level. First, faculty members and academic leaders from all SCAD locations and learning modalities use observable, measurable language to collaboratively articulate a program-level goal and student learning outcomes that describe the knowledge and skills students are expected to demonstrate upon program completion. As part of this process, assessment and curriculum specialists from the office of institutional assessment make certain that program-level goals and outcomes are progressively more rigorous as degree levels increase. A program design map ensures that course-level outcomes align with program-level outcomes.

After program-level goals and outcomes are finalized, faculty and academic leaders collaborate with assessment and curriculum specialists to create individualized assessment plans and scoring guides. Assessment plans outline course(s) and student work products to be assessed, whereas scoring guides

translate program-level outcomes into distinct, measurable criteria. Although specific content differs across disciplines, all SCAD programs employ the same scoring guide structure — a five-point, Likert-type rating scale: five represents “exceeds standard,” three represents “meets standard,” and one represents “below standard.” Institutional assessment marks completion of Phase 1 with a program assessment document, which includes the finalized program-level goal and outcomes, program design map, assessment plan, and scoring guide.

Phase 2: Apply. On a quarterly basis, faculty and academic leaders use their collaboratively designed scoring guides to assess student work in accordance with Phase 1 assessment plans. This process is repeated annually for a consistent and regular assessment process.

Phase 3: Refine. In Phase 3, the office of institutional assessment compiles, analyzes, and presents assessment results to each academic department through an annual assessment report. In use of results meetings, assessment and curriculum specialists collaborate with faculty and academic leaders to interpret results and determine evidence-based improvement strategies that enhance student learning and increase professional preparedness. Throughout the subsequent academic year, institutional assessment and academic departments measure progress toward achievement of their improvement strategies, thereby closing the loop on the annual assessment process. The SCAD benchmark for academic program success is that, collectively, students will meet or exceed the standard for each program-level student learning outcome. All SCAD programs complete the use of results process and determine opportunities for continuous improvement, even if they already meet or exceed standards.

2020 NAAB Conditions Adoption and Assessment Alignment. The university engaged in the collaborative development of the 2020 NAAB Conditions for Accreditation and participated in NAAB-hosted presentations about the new conditions and procedures. Based on knowledge gained in these touchpoints, the SCAD architecture department and academic services leadership critically reviewed how the new expectations promote excellence and innovation in architecture education, emphasize program flexibility, increase access to the profession, and facilitate continuous improvement. The goals of the new conditions closely aligned with the department’s vision for the future of a distinctive M.Arch. program at SCAD. With endorsement from the architecture department, academic services leadership, and university president, SCAD notified the NAAB on November 12, 2019 of the university decision to adopt the 2020 Conditions for Accreditation.

As a result of this decision, in the 2019-20 academic year the architecture department enhanced the M.Arch. program-level student learning outcomes and assessment plan to reflect expectations of the 2020 NAAB Conditions for Accreditation. Specifically, the department partnered with the office of institutional assessment to determine opportunities to document and assess NAAB Student Criteria 5 (Design Synthesis) and 6 (Building Integration). To further evaluate these demonstrated competencies, Outcomes 6 and 7 were added to the M.Arch. assessment plan to address design synthesis and building integration.

The department recognized the optimal assessment point for these criteria is the comprehensive design studio sequence (ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming, and ARCH 737 Graduate Architecture Studio III: Detailing and Systems) and added these courses to the existing annual program assessment plan. In 2019–20 and 2020–21, annual assessment results demonstrated that student ratings for all program-level outcomes met the standard (3.0 or above), and the average year-over-year student rating increased for Outcome 6 (+0.06) and Outcome 7 (+0.62).

Use of Results Examples. The university’s comprehensive approach to educational program assessment ensures SCAD academic departments:

- Consider multiple variables that influence student achievement;
- Triangulate results to enhance reliability and validity; and
- Develop thoughtfully designed, student-focused solutions that maximize positive impacts on academic quality, educational effectiveness, and student learning.

In addition to recognition by the Assessment in the Arts Conference and the American Evaluation Association, SCAD's commitment to educational excellence through robust assessment was lauded in the university's 2021 SACSCOC Report of the Reaffirmation Committee:

> *It is clear that the institution takes assessment seriously and its use of assessment to define and focus curriculum as well as provide an appropriate mechanism for continuous improvement. Assessment plays a vital role in the development of new academic programs as well as in program renewal. The extensive resources deployed by the institution in terms of human resources allows it to provide exemplary support for the curriculum in all areas.*

Provided below are examples of the architecture program's use of assessment results to address identified opportunities for improvement.

Use of Results Example 1

Results. During a Fall 2020 meeting with the office of institutional assessment, the architecture department discussed the 2019–20 architecture assessment report. The department noted that while the threshold (student rating of 3.0 or above) was met for Outcome 6 (Design Synthesis), there were opportunities to improve student performance, specifically related to site design (3.14 out of 5.00).

Action Plan. During the 2020–21 academic year, faculty and academic leaders determined that a site plan development workshop would enhance the student experience and extend learning in the M.Arch. program. This workshop, led by Professor Scott Singeisen, also complemented a curriculum enhancement in the B.F.A. program — a new course ARCH 435 Site Plan Development — that addressed the relevant regulatory necessities of site selection and building location, progressing through sediment and erosion control measures, building access, parking, ADA requirements, stormwater runoff, and landscaping.

Follow-up. The 2020–21 architecture assessment report indicated that the overall student rating for Outcome 6 improved from 3.14 to 3.20, and criterion ratings improved for three of the criteria and were maintained for the remaining three. Students who participated in the 2020-21 site plan workshop advance into the graduate comprehensive design studio sequence in Winter 2022 and the department will continue to monitor progress toward this outcome.

Use of Results Example 2

Results. In 2020, during a review of the 2019–20 M.Arch. assessment report, faculty and department leadership discussed two criteria where student scores decreased from the preceding year. M.Arch. program assessment results showed, that while criteria met the standard, there was a slight decrease in average student ratings for Criterion 2.1, "The student successfully communicated design intent," (3.96 out of 5.00) and Criterion 4.3, "The student professionally communicated the development of a private architectural practice through an effective verbal presentation," (3.68 out of 5.0).

Action Plan. SCAD's 2020 Quality Enhancement Plan (a SACSCOC requirement) identified communication as critical to creative professions. Built upon institutional research, feedback from students, alumni, and employers, the university focused on visual, verbal, and interpersonal communication and created SCADamp, a professional presentation studio. To address the minor decrease in student ratings related to presentation communication, department leadership worked with faculty teaching ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition to incorporate SCADamp presentation workshops as an extended learning opportunity and add SCADamp communication coach participation to thesis presentation practice sessions.

Follow-up. The 2020–21 architecture assessment report indicated that student ratings met the standard, though criteria 2.1 and 4.3 did not show marked improvement. Upon review of the action plan, it was discovered that SCADamp workshops and coaching were optional for some sections of ARCH 799. University data indicates that students who participate in SCADamp workshops and coaching sessions achieve higher rates of success in their abilities to speak, visualize, and connect with their audiences. Therefore, SCADamp workshops and coaching are now required for all sections of ARCH 799. The department will continue to monitor this initiative and these criteria.

Use of Results Example 3
Results. 2019–20 assessment results showed that while all criteria for Outcome 7 (Building Integration) met to standard, the lowest score was for Criterion 7.1, "Student applied principles of life-safety systems into their project design," (3.12 out of 5.00).

Action Plan. To improve students' application of life-safety systems in their designs, department leadership worked with faculty to update assignment briefs in ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems to include specific expectations for diagramming life-safety systems, especially egress diagrams, in all student process work and final products. Additionally, professional mentors for ARCH 737 were asked to pay particular attention to life-safety systems when they provided one-on-one sessions with students.

Follow-up. The 2020–21 M.Arch. assessment report indicated that Criterion 7.1 was met, with an increase of 0.28 in average student ratings and specific life-safety expectations remain in place for all student process work and final products.

Use of Results Example 4
Results. During the 2020-21 academic year, upon review of individual student rating data, department leadership and office of institutional assessment staff observed that some program-level outcome criteria appeared to be interpreted inconsistently by faculty reviewers. SCAD analyzes inter-rater reliability using adjacent agreement of +/- one scale point between raters. Inter-rater reliability is analyzed for all students assessed by more than one rater.

Action Plan. To address this inconsistency, the architecture department invited Josh Funderburke, a senior assessment and curriculum specialist who works closely with all School of Building Arts programs, to host an inter-rater reliability assessment training. During this June 2021 two-hour workshop, faculty participated in an inter-rater reliability assessment of sample student projects, and after a collaborative discussion, confirmed a shared understanding of the standard by which they should assess student work at the program level.

Follow-up. The 2020–21 M.Arch. assessment report indicated an average inter-rater reliability score of 88%, which exceeds the minimum threshold of acceptance (70%). The average inter-rater reliability will continue to be monitored as part of the M.Arch. assessment plan and the architecture department will collaborate with the office of institutional assessment in the future to recalibrate faculty ratings as needed.

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:
Roles and Responsibilities Overview. All faculty, associate chairs, chairs, associate deans, and deans, across all locations and learning modalities, participate in the SCAD curriculum development process. The Curriculum Council, whose voting members consist of deans, associate deans, chairs, and associate chairs, meets quarterly to review and vote on new programs, program revisions, and special topics courses.

The office of curriculum management provides a range of support to faculty and academic leadership throughout the development and implementation of SCAD academic programs. The office provides oversight for all curriculum enhancements, including the introduction of new courses or programs, revision of existing courses and programs, location expansions, or course and program retirements. They also are a resource for best practices in curriculum and syllabus development, and they offer workshops and presentations to support the unique needs of each department.

Faculty. As subject-matter experts, faculty lead the university's research-based curriculum development process. With support and guidance from department chairs and school deans, faculty analyze program assessment results; explore emerging disciplines; examine similar programs at peer institutions; conduct

research and keep pace with industry innovations; engage in discussions about program content and scope; and develop proposals to create, revise, or retire courses and programs.

SCAD faculty hold primary responsibility for the content, quality, and effectiveness of the SCAD curriculum, and their duties require them to:

- Devote content expertise to curriculum development;
- Research innovations in the discipline;
- Develop and maintain industry and academic contacts;
- Conduct quarterly course-level assessment;
- Participate in annual program-level assessment;
- Engage in collegial curriculum discussions; and
- Communicate regularly with deans, associate deans, chairs, and associate chairs regarding course- and program-level assessment results, and opportunities of enhancement with department curricula.

Throughout the curriculum development process, proposals are guided and vetted by department chairs and school deans for content quality, coherence, and consistency, as well as alignment with higher education and professional standards. SCAD academic program leaders:

- Ensure quality, relevance, and innovation in curricular development;
- Continuously communicate with faculty and academic leaders across all SCAD locations and learning modalities regarding curriculum effectiveness;
- Shape faculty discussions into viable curriculum proposals;
- Communicate regularly with academic services and institutional effectiveness leadership about curriculum proposals; and
- Participate as voting members on the SCAD Curriculum Council.

To support the curriculum process and facilitate continuous faculty involvement, the architecture department formed a Curriculum and Assessment Committee (see Section 5.1 Structure and Governance for more information).

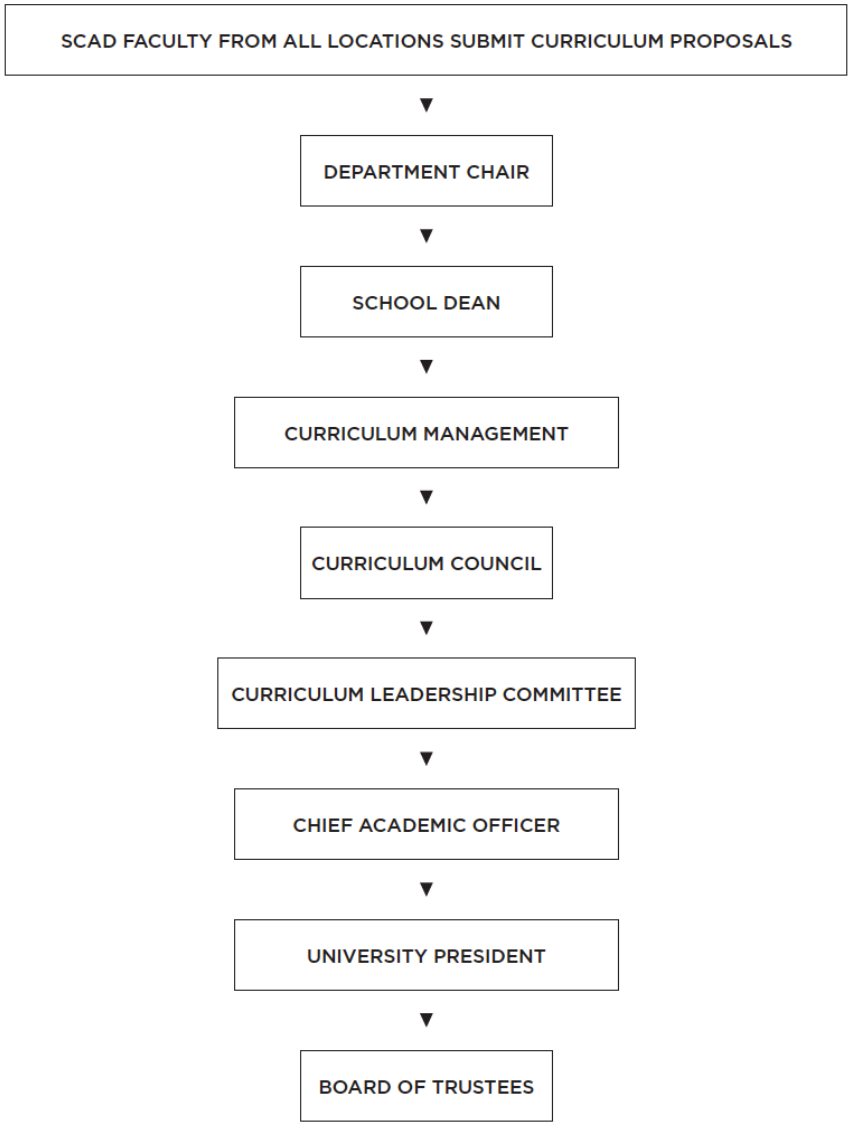
Academic Leadership. As academic program coordinator and chair for the architecture program, Anthony Cissell, AIA, participates fully in every phase of the curriculum development process. The process includes the review and refinement of existing programs and courses, as well as the research, ideation, and development of new courses, programs, and minors. In part, this process is facilitated through departmental meetings, ongoing curricular review, and annual program assessment. Academic program coordinators receive support from school deans and dedicated administrative staff in the SCAD office of curriculum management. In addition to leading the curriculum development process for their assigned programs, all academic program coordinators serve on the SCAD Curriculum Council and vet and endorse proposals for course and program enhancements across the university.

Institutional Assessment and Curriculum Management Staff. When new or revised programs or courses are proposed, staff from the offices of institutional assessment and curriculum management support SCAD faculty and academic leaders as they align content (e.g., course titles, descriptions, goals, student learning outcomes, syllabi organization, learning resources) with SCAD curriculum and assessment best practices, as well as established program-level goals and learning outcomes. Additionally, curriculum management staff verify that proposed content adheres to commonly accepted higher education best practices, university standards, and accreditation requirements (e.g., proper program length, appropriate number of general education hours, inclusion of a final project or thesis course at the graduate level).

Curriculum Leadership Committee and Curriculum Council. After review by the office of curriculum management for adherence to SCAD standards and best practices and NAAB criteria, the Curriculum Leadership Committee reviews proposals for clarity, appropriate rigor, depth of research, compliance with university policies and accreditation requirements, and alignment with the SCAD mission and strategic plan. Proposals with support from the leadership committee advance first to the Curriculum Council for

review, feedback, and endorsement by SCAD faculty, department chairs, and school deans across all university locations and learning modalities, and then to the chief academic officer for final review.

University Leadership. Final approval for all new and revised courses — as well as program enhancements — resides with the chief academic officer. Final approval for the expansion of existing programs to additional SCAD locations and learning modalities resides with the university president. For the launch of new programs or retirement of existing programs, final approval resides with both the university president and the SCAD Board of Trustees. To ensure continued compliance, SCAD policy also dictates notification to the appropriate accreditation agencies. Approved proposals are returned to SCAD faculty for implementation, as faculty have primary responsibility for academic content, quality, and effectiveness of university curricula.



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:

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

Program Response:

Workload Balance. SCAD balances faculty workloads to foster student and faculty achievement and promote engaged teaching and learning in a positively oriented university environment. All SCAD faculty hold the rank of professor and benefit from equal treatment, regardless of employment duration. SCAD architecture faculty annual contracts define full-time faculty employment as twelve courses per academic year — typically four courses taught per quarter, equivalent to 20 contact hours per week. While the majority of SCAD courses meet five hours a week, architecture studios meet 10 hours a week and therefore one architecture studio course counts as two courses when calculating faculty workload.

Department leadership has the option to work with faculty to flexibly distribute courses over the academic year to accommodate academic, professional, and personal needs. Faculty who teach for a full academic year commit to 30 weeks of classroom teaching on the quarter system, with the possibility of teaching during summer quarter for additional pay per course taught.

Faculty Arrangement and Scheduling. Academic program leaders — with support from the school dean, senior director of scheduling, credentials coordinator, registrar's office, and office of student success and advising — are responsible for course scheduling and faculty course assignments. Through this collaboration, academic program leaders create faculty course assignments based on employment classification (i.e., full- or part-time), student demand, and symmetry between faculty credentials, course content, and student learning outcomes.

SCAD prioritizes instruction by full-time faculty. In Spring 2021, 100% of M.Arch. courses were taught by full-time faculty. The department also maintains a part-time faculty roster of practicing professionals who are available to teach a maximum of eight courses each academic year.

If student demand for certain courses or programs of study is projected to be higher than current faculty capacity — to include full-time faculty and documented, sustained use of part-time faculty — the department submits a headcount request to hire a new full-time faculty member to maintain appropriate personnel numbers and support student learning and achievement. Based on analysis of departmental statistics, academic priorities, and student needs, the chief academic officer issues a recommendation to the university headcount committee and leads the decision process to maintain appropriate numbers of full-time faculty to support the university mission, respond to student needs, and provide excellent education in each program of study.

As evinced by faculty workload numbers that are consistently balanced to the number of courses issued on faculty contracts, SCAD's faculty arrangement and course scheduling ensure appropriate workload distribution. For example, in academic year 2020–21, full-time architecture faculty taught 240 course sections, which is below the total teaching load of 245 courses issued on architecture faculty contracts.

The architecture program's administrative structure; leadership; and technical, administrative, and other support offices and key personnel (e.g., institutional effectiveness, advising, the registrar's office, academic services) are discussed in Section 5.1 Structure and Governance.

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:

Professor Margaret McManus, AIA, NCARB serves as SCAD's Architect Licensing Advisor. McManus attends the biannual NCARB Licensing Advisors Summit and remains abreast of licensure requirements to provide SCAD students with resources that promote informed, individually tailored decisions. Professor McManus is a registered architect with academic and professional practice experience and has held

leadership positions within the AIA, presented nationally and internationally at ACA, AAE, and ARCC-EAAE conferences, and has multiple publications.

Professor McManus was preceded in this role by Professor Hsu-Jen Huang, Assoc. AIA, who served as SCAD's Architect Licensing Advisor from 2014–21 and attended the biannual NCARB Licensing Advisors Summit. In 2021, Dr. Huang was recognized by the Savannah AIA with an Honor Award for his work with students and local professionals on licensure initiatives.

Additionally, as an NCARB-accepted IPAL program, the architecture department dedicates extensive support resources to students as they make informed decisions for their individual paths to licensure. A dedicated IPAL and field internship coordinator, Cristina Gutierrez, Assoc. AIA, works closely with architecture students to fulfill requirements for licensure: creation and maintenance of an NCARB record, identification of professional internship opportunities, preparation for and completion of the ARE, and documentation of reimbursement requests for expenses. The coordinator regularly hosts workshops and advising presentations for students with licensed faculty members to promote internship experiences and the path to licensure and leads weekly ARE preparation workshops for graduate students and alumni.

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

Program Response:

Professional Development. Consistent with the university mission, SCAD provides ongoing and comprehensive professional development resources and opportunities for faculty members to facilitate engaged teaching and learning. As described in the SCAD Faculty Handbook, professional development resources enhance pedagogy and support SCAD faculty as educators, scholars, and practitioners. These opportunities create continuous engagement with new knowledge and experiences that foster professional development and contribute to program improvement. Professional development opportunities include:

- New faculty orientation
- Best Practices in Teaching workshops
- Teaching Success Program
- Faculty conferences
- Sabbatical Awards and Presidential Fellowship Awards
- Signature events and festivals
- Museums and exhibitions
- International experiences
- SCADpro
- Certifications, training, and conferences
- Faculty Professional Development Portal

New Faculty Orientation. Professional development begins with new faculty orientation. This required program welcomes new faculty to the SCAD community and acclimates them to the university mission, vision, and values. Academic leaders, curriculum and assessment specialists, and registrar services staff cover topics such as syllabus development, grading and assessment, curriculum, and accreditation. SCAD educational technology experts introduce faculty to the university's leading-edge technology solutions, designed to support effective teaching and learning both in and out of the classroom. This orientation program offers a thorough overview of university expectations for academic quality, including instructional engagement strategies and teaching best practices.

Best Practices in Teaching Workshops. In 2012, the university reaffirmed a commitment to academic excellence by naming "quality" as one of the four pillars of the university strategic plan. SCAD faculty and academic leaders created the SCAD Quality Framework to codify engaged teaching and learning as a top university priority. This guiding document provides all SCAD faculty with shared principles to advance teaching and learning in and out of the classroom, and uphold the high standards of teaching emphasized in the SCAD mission.

In 2017, SCAD faculty and academic leaders continued to demonstrate their commitment to engaged teaching and learning through extensive research, including in-depth examination of SCAD classroom observation results, student course evaluation feedback, and survey results from university alumni, employers, and professional partners. This comprehensive study, which also featured research on higher education best practices and the professional disciplines offered at SCAD, rendered the SCAD Roadmap to Instructional Engagement and associated instructional engagement workshop.

As an immersive professional development opportunity designed for SCAD faculty to experience, identify, and apply best practices in teaching, the instructional engagement workshop:

- Established a shared vocabulary for teaching excellence;
- Modeled teaching best practices;
- Demonstrated classroom management strategies for fostering engaged learning;
- Communicated an understanding of how educators can stimulate and respond to different modes of learning;
- Encouraged collaboration and exchange of ideas;
- Emphasized the myriad resources available to SCAD faculty; and
- Culminated with each participant receiving a copy of the Roadmap to Instructional Engagement — a shared visual framework of teaching strategies that foster a dynamic and engaging learning environment.

Since the roadmap's launch in Spring 2017, nearly 100% of SCAD faculty members (including 100% of full-time architecture faculty) have participated in instructional engagement workshops. During these workshops, SCAD gifted approximately 1,500 books on topics such as creativity, innovation, curiosity, and collaboration to faculty members to support their professional development.

The success of the instructional engagement workshop led to a multifaceted and comprehensive workshops series designed, developed and offered by SCAD academic leaders and experienced faculty: SCAD Best Practices in Teaching. In direct alignment with the SCAD mission, these workshops catalyze faculty members' development as educators as they exchange educational best practices and explore new strategies to advance engaged teaching and learning, model professionalism in all interactions, and encourage and inspire discovery for each student.

Offered throughout the year, these workshops serve as forums where SCAD faculty and academic leaders share best practices, discuss new knowledge and extend innovative teaching strategies across the university.

- BEST 110 Using Screenwriting Techniques for Successful Lesson Planning
- BEST 145 Educational Technology: Spark Early Engagement
- BEST 195 Lead Teaching: Energy, Presence and Attention
- BEST 210 Guiding Success I: Crafting Compelling Assignments
- BEST 220 Setting Professional Expectations for Student Presentations
- BEST 225 Designing Study Trips that Engage and Advance Learning
- BEST 245 Educational Technology: Extend Learning Beyond the Classroom
- BEST 250 Keeping All Students Engaged: How to Run an Active Critique Session
- BEST 295 Keeping Everyone Involved: How to Lead In-Class Discussions
- BEST 300 Guiding Success II: Crafting Clear Grading Rubrics
- BEST 315 Providing Consistent, Constructive, and Timely Feedback
- BEST 335 Keeping Everyone Involved: Developing Diverse and Inclusive Course Content
- BEST 336 Keeping Everyone Involved: Leading Classroom Discussions with Cultural Sensitivity
- BEST 345 Design Epic Slide Presentations
- BEST 410 Energizing Your Class: Lecture, Demonstrate, Apply (studio)
- BEST 412 Energizing Your Class: Lecture, Demonstrate, Apply (seminar)
- BEST 510 SCADpro: How to Lead Design Sprints
- BEST 520 SCADpro: Research, Synthesis, and Analysis

- BEST 530 SCADamp: Storytelling
- BEST 540 SCADpro: Rapid Prototyping
- BEST 550 SCADpro: Partner Relations

The SCAD Roadmap to Instructional Engagement continues to be the main reference document of these workshops offering a shared visual framework of best practices in teaching that foster a dynamic and engaging learning environment. The roadmap also serves as a self-assessment tool that helps faculty identify individual strengths and opportunities as educators. SCAD uses the areas of opportunity documented through the faculty self-assessments to inform the design and scheduling of SCAD Best Practices in Teaching workshops.

Teaching Success Program. As a result of the success and enthusiasm generated by the SCAD Best Practices in Teaching workshops, SCAD incorporated these workshops series into the new faculty orientation to create the Teaching Success Program — an immersive orientation opportunity that helps new SCAD faculty understand, meet, and exceed university expectations for instructional quality and academic engagement. Through individual and group formats, this two-week orientation features best practices workshops, presentation coaching, classroom observations, human resources support, and educational technology and syllabus help sessions, in addition to numerous engagement opportunities with faculty and staff mentors. Since the program's launch in Fall 2019, 100% of new architecture faculty members participated in this orientation.

Faculty Conferences. Faculty conferences provide an opportunity for faculty to welcome each quarter during a formal gathering of the university's academic community. In addition to remarks by the SCAD president, academic leaders, and faculty members, keynote presentations by distinguished artists, designers, researchers, and thought leaders cultivate curiosity, exploration, and discourse, and foster ongoing professional development for SCAD educators. Recent speakers include:

- Jon Goode, playwright, host of *The Moth*, national award-winning performance poet;
- Neil Howe, historian, economist, demographer, and leading authority on generational trends and social change in America;
- Ruth E. Carter, Oscar-winning costume designer whose career spans three decades and approximately 60 film and television projects; and
- Shawn Achor, author of *The Happiness Advantage* and *Big Potential*, and one of the world's leading experts on human potential and the connection between happiness and success.

Each quarter, SCAD administers a survey to assess the relevancy of these keynotes. For example, following a presentation from Juliet Blake, former head of television for TED, 96% of Savannah faculty respondents agreed the presentation was excellent and 95% agreed that the conference offered practical tips that could be used in the classroom.

Sabbatical Awards and Presidential Fellowship Awards. SCAD grants Sabbatical Awards and Presidential Fellowships to eligible professors to enhance their professional development through advanced study, research, and practice. Faculty members who receive these awards engage in: scholarly research, writing, or creative endeavors; creation of innovative pedagogical approaches and instructional materials; knowledge attainment and skill acquisition through training and certifications; applied research or community outreach projects; or other activities that enhance professional growth and educational performance.

During the past five years, SCAD has awarded $732,639 to a total of 132 professors for Sabbatical Awards and Presidential Fellowships. During those years, ten architecture faculty have received a total of $55,000. Select recipients from the department and their projects include:

- Dr. Emad Afifi, *New Cities: Realities of Large-Scale Development in Fast-Growing Economies* which proposed a close examination of large-scale expansion of new towns in the Nile River Delta and the consequences of mass urbanization with respect to climate change and sustainability;
- Dr. Hsu-Jen Huang, *The Heavenly Water-Townscape of Jiangnan: Recording and Reimaging an Environmental Treasure*, focused on six notable historic water towns in the Jiangnan area of

Southern China. The project recorded and documented their current character with a unique graphic vocabulary of photography, sketches, and mixed media;

- Arpad Ronaszegi, *Visual Documentation of Select Contemporary Built Architecture in Select European Countries,* which created detailed documentation of buildings in Europe to record the physical context and design attributes; and
- Julie Rogers Varland, *Literacy of Intangibles: Developing a Diagrammatic Language for Site and Place Analysis in Three East African Locales*, which uncovered remarkable and innovative informal uses of public spaces as politically tolerated responses until judged as impediments to development and control.

Signature Events and Festivals. Annual SCAD events — deFINE ART, TVfest, AnimationFest, GamingFest, SCADFILM and *Guests and Gusto* programming, and more — connect SCAD students, faculty, and alumni with the world's leading creative professionals and showcase the latest advancements and innovations in the disciplines offered by the university. From masterclasses with legendary filmmakers at the SCAD Savannah Film Festival to gatherings of international design luminaries at SCADstyle, university signature events and festivals bring visionaries and thought leaders to SCAD.

Museums and Exhibitions. As centers for inspiration and cultural dialogue, SCAD museums (the SCAD Museum of Art in Savannah, SCAD FASH Museum of Fashion + Film in Atlanta, and the SCAD Lacoste Retour en 1856 in France) and the university's art galleries spark learning and engagement around the globe. SCAD museums host exhibitions by acclaimed artists, create platforms of engagement with the world's most influential designers, thought leaders, and visionaries, and generate exclusive interdisciplinary educational experiences.

Recent SCAD Museum of Art exhibitions include:

- "A City View from the Table of My House," an exhibition by artist Carlos Garaicoa that explores the diversity and flexibility of urban space, as well as the dangers of it;
- "People Mountain People Sea – A Celebration of Every Day Life," an exhibition by leading architect, artist, and writer Liu Jiakun that featured a room-sized, immersive scale model of the West Village, an extensive multipurpose complex realized by Jiakun in Chengdu, China in 2015;
- "Think Twice," an exhibition by artists Carla Fernández and Pedro Reyes, which featured a metal pavilion designed by the artists as the container of their artistic practices, revealing their proximity and cross pollination; and
- "Blackest Night: A Survey in Blackness" an exhibition by Azikiwe Mohammed, which used a multidisciplinary practice to prioritize the experiences, needs and subjectivity of people of color in America.

International Experiences. SCAD faculty enrich their perspective and cultural experiences through teaching opportunities at SCAD locations around the globe. With university support for travel and accommodations and a pre-departure orientation, these international experiences allow faculty members to enhance their experience, both in and out of the classroom through global discourse and engagement. Over the last five years, more than 8% of SCAD faculty, and 16% of architecture faculty, have taught abroad.

Additionally, faculty have the opportunity to participate in shaping a global perspective through residential fellowships at the American Academy in Rome and with SCAD's access as a member institution of the American School of Classical Studies in Athens. Dr. Geoffrey Taylor, dean of the School of Building Arts, was SCAD's inaugural American Academy in Rome fellow for his work, "Copying Vignola: Tracing the Lines of Representation from Architectural Field Survey to Copperplate Engravings."

SCADpro. Faculty members lead SCAD students in course collaborations with industry professionals and discover unique opportunities to explore the latest trends in their profession, advance their expertise, and merge leading-edge content with their instruction. Since 2010, approximately 7,000 SCAD students heightened their creative and collaborative expertise through nearly 600 SCADpro design assignments and 21% of full-time architecture faculty have led a SCADpro course.

Licensure, Certifications, Conferences, and Continuing Education. To ensure faculty remain up-to-date in their disciplines, SCAD dedicates funding to reimburse faculty expenses for the maintenance of NCARB records and licensure in the faculty member's jurisdiction. SCAD encourages and supports faculty members who pursue coveted certifications in state-of-the-art technology applications, emergent design methodologies, and innovative research practices. Among the certifications acquired by SCAD architecture faculty are the following:

- Professional Certificate in Rhino and Grasshopper;
- Rhino 1 and 2 Certification;
- NCI Charrette Management and Facilitation Certificate;
- NCI Public Meeting Facilitation Certificate;
- Building Performance Analysis Certificate; Autodesk Training;
- Adobe; and
- LEED.

Additionally, faculty members expand their development as researchers, scholars, and discipline experts through participation in professional conferences, on-site training sessions, and off-site workshops. Peer practice sessions prepare faculty for conference presentations and promote their research to the SCAD academic community.

During the past five years, SCAD invested approximately $2 million in support of faculty professional development related to certifications, training, and conferences. Additionally, SCAD full-time faculty are eligible to take one SCAD course per quarter, tuition-free, after 180 days of full-time employment, to further their education through the wide array of disciplines offered at SCAD.

Professional Development Portal. The SCAD Faculty Professional Development Portal is the university's repository of comprehensive professional development offerings. The online portal, accessible via Blackboard, contains an array of interactive resources organized within the following web pages:

- Teaching resources to advance instructional quality and engagement;
- Technology resources to spark learning and engagement in and outside the classroom;
- Library resources to advance academic knowledge, discovery, and innovation in each SCAD discipline;
- Video resources to promote continuous learning and exploration through a treasure trove of live-streaming and on-demand content;
- Faculty scholarship resources to advance faculty research and cultivate a community of practice;
- Collaboration resources to embrace the university's collective genius, share best practices, and generate innovative solutions that inspire and transform;
- Museum and exhibition resources to enrich perspective and discourse through exposure to the world's most influential artists and designers; and
- Energy resources to support faculty wellness, both body and mind.

SCADamp. Through SCADamp, the university's professional presentation studio, communication and visualization coaches work with architecture professors in one-on-one sessions to propel engaging teaching styles. Similarly, SCADamp coaches — at the request of individual department leaders — offer strategies for staff members to enhance intra- and interdepartmental communication. In Winter 2021, SCADamp coach Eric Hunicutt facilitated group coaching for the architecture department in subtle, but effective, adjustments to presentation techniques that channel energy, emphasize presence, set the tone in class, and capture the attention of an audience.

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.

Program Response:

SCAD offers academic and student support services and programs to students at no additional cost, with the exception of optional, extended new student orientation programming (e.g., Pre-Bee) and residence life and housing amenities, which are included in room and board fees for students who reside on campus.

New Student Support. In addition to the expert and expansive student support resources dedicated to undergraduate students, SCAD delivers interactive new student programming for graduate students that prepares them for academic success and meaningful career attainment. Graduate orientation participants become acquainted with the academic environment, student support services, and university facilities; review important policies and procedures; and connect with fellow graduate students. Welcome Week complements orientation and showcases the SCAD built environment and seamlessly integrated resources and further acclimates new students to life at SCAD. Each fall, faculty graduate coordinators host an orientation session for new students which provides an overview of upcoming program details and an introduction to key contacts at the university. Additionally, the department chair hosts a meeting to introduce new students to their studio faculty for the first quarter.

Student Success and Academic Support. SCAD student success and academic support programs and services equip students with the tools they need to make informed decisions about their academic options and future careers. SCAD also offers subject and course designated tutoring and academic coaching free of charge.

Graduate Advising. Graduate success advisers support graduate students with comprehensive guidance as they navigate their academic careers. A professional graduate success adviser dedicated to architecture students helps students with registration and recommended course sequencing, and provides students with accurate information about SCAD policies, procedures, resources, and their program. SCAD graduate students also receive support from faculty advisers and department graduate coordinators, who offer major-specific guidance, especially as it relates to required and elective coursework, assignments, and students' progression toward professional careers. Faculty are frequently the first point of contact with students who experience challenges and, in addition to the help they provide, faculty refer students to appropriate university support services. Student success advisers assist students with course registration and sequencing, academic progress and challenges, and financial aid and university policies and procedures inquiries. For more information on how SCAD provides information and guidance to help students understand and make decisions regarding financial aid, see 6.6 Student Financial Information.

Through the MySCAD online portal, students have 24/7 access to an array of advising resources and applications such as course sequencing guides, internship policies and procedures, thesis guidelines, and SCAD Degree Planner, the university's degree audit application. The SCAD app allows students to use their mobile device to securely register for classes, contact their classmates and faculty, and view midterm and final grades, account balances, and directory information from their mobile devices. Additionally, through MySCAD, faculty can use the student concern alert feature in their class rosters, which confidentially connects the appropriate support office(s) to the student.

Career and Alumni Success. The office of career and alumni success supports students throughout their lives. Each career and alumni success adviser serves as a personal mentor and career coach for students from the first day of class to first jobs and beyond. Advisers help students set specific career action plans; develop distinctive résumés and portfolios; succeed in interviews and presentations; and engage confidently with employers and professionals in their chosen fields. Additional information regarding SCAD's robust career support services — including career events, internship and licensure support, competition and award mentoring, professional mentors, and networking engagements — is provided in Section 6.3 Access to Career Development Information.

Counseling and Student Support Services. SCAD understands the role of student wellness in academic success and personal growth. To support students, the university has offices dedicated to counseling, disability and deaf services, and conflict resolution. Professionally trained staff members provide tailored services to assist students with personal concerns. More information regarding SCAD's services to support student mental health and wellness, including Bee Well, is provided in Section 5.5.5.

Academic Support. SCAD students benefit from a wealth of cocurricular learning resources via the Academic Resource Center. Designed for individualized and small group assistance, the Academic

Resource Center provides access to The Writers' Studio, peer tutors, and the SCAD thesis support program. More information on each of these academic support assets is provided in Section 5.5.5.

Ombudsperson. The ombudsperson is an alternate resource for students that complements existing channels of communication, she serves as a resource and designated neutral party for those who may have a SCAD-related concern or grievance. The ombudsperson does not impose solutions, but identifies options and strategies for resolution — providing contact information for appropriate university resources or serving as a mediator, among other roles. Any student may consult with the ombudsperson on a variety of matters, including academics, judicial issues, or unethical behavior.

International Student Services. SCAD welcomes students to a global fellowship of artists and designers — a home away from home — with programs and resources developed specifically for members of the SCAD family who hail from abroad. More information on the specialized student support services provided to international students, including those offered by the SCAD Language Studio, is provided in Section 5.5.4.

Student Involvement. SCAD students enjoy as many opportunities to excel beyond the classroom as they do within it. The office of student involvement offers a variety of ways for students to become active members of the university community, such as clubs, intramural sports, student media, performance groups, and community service. SCAD fosters ample opportunities for creative expression and personal fulfillment, including university-sponsored initiatives that serve the community, promote leadership opportunities, media outlets that elevate communication skills, and a vast selection of student organizations that encourage exploration and growth.

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:

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

Program Response:

SCAD champions diversity, equity, and inclusion. In celebration of these priorities and to promote the highest standards of compassion and community, SCAD:

- Employs a diverse and inclusive university community of talented faculty and staff, and enrolls students from around the globe;
- Supports diversity and inclusion through specialized support departments, programming, events, and thoughtful community engagement;
- Carefully designs physical resources to create comfortable, inviting, and accessible environments for each member of the university community; and
- Dedicates the strategic financial resources to promote a culture in which everyone feels welcomed, valued, respected, and empowered to thrive.

Human Resources. SCAD fosters a compelling collaborative environment in which diverse expert faculty and staff educate the next generation of creative leaders. The university's commitment to diversity and inclusion is evident in faculty and staff recruitment strategies, the architecture department's faculty and staff diversity characteristics, and a dedicated office of inclusion that heightens professional development and teaches effective strategies that enable all employees to engage with and contribute to our diverse community. To further support an inclusive community, SCAD also provides specialized support services and community engagement opportunities for faculty, staff, and students.

Recruitment and Hiring Plan. SCAD implements professional, ethical, and nondiscriminatory recruitment and hiring practices, and provides equal employment opportunities to all applicants. The university's equal employment opportunity policy applies to all terms and conditions of employment, including hiring, placement, promotion, termination, transfer, leave, compensation, and training.

Through a comprehensive recruitment and hiring process, SCAD ensures employees have the credentials, experience, capacity, and enthusiasm to uphold the university mission. To support a diverse university

community, SCAD human resources recruiters work with department leadership to develop recruitment strategies that reach broad audiences. For example, in addition to liaising with architecture firms that are key NOMA participants, SCAD has placed architecture professor job postings with the following communities:

- NOMA Career Center;
- Blacks in Higher Education Network;
- Hispanics in Higher Education Network; and
- Women and Higher Education Network.

After a SCAD human resources recruiter vets candidates for architecture faculty and academic support staff positions, the university assembles a representative team of diverse academic leaders and staff and faculty members, who perform further interviews. Successful candidates for professor positions must also provide a teaching effectiveness presentation to students, who offer further feedback shared with the hiring committee.

Specialized Support and Community Engagement Departments.
SCAD Office of Inclusion. In early Summer 2020, SCAD president, Paula Wallace, directed SCAD leaders to develop outcomes, strategies, roles, and a new organizational framework to address the unique challenges and opportunities related to diversity, equity, and inclusion. In June 2020, the SCAD office of inclusion was created and directors, for both SCAD Atlanta and SCAD Savannah, were appointed to develop a three-pronged strategy focused on listening (dialogue), learning (empathy and awareness), and uplifting (financial empowerment). The SCAD office of inclusion:

- Develops and administers diversity and inclusion training for the university community;
- Implements a year-round schedule of programming that engages diverse ideas and perspectives and provides resources for students, faculty, and staff that propel exploration, reflection, and action;
- Broadens recruitment and hiring practices to ensure a diverse, equitable, and inclusive university community of faculty and staff;
- Monitors, assesses, and addresses concerns related to diversity and inclusion from students, faculty, and staff;
- Infuses inclusive language and action items throughout university curricula, policies, procedures, recruitment materials, and social media content;
- Researches and implements policies, procedures, and programming to ensure academic success, degree attainment, and graduation rates across demographics and student populations;
- Engages year-round in proactive, impactful community engagement through SCAD SERVE; the university's design-for-good studio that aims to address social and environmental needs; and
- Celebrates, elevates, and amplifies the work and ideas of artists, designers, educators, and thought leaders who are members of historically marginalized groups.

In support of the office of inclusion's objectives, SCAD also recently appointed a director of the Walter O. Evans Center for African American Studies at SCAD to lead students, faculty, and staff in the development of explorations and exhibitions that enhance public knowledge, understanding, and appreciation of Black art and culture. Information on the types of educational engagements and events offered by the office of inclusion is included in Section 5.5.4.

Disability Resources. Through the SCAD counseling and student support services office, and in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, SCAD offers educational services that provide equal opportunity for people with disabilities. The office of disability resources — staffed by accommodations specialists, staff interpreters, and counselors — works with students on an individual basis to determine all reasonable accommodations.

The SCAD office of benefits, housed within the human resource department, works with faculty and staff who wish to commence the ADA process. Information regarding the types of accommodations that may be provided to faculty, staff, and students is included in Section 5.5.5.

International Student Support. The SCAD international student services office guides prospective and new students, current students, and alumni at SCAD. Staffed by full-time advisers, the office helps students navigate immigration responsibilities, U.S. healthcare, work authorization, and more. Additionally, the SCAD Language Studio offers an intensive and engaging art- and design-focused English as a Second Language program. With credentialed SCAD Language Studio faculty, students participate in not-for-credit ESL classes, attend extended learning opportunities beyond the classroom, and enjoy individual tutoring. Information about International Student Services Office and SCAD Language Studio resources is included in Section 5.5.4.

Community Engagement. SCAD SERVE, which concentrates the university's many design-for-good efforts, leverages the inventive thinking and positive energy of SCAD students, alumni, faculty, and staff through community volunteerism and for-credit elective studio courses. The SCAD SERVE leadership team partners with local communities to create meaningful volunteer opportunities and collaborative studio projects that improve our neighbors' quality of life related to food, shelter, clothing, and the environment.

Physical Resources. SCAD thoughtfully designs the university's built environment to serve the diverse needs of the university community. All academic and administrative buildings, as well as residence halls and auxiliary facilities, prioritize the needs of SCAD students, faculty, and staff — from adequate space to functional and technological amenities to inviting interiors.

In support of a diverse and inclusive university community, SCAD provides:

- ADA accessible offices, learning environments, and residence halls;
- Smoke-free environment;
- Mobility assistance;
- Gender-neutral bathrooms;
- Prayer spaces;
- Lactation spaces for new parents;
- Ergonomic seating/desks;
- Adjustable stand-up desks;
- Signage in English and in braille;
- Swimming pool chair lift; and
- Teaching and office reassignments or modifications to accommodate mobility restrictions, sensitivities to environment (e.g., light, sound), and/or other approved medical purposes.

In addition to showcasing international artists across the university's museums and galleries, SCAD dedicates permanent gallery space that celebrates the work of contemporary Black artists and complements programming by the Walter O. Evans Center for African American Studies at SCAD. Recent exhibiting artists include Carrie Mae Weems, Sanford Biggers, Kenturah Davis, Lorraine O'Grady, Titus Kaphar, LaToya Ruby Frazier, and Raphaël Barontini.

To promote SCAD's ethos of inclusivity and appreciation, the university has intentionally grouped key student services in centrally located buildings to encourage engagement and boost community. Norris Hall, home to SCAD international student services and the SCAD Language Studio, is a prime example and features 11 classrooms; one computer lab; two seminar/tutoring spaces; faculty and staff offices; first-floor event space with catering kitchen; refueling zone; two lounges; and a courtyard. Additionally, based on information gained from assessment of student survey results, SCAD recognized that all academic and student support services – e.g., financial aid, academic advising, counseling and student support services – should be centrally housed in one convenient location to save students time during their busy academic quarters. To address this, SCAD consolidated 14 student support departments from 10 buildings into a single location — Bradley Hall — to create a "one-stop-shop" for students to meet a wide range of essential needs.

Financial Resources. In support of the university mission, SCAD commits ample and appropriate financial resources to prepare SCAD students for creative professions in a positively oriented university environment.

SCAD's responsible fiscal stewardship propels innovative academic programs, diverse and inclusive programming and student support resources, and robust student financial aid opportunities.

In addition to significant assets allotted to worldwide student, faculty, and staff recruitment, the 2021–22 university budget includes more than $5.5 million allocated exclusively for the SCAD specialized offices and resources described, ranging from the office of inclusion to SCAD SERVE. Beyond this substantial investment, diversity and inclusion are foundational in the planning and programming of SCAD museums and exhibitions, signature events, faculty professional development, scholarship opportunities, library resources, and more.

Recent investment in ADA-related expenses include:

- ADA ramp and rails replacement;
- Structural stabilization and repair of walkway floor slabs;
- Auto flush toilets;
- Elevator additions and upgrades;
- Stair tread replacements;
- Emergency exit stairs, rails, and landings replacements; and
- Nonslip walkway tiles installation.

Scholarships. Of the more than $140 million in scholarship and grant funds that SCAD students received in fiscal year 2020, more than $118 million encapsulated institutional fellowships, grants, and scholarships. To promote a diverse and inclusive university community, SCAD offers a range of scholarships and grants that give preference to, and boost access and opportunity for, specific groups of students. Most recently, in 2020, the university created 15 SCAD Endowed Scholarships for Black students (investing $450,000) and to support a diverse student community today and into the future. Additional scholarships and grants include:

- Gregory Peeler Scholarship
- Anisa International Endowed Scholarship
- Arnell Lewis Land Art Endowed Scholarship
- Ben Tucker Endowed Scholarship
- Bess Catherine Coats Scholarship
- Chelko Foundation Endowed Scholarship
- Chinese Benevolent Association of Greater Savannah Endowed Scholarship
- Gelman Trust Endowed Scholarship
- Goizueta Scholarship
- Illustration Department Endowed Scholarship
- Jacob and Gwendolyn Lawrence Foundation Endowed Scholarship
- Kati Curtis Interior Design Scholarship
- Kole Family Endowed Scholarship
- Loloi Equal Opportunity Scholarship
- Mauldin Endowed Scholarship
- Multicultural Student Scholarships
- RH Scholarship
- SCAD Endowed Scholarships for Black students
- Serena and Lily Annual Scholarship
- Sirlin Family Endowed Scholarship
- Weonhee & Sangmin Shin Amplify Asian-American Voices Scholarship
- William Randolph Hearst Foundation Endowed Scholarship

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:

The SCAD architecture department is part of a caring university community committed to diversity, equity, and inclusion, cornerstones of the university since its founding. The department successfully maintained a diverse faculty and staff since the previous accreditation cycle and continues efforts to ensure equitable and appropriate inclusion of underrepresented populations. Section 5.5.1 discusses the university's diverse faculty and staff culture, maintained through investment in human resources, dedicated diversity and inclusion platforms, and substantial financial allocations. Meanwhile, Section 5.5.4 details the university's policies and diversity and inclusion programs. The department will continue to evaluate recruitment and hiring decisions according to these effective university policies and procedures during the next accreditation cycle.

The SCAD architecture department features a diverse faculty and staff that fosters culturally conscious learning experiences elevated by distinct ideas and experiences. The program includes faculty members from Bolivia, Egypt, Italy, Hungary, Romania, and Taiwan, who collectively speak nearly a dozen languages. Their backgrounds and professional experiences mirror and celebrate the program's diverse student population. The department also employs seven female faculty members (24% of the total faculty). In addition, female employees constitute 100% of the full-time staff in the department.

As of Fall 2021, 19 full-time and six part-time architecture faculty members in the department constitute 76% and 24% of the faculty body, respectively. The university fosters a non-competitive employment environment; therefore, all faculty members are non-tenured and no hierarchy exists for promotion (i.e., all faculty are given the rank of full professor). Four architecture faculty members hold a Ph.D. or a D.Arch., 23 possess terminal or professional degrees in architecture or related fields, and four hold master's degrees in associated sciences and engineering. Full-time and part-time faculty expand diversity through their backgrounds and pedagogic approaches, including: 10 registered architects, eight architect members and six associate members of the AIA, and two LEED-accredited professionals. SCAD students benefit from four faculty who possess international citizenship and have earned international certification, five faculty who earned a professional degree abroad, and seven faculty who have international work experience.

Demographic Comparisons. The program recognizes the value of diverse backgrounds in architectural practice and strives to model such perspectives within the community. The statistics below compare architecture student and faculty demographics.

Ethnicity	**Student Fall 2020**		**Faculty Fall 2021**	
	Number	Percentage	Number	Percentage
American Indian/Alaskan Native	3	1.01%	0	0.00%
Asian	9	3.04%	2	8.00%
Black, Non-Hispanic	23	7.77%	1	4.00%
Hispanic	30	10.14%	2	8.00%
Native Hawaiian or Other Pacific Islander	1	0.34%	0	0.00%
White	107	36.15%	19	76.00%
Non-Resident	116	39.19%	1	4.00%
Unknown	7	2.36%	0	0.00%
Total	**296**	**100.00%**	**25**	**100.00%**

SCAD's faculty racial and ethnic diversity is comparable to the profession. According to the NCARB 2021 demographics related to careers and licensure, 16% of architects identified as a person of color and 84% of architects identified as white.

Gender	**Student Fall 2020**		**Faculty Fall 2021**	
	Number	Percentage	Number	Percentage
Female	172	58.11%	6	24.00%
Male	124	41.89%	19	76.00%
Total	**296**	**100.00%**	**25**	**100.00%**

The department's six female professors represent 24% of faculty and matches the NCARB 2021 demographics related to careers and licensure, in which females account for 24% of licensed professional architects.

Planning. The architecture department continues to partner with the human resources department to recruit talented faculty members who reflect the increasing diversity of the architecture profession and the SCAD student population. Since the previous NAAB visit, the percentage of female and Hispanic architecture faculty in the department has increased, and the percentage of white faculty has decreased. Through strategic recruitment efforts (as described in Section 5.5.1), the department continues to exemplify best practices and emulate SCAD's strategic promotion of diversity, equity, and inclusion.

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:

SCAD maintains a strategic student recruitment plan to amplify global perspectives. Key to this plan is SCAD's enduring ethos of inclusion, which promotes and celebrates a diverse array of cultural and intellectual perspectives. Accordingly, recruiters and faculty regularly visit more than 5,000 high schools, host in-person and virtual information sessions, attend college fairs, and meet individually with prospective students and their families to engage uniquely talented students from varying backgrounds. A dedicated international recruitment team travels worldwide, and regional recruiters are located throughout the U.S. With students from more than 100 countries and all 50 states, SCAD continues to cultivate a global community of students and alumni.

Student Statistics. SCAD's student racial and ethnic diversity compares favorably to NCARB 2021 demographics related to careers and licensure, which illustrate that half of new NCARB record holders identify as non-white, whereas 64% of SCAD architecture students identify as non-white.

Ethnicity	Architecture		SCAD	
	Number	Percentage	Number	Percentage
American Indian/Alaskan Native	3	1.01%	80	0.56%
Asian	9	3.04%	723	5.03%
Black, Non-Hispanic	23	7.77%	1,644	11.43%
Hispanic	30	10.14%	960	6.67%
Multiracial	0	0.00%	1	0.01%
Native Hawaiian or Other Pacific Islander	1	0.34%	33	0.23%
White	107	36.15%	6,741	46.86%
Non-Resident	116	39.19%	3,645	25.34%
Unknown	7	2.36%	558	3.88%
Total	**296**	**100.00%**	**14,385**	**100.00%**

Additionally, according to 2021 NCARB data, women account for 47% of individuals reporting hours toward the experience program and 46% of individuals testing. The SCAD architecture department boasts 58% of its student population as female, surpassing the discipline's early career statistics.

Gender	Architecture		SCAD	
	Number	Percentage	Number	Percentage
Female	172	58.11%	9,835	68.37%
Male	124	41.89%	4,524	31.45%
Not Reported	0	0.00%	26	0.18%
Total	**296**	**100.00%**	**14,385**	**100.00%**

Planning. The architecture department remains committed to a maintaining a diverse student population and continues to collaborate with the admission department, office of inclusion, and international student services office to recruit, prepare, and empower SCAD's globally distinctive student body. Through international student recruitment, high school visits, virtual and in-person information sessions and workshops, and personalized outreach to prospective students and their families, the architecture

department is confident that the diversity of its student population will continue to serve as an example of the diversifying architecture profession. Student financial support, including new scholarship opportunities specially designated for Black students and students of color, support a diverse and equitable student community.

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:

Institutional Policies. SCAD prioritizes and ensures equal employment opportunities for all faculty, staff, and students, and maintains policies that clearly outline the institution's expectations for a safe, respectful, equal-opportunity environment. The SCAD Equal Employment Policy is published in the faculty and staff handbooks, the SCAD Nondiscrimination Policy is published and an equal employment opportunity disclosure is published on the university's website.

Employee Training. To further foster inclusivity, SCAD recently partnered with DiversityEdu, a program proven to develop skills for building an inclusive culture. Through DiversityEdu's online course, faculty and staff learned effective and empathetic engagement strategies, microaggression intervention, and inclusive terminology. To date, more than 94% of current employees — and 100% of architecture faculty — have taken the course, which demonstrates SCAD's commitment to a diverse workplace through an exploration of four learning modules: America's Commitment to Diversity; Diversity Competence; Communication that Grows Inclusion; and Bias in Academic Decision Making.

Additionally, all SCAD academic leaders and supervisors completed a separate module — Skills for Academic Searches and Hiring — which covers recognizing unconscious bias; underlying myths about people of color, women, people with disabilities, and LGBQTIA+; and guidelines for diversity-competent search plans.

The office of inclusion offers further learning opportunities throughout the year and partners with faculty and the office of student success to create workshops for both new and continuing instructors that elevate teaching and rapport. Additional interactive workshops complement SCAD's partnership with DiversityEdu and include:

- Interrupting Microaggressive Culture;
- 50 Ways to Fight Bias (Lean In);
- Teaching in a Culturally Diverse Classroom;
- There is No Diversity without Disability: Understanding Disabilities;
- LGBTQIA+ and Gender Diversity: Understanding the Basics;
- Closing the Gap: Educational Benefits to Diversity; and
- Safe Spaces: Recognizing Diversity Resistance.

Additionally, the university's office of inclusion regularly engages external experts, such as:

- Brooks E. Scott, founder of Merging Path Coaching and bias facilitator, who conducted Conversations on Race and Allyship workshops for all new SCAD faculty as part of the Teaching Success Program.;
- Kevin Carroll, named one of "19 Seers Changing the World" by SuccessMagazine, who delivered a series of lectures, workshops, and mentoring experiences for faculty, staff, and students, designed to prime all members of the SCAD community to be catalysts for change; and
- Samantha Weeks, Ph.D., whose three-part train-the-trainer series prepared faculty and staff to facilitate "50 Ways to Fight Bias" workshops. Furthermore, Dr. Weeks provided mentoring to two dozen change leaders at SCAD, including the dean of the School of Building Arts.

Additional Equity, Diversity, and Inclusion Initiatives.

SCAD Listening Series. In Summer 2020, SCAD President Paula Wallace developed the SCAD Listening Series, a 10-installment collection of dialogues that leveraged the university's platform to amplify Black voices in the community, promote meaningful conversation, illuminate the SCAD family's unique insights

and perspectives, and generate powerful momentum for positive change. Guests included The Honorable Edna Jackson, Savannah's first Black female mayor, Dr. Walter Evans (whose donation of artworks by renowned African American artists is housed in the Walter O. Evans Center for African American Studies at SCAD), SCAD academic leaders, alumni, and current students.

Culture in Context Courses. In Fall 2018, SCAD faculty and academic leaders audited general education courses through the lens of diversity and inclusion to create new Culture in Context courses. These courses supplant previous Survey of Western Art curriculum to provide students with a broader, more contextualized understanding of art and architecture. For example, architecture students take CTXT 121 Visual Culture in Context: Pre-Modern Global Perspectives and CTXT 122 Visual Culture in Context: Making Modernities, courses that help students navigate historical and contemporary expressive practices through critical encounters with visual and cultural productions from around the world. Students actively engage with cross-cultural theories, perspectives, and ideas to examine their roles within diverse and inclusive communities.

Comprehensive Curriculum Reviews. In 2020-21, academic leaders and the institutional effectiveness department audited the entirety of SCAD's nearly 2,000 courses for equitable and appropriate inclusion of historically marginalized populations. Courses identified as needing enhancement were reviewed by the curriculum council in Spring 2021. Curriculum enhancements are slated for Fall 2021 implementation.

SCAD Faculty Councils. SCAD faculty councils research and propose solutions to improve outcomes within the university. In 2020–21, faculty councils focused their work on diversity and inclusion across various departments and functions to guide recommendations for stronger resources and support for our students, faculty, and staff. For example, one council identified meaningful connections between SCAD extended learning opportunities and SCAD events that promote diverse student experiences and provide personal and professional engagement.

CATALYST Event Series. Presented by the office for career and alumni success, CATALYST is a year-round series of conversations with creative professionals who share the successes and struggles of working to advance diversity and inclusion initiatives within their companies and industries. Students engage in interactive case studies and discuss actionable steps to help shape the world around them.

Personal Pronouns. SCAD faculty, staff, and students are able to indicate their personal pronouns in the MySCAD online portal. Student pronouns are included in class rosters and attendance tracking to facilitate an inclusive learning environment.

Student Clubs and Organizations. Students lead diversity-based initiatives through student clubs and organizations, including NOMAS, AIAS, SCAD Queers and Allies, African Student Association, Black Student Association, Latino Club, Chinese Student Association, Korean Student Association, SCAD Indian Association, SCAD LIT (Leaders of Inclusive Thinking), Freedom by Design, and more.

International Student Support. On campus and online, the SCAD international student services office guides young artists and designers from student life to professional success. Students in the pre-orientation SCAD Cultural and Academic Preparation Program explore SCAD locations, meet other new students, and take part in design challenges and workshops to deepen their understanding of SCAD academic expectations and coursework. Each quarter, the international student services office hosts lively cross-cultural events and networking sessions, including a dinner series where local SCAD alumni host new students from abroad. Through NAVIGATE, a wide-ranging series of events and workshops offered during the academic quarter, students learn success strategies to excel in advanced SCAD coursework, improve communication, and acclimate to university life. Held throughout the year, workshop topics include creative thinking, storytelling, travel, immigration, student life, the U.S. job market, housing, and more.

SCAD Language Studio. The university offers an intensive and engaging art- and design-focused English as a Second Language program through SCAD Language Studio. Through dedicated instruction and cocurricular opportunities, the SCAD Language Studio ensures students succeed during their time at SCAD and beyond. Students are exposed to extended learning opportunities beyond the classroom, with chances to observe for-credit classes, explore innovative digital learning environments, and attend lectures or

exhibitions. Individual tutoring, based on instructor feedback and test scores, focuses on speaking, reading, writing, and listening skills.

In addition to English language instruction, SCAD Language Studio staff provide resources and programming for faculty. For example, the director of the SCAD Language Studio hosted a workshop for architecture faculty that helped professors adapt instruction and communication styles to best connect with international students.

SCAD Language Experience and Academic Preparation. A five-week virtual summer program, SCAD Language Experience and Academic Preparation helps newly accepted international students develop linguistic and cultural knowledge in a collaborative online environment prior to starting their studies at SCAD.

SCAD Culture, Language, and Academic Support Site. All accepted and enrolled international students have immediate access to the SCAD Culture, Language, and Academic Support Site (CLASS), an online community that provides resources for immigration documentation, orientation, and housing, as well as an overview of student services. Students can also use CLASS to access a variety of instructional videos related to English as a Second Language, the academic culture at SCAD, art and design vocabulary, and grammar.

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:

SCAD's robust resources and procedures provide adaptive environments and effective strategies that support faculty, staff, and students with different physical and/or mental abilities. Counseling and student support services, learning assistance, and disability services are provided to students free of charge. Faculty and staff collaborate with SCAD's benefits office in an ongoing dialogue that realizes thoughtful accommodations. The SCAD physical resources office partners closely with the offices of accommodations and benefits to adapt learning and living environments as appropriate.

Across the university, SCAD professors promote a positively oriented environment and serve as caring observers and trusted role models to students. In addition to in-class instruction, where faculty recognize and adapt to different learning styles, professors host extra-help sessions, office hours, and extended learning opportunities for students who may need additional instructional time. If faculty members believe that a student needs additional support or could benefit from learning assistance, they can privately speak with the student; additionally, professors can use the student concern alert feature in their class rosters, which confidentially connects the appropriate support office(s) to the student.

Learning Assistance.

Academic Resources Center. In addition to excellent professor instruction, state-of-the-art specialized equipment, and cutting-edge technology, SCAD students benefit from a wealth of cocurricular learning assets via the Academic Resource Center. Results from the 2021 SCAD Student Survey indicate that 86% of respondents agreed that their academic performance improved as a result of using Academic Resource Center services, examples of which are described below.

Peer Tutoring. Student tutors conduct virtual and in-person one-on-one appointments with their peers across the university. SCAD peer tutors assist with course assignments, personal endeavors, and software usage, and answer general questions about different majors. Tutors are juniors, seniors, or graduate students who are highly recommended by faculty in their respective subjects. Two dedicated architecture peer tutors assist students with specific architecture courses and software, and offer guidance about study skills like time management. Support is also available for other required and elective courses, such as architectural history. Results from the 2021 SCAD Student Survey indicate that 84% of respondents found SCAD peer tutoring helpful, and this individually tailored assistance is invaluable to students with a range of physical and mental abilities.

The Writers' Studio. In addition to peer tutoring, architecture students can receive writing assistance through the Writers' Studio. The Writers' Studio provides one-on-one appointments, workshops, and online resources. Graduate architecture students receive assistance through the Thesis Support Program, meet regularly with Writers' Studio staff and access thesis-specific online resources. Writers' Studio staff have access to an array of resources that help them better assist students with a range of abilities. Results from the 2021 SCAD Student Survey indicate that 86% of respondents found the Writers' Studio helpful.

Thesis Support Program. SCAD created the Thesis Support Program, a collaborative effort between academic services and graduate advising, that offers a structured, engaging environment and resources that help graduate students efficiently complete theses. SCAD provides students a comprehensive, centralized support network of academic resources that encourages collaboration between graduate students and fosters engagement with The Writers' Studio, access to library collections of exemplary theses, and access to student work submission portals. In addition, students enrolled in THES 799 receive continual support and guidance from SCAD faculty, academic program leaders, and graduate coordinators, all of whom serve as course instructors. Further support from the office of counseling and student support services is available to help students with a range of abilities achieve timely thesis completion. As a result of the university's thesis support programs, architecture graduate students maintain a thesis time to completion rate of 1.2 quarters based on Fall 2020 results.

Student Mental Health and Wellness.

Counseling and Student Support Services**.** The office of counseling and student support services provides dedicated, individualized assistance to help students succeed both personally and academically. Counselors assist architecture students through short-term individual counseling and support students via community referrals, educational workshops, and self-help resources. During initial appointments, students partner with counselors to develop plans to address their individual needs. Students may set up an initial session with a counselor by phone and mental health emergency appointments are available any time during office hours.

Counseling and student support services also facilitates a variety of student support groups—available face-to-face and online — to encourage student success. Groups meet weekly throughout the quarter and are facilitated by a staff member or a graduate clinical intern. Examples of group workshops and sessions include Coping with COVID, Time/Stress Management, Animal Assisted Therapy, Crossing the Cultural Divide, Creativity Coaching, Meditation and Mindfulness, and support groups for specific diagnoses. For continued personal development, the counseling and student support services portal in MySCAD introduces students to educational webinars and trainings on topics ranging from stress management to suicide prevention. Confidentiality is guaranteed within legal and ethical guidelines, and on-call counseling is available to students 24/7. Results from the 2021 SCAD Student Survey indicate that 73% of respondents believe that assistance from SCAD counseling and student support services helped them perform better academically.

Disability Services. The SCAD office of disability services works with students to best determine all reasonable accommodations and/or academic adjustments. Students are encouraged to provide documentation of their disability and can access their account through SCAD Accommodate in MySCAD. Student accommodations are provided on an individual basis and may include support related to:

- test taking;
- note taking;
- deaf services;
- group support;
- executive function;
- creativity counselors;
- assistive technology;
- social skills;
- time management;
- organization;
- advocacy;

- mobility assistance; and
- housing and meal plan accommodations.

Deaf Services. In addition to disability services, the office of counseling and student support sponsors the office of deaf services to help hearing-impaired or deaf students effectively communicate with peers, faculty, and staff. Trained staff members meet with students to evaluate their communication needs, register for classes, and coordinate interpretive schedules.

Jump Start. SCAD also offers Jump Start, a voluntary, fee-based program for students with disabilities that extends fall orientation by a few days and supports students that request accommodations. This program is designed to help students successfully transition from high school accommodations to offerings available at SCAD.

Student Wellness. SCAD is committed to helping students build a strong foundation for success. Whether students are looking for group or individual counseling, workshops, or simply a nonjudgmental atmosphere, Bee Well is their safe and confidential source for comprehensive care and support. Bee Well's focus on the three pillars of wellness (emotional, physical, and social) motivates students to take a holistic look at their health. Specialists versed in a variety of learning styles and counseling needs are available to help students adjust to university life and reach personal and professional goals.

In the academically competitive SCAD environment, the university creates opportunities for students to relax, enjoy a healthy meal, and exercise. Through its unique urban environment, SCAD promotes walking and biking to class, both proven to elevate mood and relieve stress. SCAD athletics programs emphasize lifetime sports (e.g., swimming, golf, tennis), which encourage an enduring commitment to wellness. SCAD fitness centers offer Pilates, yoga, meditation, and fitness sessions for all students, and certified fitness staff teach self-calming strategies. SCAD dining options feature healthy, thoughtfully curated cuisine that fuels body and mind.

YOU@SCAD. The university's online wellness platform, YOU@SCAD, connects students to information, university resources, peers, and opportunities to elevate the university experience personally, professionally, and socially. YOU@SCAD content becomes personalized after students complete brief assessments, customize a profile, and start searching for developmental engagements. The platform helps students set goals, which they can check off, one by one. From mental and physical health to friendships, finances, and finding balance, YOU@SCAD helps students refocus, recharge, and reach their potential.

Technology Solutions.

Blackboard. SCAD utilizes the Blackboard Learn online management system as the primary platform for online course delivery and as a supplement for on-ground coursework. Blackboard Learn creates a continuum of learning with digital course content, cloud-based resources, and online engagement through virtual meetings, critiques, and more. Using Blackboard tools, professors upload lectures, demonstrations, and other supplemental learning materials for students to revisit throughout the academic term.

Blackboard Ally. Blackboard Ally supports an inclusive learning environment that allows students to select alternative content formats (e.g., audio, electronic braille, HTML) to enhance usability and accessibility, and improve the student learning experience. Blackboard Ally automatically scans instructional content and generates alternative formats for students to download.

Faculty and Staff Accommodations and Assistance.

Accommodations. SCAD complies with the Americans with Disabilities Act (ADA) as amended by the ADA Amendments Act (ADAAA) and all applicable state and local fair employment practices laws and is committed to providing equal employment opportunities to qualified individuals with disabilities. The SCAD benefits office works individually with faculty and staff who request ADA accommodations.

Additionally, SCAD performs ergonomic assessments for employees who request a change to their office workspace, such as the purchase of chairs with a wider seating area, mouse and keyboard wrist rests, backrests, and footrests. The benefits office also works with the SCAD physical resources department to

accommodate standing desks, yoga ball seats, change of light bulbs, and placement of light-dampening film over bright bulbs.

Employee Assistance Program. EAPComplete, Sun Life's Employee Assistance Program (EAP), is provided by SCAD at no additional cost to all employees and their dependents. Faculty and staff have access to confidential legal guidance, financial support, and work-life solution specialists, as well as emotional support by trained clinicians.

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:

5.6.1 Space to support and encourage studio-based learning

Program Response:

Architecture Physical Resources. In support of the SCAD mission, the university's physical resources support exceptional educational experiences that prepare SCAD students for creative professions. Within the architecture program and throughout the entire university, SCAD thoughtfully designs resources tailored to the needs of students, faculty, and staff to create ample learning spaces replete with imaginative interiors and top-tier technical and functional capabilities.

Clark Hall — newly renovated and home to the departments of architecture and interior design — serves as a model and living laboratory for the study of architecture at SCAD. Originally constructed as the Red Building of the Central of Georgia Railway, Clark Hall was designed by Alfred Eichberg and completed in 1887. The four-story Romanesque-style building features a hard-fired red brick façade, stained glass transoms, and terracotta ornamentation. Renovations in 1910 linked the structure to the railway's adjacent sheds, which were constructed of Savannah gray brick in 1859 and used as a freight warehouse. In 1976 the complex was listed on the National Register of Historic Places as a National Historic Landmark. Clark Hall is a key structure of the largest extant railroad depot in the U.S. The former Red Building and the former warehouse sheds comprise today's Clark Hall.

In 1988, SCAD acquired the entire rail complex — long abandoned and facing demolition — and adapted the complex for use by the School of Building Arts. Today, Clark Hall contains 41 design studios, seven classrooms, three critique spaces, seven homework labs, a newly imagined materials resource library with samples from furniture design partners and industry trendsetters, a model shop, and a maker space replete with industry-standard, rapid-prototyping equipment that includes laser-cutters, 3D printers, and model-making tools.

Sustainability features at Clark Hall include efficient lighting, air conditioning, and plumbing systems that reduce energy usage by 40%, as well as photovoltaic panels installed atop the sheds that generate an ongoing 18% offset in renewable energy. A visible power meter highlights the building's energy usage in real time and demonstrates to students how buildings can contribute to sustainable practices and lifestyles, and how SCAD embraces the Architecture 2030 Challenge objectives.

Thanks to a generous gift from the Clayco Foundation, Clark Hall is named for Clayco CEO Robert G. Clark and family. The building complies with the Americans with Disabilities Act and with local construction, fire, and life-safety codes. The Savannah Chapter of the American Institute of Architects and ASID Georgia recognized Clark Hall with a 2020 Design Award and a 2021 Design Excellence Award, respectively.

Studio-based Learning. Clark Hall offers SCAD students the finest professional studios activated through contemporary teaching and learning technologies. The recent $16 million redesign and renovation of Clark Hall, which was informed by student feedback from annual surveys and quarterly course evaluations, demonstrates for students and visitors the significance of an energy efficient, modern professional studio environment. Learning spaces tailored to students' needs mirror the professional environments SCAD alumni will work in post-graduation. Simulating the design studios of leading architectural firms around the globe, 41 discrete studios echo the tenets of collaborative learning models developed from SCADpro, the university's research and innovation studio, successes. In support of the university mission to prepare

talented students for creative professions, SCAD students learn techniques and increase acumen in settings that equip them to enter and excel within familiar professional surroundings upon graduation.

For Fall 2021, as a part of the university's health-and-safety pandemic protocols, Clark Hall will be open Monday through Friday from 7:30 a.m. to 11:00 p.m., and Saturday and Sunday from 10:00 a.m. to 8:00 p.m. Clark Hall also extends hours during Week 4-5 and Week 9-10 for midterms and finals. Once COVID-19 protocols are removed, the university plans to resume 24/7 student access to studio spaces.

SCAD encourages students to work in studio spaces to build strong relationships with faculty and fellow students, and to investigate interdisciplinary collaborations within the building arts. Each studio includes mounted digital displays to support presentations, individual desks, and network access. With low student-professor ratios of 13:1 (Fall 2020), many studios function as group workspaces and gathering places similar to those found in professional architectural firms.

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 studio spaces, Clark Hall facilitates student engagement in critique and feedback sessions through multiple modes — in-studio pin-up walls, critique areas in common niches, and dedicated formal critique rooms. The redesign of Clark Hall places leading-edge technology hubs adjacent to studios to promote continuous faculty guidance and peer collaboration. These resources include electronic design and homework computer labs, a newly imagined materials resource library, a model shop, and a maker space.

Within the traditions of architectural learning, the 2,772-square-foot Clark Hall model shop pairs time-honored fabrication tools with the latest in digital fabrication technologies. The model shop contains woodworking power equipment, a spray-painting booth, and specialized hand tools, and also features three 32"x18" laser cutters, one 98"x66" large-format laser cutter, and three fused deposition modeling (FDM) 3D printers. Additionally, students and faculty utilize a covered outdoor maker space for large fabrications and hands-on experience with materials, such as rammed earth, concrete, masonry, and plastics.

Managed by a full-time staff member and work-study students, the model shop is open seven days a week with extended hours during peak times of the academic year. Students must pass a safety test and be certified to use the model shop.

In Fall 2019, more than 375 architecture students acquired certification to use the shop. During that time, students made approximately 1,600 individual visits to the shop. During a typical, non-virtual quarter, 905 jobs are sent to the laser cutters. During the 2020-21 academic year, as part of SCAD's pandemic protocols, the university-maintained student access to physical modeling resources by enabling the receipt of students' digital files for fabrication by university staff, who returned the cut or 3D print files to students for assembly and design development.

Additional SCAD Savannah Facilities Supporting the Program

Anderson Hall. Designed by Gottfried L. Norrman and built in 1896, the building originally served as Anderson Street Elementary School. Today, the 19,135-square-foot facility houses the School of Foundation Studies, a curriculum of introductory drawing and design courses required of students in all majors. Designed as a blend of the Classical and Colonial Revival styles, the ornate red brick building sits atop a stone and granite foundation. Arched windows, ornamental stone details, and a standing seam metal roof crowned by a classical cupola highlight the exterior.

Arnold Hall. Located within the heart of Savannah's Thomas Square Streetcar District, Arnold Hall boasts an expansive Georgian Revival-style edifice. Constructed in 1920 as 35th Street Junior High School, the building served as the first public high school in Chatham County. In 2008, SCAD reopened the building as the home to the School of Liberal Arts. There, art and design students from every degree program engage the great ideas of world civilization in liberal arts disciplines such as anatomy, anthropology, communication, English, foreign languages, psychology, and more. Arnold Hall serves thousands of

students every quarter, applying rich lessons of the humanities and sciences to professionally focused degree programs. This approximately 80,000-square-foot structure is LEED-certified (gold rating) as an environmentally responsible and energy-efficient “green” building. Elements from the building’s original construction are found throughout, from seagull-adorned tiles and water fountains embellished by sailing ships to lustrous terrazzo floors that accentuate computer labs, study spaces, and nearly 40 classrooms. There are two PC labs for instruction and independent study, a quiet reading room, and a 607-seat theater fully equipped with a digitally enhanced lectern and other technology for discussions, presentations, readings, theater productions, and more.

Herstand Hall. Built in 1926 by architect Cletus Bergen, this five-story, 40,718-square-foot structure originally housed Slotin and Co., one of the largest dry goods wholesalers in Savannah during the early 20th century. The building was partially renovated in the 1980s by former SCAD architecture student Barry Rentzel, an effort that included partial removal of the heavy timber structure to create the current open five-story atrium. Recent renovations include new computer labs, foundation studies classrooms, lecture rooms, and faculty offices, as well as open lounge, study, and gathering spaces.

Jen Library. Approximately 85,000 square feet and formerly Maas Department Store, Jen Library serves as SCAD Savannah's nexus of knowledge. With floor-to-ceiling windows that illuminate informal study areas on all floors, the library houses a multitude of study carrels, group study rooms, and multimedia classrooms, all equipped with numerous network connections. The building's Writers’ Studio and Learning Resource Network offer students, faculty, and staff individualized and small-group assistance. For its excellence in design, creativity and function, Jen Library received a 2016 Library Interior Design Award, cosponsored by the American Library Association and the International Interior Design Association. The library contains extensive collections and publications, a visual resource center, a video-conferencing room, computer labs, and Gutstein Gallery. These elements are discussed in more detail in Section 5.8 Information Resources.

Clarence Thomas Center for Historic Preservation. This 10,802-square-foot building was built in 1908 in the Classic Revival style as an orphanage and convent for the Missionary Sisters of the Franciscan Order. The facility is named for Supreme Court Justice Clarence Thomas, who served as an altar boy in the building. Following an extensive restoration and rehabilitation in Fall 2009, the handsome three-story brick building became home to SCAD’s preservation design program. The state-of-the-art facility houses a conservation lab, restoration workshop, outdoor work pavilion, lecture hall, studios, and drafting classrooms. The conservation lab is equipped for testing architectural materials, analyzing restoration treatments, and experimenting with preservation techniques. The architecture department utilizes the Thomas Center’s classrooms for electives.

Ruskin Hall. Formerly one of the first hospitals in the U.S. (and the original home of the oldest continually operating hospital in Georgia), Ruskin Hall now houses four of the most important SCAD initiatives under one roof: SCAD admission, SCADpro, SCAD career and alumni success (CAS), and SCADamp. Overlooking Forsyth Park, the historic 77,297-square-foot structure was built in 1819 and rededicated as Ruskin Hall in 2018. In addition to converting the north side of the building to classrooms and staging areas for SCADpro presentations, SCAD invested significantly to repurpose the fourth floor and build out SCADamp, the university’s professional presentation studio, in Savannah.

The SCAD Museum of Art. An elite contemporary art museum designed by Christian Sottile, AIA, NCARB, SCAD architecture professor and an alumnus of the M.Arch. degree program, this extraordinary facility was established to enhance educational experiences and expand student learning opportunities beyond the classroom. Introducing new exhibitions each quarter, the 66,100-square-foot museum showcases works by a range of highly acclaimed artists from around the world that encourage and empower students to elevate their creative practice. The structure's 2011 expansion builds on a storied past, rising from the site of the former Central of Georgia Railway Depot and the masonry ruins of a freight warehouse. Initially constructed in 1853, the original walls feature handmade Savannah gray bricks. The museum is a National Historic Landmark and a part of the only surviving antebellum railroad complex in the country. An award-winning facility, the SCAD Museum of Art boasts accolades from the American Institute of Architects, Congress for the New Urbanism, and National Trust for Historic Preservation, among others. CNN proclaimed the museum as one of the “11 Coolest Buildings in North America." With a superb theater for

lectures and screenings, academic spaces that host 72 classes each week, and a 1:1 ratio of exhibition-to-classroom space, the SCAD Museum of Art demonstrates the university's commitment to teaching and learning.

SCAD Beach. SCAD debuted SCAD Beach in Fall 2019 as a testament to the university's commitment to holistic student wellness. Located between Clark Hall and the SCAD Museum of Art — and equipped with cabanas, swing lounges, and a performance stage — this immersive installation hosts student gatherings, outdoor fitness classes, and social events.

As one university with multiple locations, SCAD architecture students benefit from university resources that support academic inquiry, field internships, study abroad, and exposure to the history of architecture and practice.

SCAD Atlanta. Architecture students frequently visit Atlanta for studio project sites and enjoy associated resources. In the heart of Midtown, SCAD Atlanta features SCAD FASH Museum of Fashion + Film, classrooms for award-winning academic programs, an expansive library, digital labs, a fully equipped fitness center, theaters, and one of the first and finest examples of Queen Anne-style architecture in the Southern U.S., Ivy Hall. The university's meticulous restoration of Ivy Hall received numerous national awards and was featured in the five-part documentary series *The Art of Restoration*, produced by Public Broadcasting Atlanta.

SCAD Lacoste. Architecture students also have the opportunity to study at SCAD Lacoste, located in the Provence region of southern France. Nestled in a beautifully preserved medieval village regaled by artists for its extraordinary light and exquisite pastoral setting, SCAD Lacoste serves as the university's study-abroad location. Students live and study in ancient structures dating from the ninth to 19th centuries, including a village bakery and farmhouse. Carved from these stone structures are new studios, classrooms, residential and dining halls, a theater, a fitness studio, and a digitally connected library. In 2020, SCAD Lacoste unveiled its first new construction project, Le Beauregard, a 150-seat dining hall with indoor and outdoor seating and an entire level of classroom space.

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:

Offices and Support Spaces. SCAD provides each full-time architecture faculty member with an individual workspace, assigned desk, and the equipment needed to perform teaching duties, including a desk phone, laptop computer, and monitor. Within Clark Hall 316 and 317, architecture department faculty occupy 25 workspaces. To accommodate the small number of part-time professors, the grouped office spaces also include "hot desks" (i.e., desks that are shared by multiple users throughout the quarter). Further, the department administrative assistant and work-study students have spaces to conduct their duties and lend support to the faculty. Both faculty offices and the administrative office (Clark Hall 217) include a network printer/scanner for departmental use.

SCAD architecture faculty enjoy numerous conference rooms that can be reserved for faculty advising, committee meetings, and other uses. Clark Hall 003A and 318 — available to reserve and use as drop-in spaces — are the building's primary conference rooms. Additionally, a nested private office space within the faculty group office is available. Three critique rooms (Clark Hall 103, 203, and 303, all available by reservation) also function as multipurpose rooms for conferences and departmental business. Like Clark Hall's studio spaces, all conference rooms and critique rooms feature the full suite of technology needed to support student advising and mentoring.

SCAD Savannah comprises more than 70 university buildings, all of which are available to faculty and staff within the architecture department. Found within these buildings are a variety of resources that enable professors to elevate instructional techniques and student learning. For instance, architecture faculty and students frequent Jen Library for research and Fahm Hall is used for 3D printing and the printing of presentation boards and final projects. Architecture students can also send 3D printing projects to the state-of-the-art rapid prototyping and printing lab at SCAD's Gulfstream Center for Design.

5.6.4 Resources to support all learning formats and pedagogies in use by the program.

Program Response:

Technology Resources. SCAD students in every discipline expand the scope of their practice with leading-edge resources that meet or exceed standards within their chosen career paths, and develop in-demand digital agility and expertise. The range of specialized equipment offered for each SCAD major allows architecture students to amplify their research and apply cross-disciplinary technologies in innovative ways to the built environment. These resources include augmented reality and virtual reality labs, green screens, Ultra HD (4K) cameras, Vicon motion capture studios, Wacom Cintiq displays, Foley and automated dialog recording suites, fully equipped film and television studios, 3D printers, large format flatbed UV printers, a Jacquard loom, laser cutters, CNC mills and routers, and an injection molding machine.

The program, school, and university promote digital technology as an essential tool of design exploration, generation, and presentation — and as a complement to conventional design tools. In addition to physical spaces, the following technology resources support the architecture program:

- One rendering farm (23 computers)
- Five server systems (gigabit and 10/100 connections)
- Nine ledger sized color scanners
- 193 computer workstations with 21-inch LCD monitors
- Six network printers
- Two portable LCD projectors for faculty checkout
- 12 DVD external players
- Five 42-inch flat plasma displays
- Four digital cameras for student checkout
- 17 LCD projectors
- 43 80-inch LED screens
- One 90-inch LED screen
- Two copier/scanner machines (provided for faculty use)
- Three color printers (provided for faculty use)
- One desktop or laptop PC in each faculty office space
- Four large-format plotters (size E)

In addition to the hardware listed above, the following software programs are available to architecture students:

Drafting, Modeling, and Rendering Software

- AutoDesk AutoCAD
- AutoDesk Revit
- Adobe InDesign
- AutoDesk 3DS Max
- AutoDesk Maya
- AutoDesk Inventor Pro
- AutoDesk ReCap Pro
- AutoDesk Sketchbook Pro
- AutoDesk Navisworks Manage
- AutoDesk Flow Design
- AutoDesk Computational Fluid Dynamics (CFD) simulation
- AutoDesk Green Building Studio
- Insight 360
- Dynamo 2.40
- Fusion 360
- Sketchup Pro 2020
- Rhino 6
- Vray for 3dsMax, Revit, Maya, Rhino

- Lumion 10
- International Building Code 2021
- National CAD Standard v5

Desktop Publishing and Word Processing

- Microsoft Office Pro Suite 2019
- Adobe InDesign and Acrobat Professional

Operating System

- Microsoft Windows 10 21H1

Geography Information Systems

- ESRI ARCGIS Desktop Advanced 10
- ESRI ARCGIS City Engine 2020
- ESRI ARGIS Pro 2
- Google Earth Pro Desktop

Visualization Software. SCAD architecture students, faculty, and staff can install the entire Adobe Creative Cloud suite of applications (Acrobat, Photoshop, InDesign, and more) to their personal computer and mobile devices for free. Universal access to Adobe applications is available to all SCAD students to support seamless file sharing and collaboration, and provides access to a wide spectrum of online videos, articles and research by Adobe and its global community of artists and designers.

Blackboard. Whether they teach on-ground or virtually, all faculty use the Blackboard course management system. Through the Blackboard app, the system can be accessed at any time from any computer or mobile device with an internet connection. Every course within Blackboard has an associated syllabus and dynamic and curated content. SCAD conducts training and workshops to help students and faculty navigate the online course system and virtual learning. SCAD faculty also use Blackboard to complement, chronicle, and create additional interaction within on-ground courses. Engagements include online tutorials, asynchronous discussions, class chat sessions, homework assignments, exams, grades, and faculty feedback. Students use Blackboard to access relevant academic information inside and outside the classroom. Such information may include interactive presentations, audio/video materials, and/or external online resources to enhance instruction and learning across all SCAD locations and learning modalities.

SCAD Virtual Teaching Kit. To support virtual instruction and student learning, SCAD provided virtual teaching kits to all faculty. These included green screens, additional external monitors, iPods to serve as wireless cameras, professional headsets, tripods, and portable battery packs. When paired with a laptop, the virtual teaching kit operates as a cable-free external camera for dynamic demonstrations; high-quality audio for live lectures and discussions; and additional tools to facilitate a professional virtual studio. The SCAD Teaching Success Program also offered the tools to teach virtually and be onboarded with appropriate support and connections.

Zoom. The ubiquitous video-conferencing software program is used in every office and department at SCAD. Through Zoom, faculty deliver and capture lecture and course content and enter ongoing drop-in sessions, during which colleagues connect with SCAD technology specialists to answer questions ranging from software compatibility to instructional best practices. Zoom augments engaging in-person SCAD experiences through innovative applications — virtual talks with industry leaders, panels for prospective students and parents, on-demand CAS employer recruitment presentations, individually tailored fitness offerings, conversations with renowned wellness and resiliency experts, signature events, and much more.

Slack. A significant improvement over other instant-messaging platforms, Slack pairs seamlessly with Zoom, allowing for real-time video conferencing and effortless file-sharing. SCAD students and employees embrace the platform and create project-specific workgroups to coordinate efforts and document progress and results.

Miro. An online collaborative whiteboard platform, Miro is used daily by nearly 300 faculty and more than 1,100 students. To more fully employ the collaborative capabilities of Zoom, SCAD identified technologies that would integrate into the virtual teaching toolkit — both to increase classroom engagement and reduce virtual meeting fatigue. Offering faculty instant engagement with students and a real-time workflow, Miro reflects a platform for modern work, enabling teams to communicate and collaborate across formats, tools, channels, and time zones — without physical constraints. At SCAD, Miro is employed across every department.

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.

Program Response:

The SCAD M.Arch. program is offered on-ground at SCAD Savannah. However, the pandemic necessitated virtual transition for most students from Spring 2020 through Summer 2021, which resulted in students taking virtual coursework from diverse geographic locations. To complement the vital engagement and resiliency of the faculty during this unprecedented moment for higher education, SCAD's digital computing resources supported continued student success. The university's vLab offered students 24-hour remote access to the computing power of Clark Hall. Students and faculty utilized new tools such as Bluebeam, Miro, and Slack to create an active learning environment built from the university's tradition of faculty mentoring and lecture-demo-apply models of instructional engagement.

As the university returns to on-ground instruction in Fall 2021, the architecture department integrates and advances the lessons learned from SCAD's response to the pandemic, the next-generation technology, and new models of work that align with professional practice. The department employs digital reach and virtual connectivity to create engaging critiques with architects and designers across the globe, utilizes AR/VR in client presentations, and collaborates seamlessly across time zones using advanced project management software.

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:

Program Financial Resources. SCAD continues to provide robust institutional support and financial resources to the architecture program to support students' academic success. Bolstered by the university's financial fortitude, the architecture department thrives through ample annual operating budgets, substantial expenditures per FTE student, and strategic capital investments in recent years — including the $16 million investment in the redesign and renovation of Clark Hall, home of the SCAD architecture department.

Summary of Changes Since Previous Visit. There have been no changes in university or department funding models since the previous NAAB reaccreditation visit. While the pandemic produced short-term operational impacts, there is no substantial long-term effect in terms of the university's and architecture program's financial viability. Throughout the pandemic SCAD was able to fund all academic priorities and programs, maintain professional development for faculty members, add additional student support services (e.g., BeeWell counseling and support services; SCADamp, the university's professional presentation studio; SCADextra workshops; *Guests and Gusto* masterclasses and webinars) and continue to invest in academic and student life capital projects.

Budget Process. The SCAD budget process establishes the framework for the upcoming year's financial plan. The university's finance department ensures appropriate investment in resources that does not exceed anticipated net revenue for the ensuing year. The budget process aligns resource allocations with the university mission and strategic plan to support SCAD academic programs and student services. When drafting the annual budget, SCAD prioritizes the best interests of students, evaluates anticipated enrollment and tuition revenues, considers upcoming university initiatives, and analyzes past expense trends. SCAD ensures sound annual-budget planning through a zero-based budget approach, whereby expenses for all university operational areas are justified and approved.

The SCAD finance and admission departments collaborate each February and March to review and analyze enrollment expectations and to build a preliminary revenue projection. The finance department closely monitors anticipated fall enrollment on a weekly basis to allow for expedient adjustments to revenue assumptions. This prudent process ensures that the university remains financially viable and able to provide resources for students.

SCAD collects capital expenditure proposals and new faculty and staff headcount requests from university stakeholders beginning in November each year. Each winter quarter, the SCAD finance department collaborates with stakeholders, including academic services leadership, to evaluate operating expenses and review new initiatives as they relate to enrollment, economic trends, and the university strategic plan. In anticipation of these meetings, academic program leaders — including the chair of architecture — work with their school dean and the vice president for academic services to determine if there are new strategic priorities that should be vetted for funding.

Proposed budgets are presented to the SCAD budget resource committee (which includes the chief academic officer). The committee evaluates each budget request for alignment with the SCAD mission, strategic priorities, and available funds. When completed, the proposed budget advances to the university president for review, then to the SCAD Board of Trustees for further review and final approval.

Throughout the ensuing fiscal year, finance department staff meet with SCAD stakeholders to monitor budget adherence and proactively identify and remediate variances as needed to ensure that university funds are sufficient to meet program and student needs.

Architecture Operating Expenditures. As evinced in Table A: Architecture Department Operating Budget, the architecture program continuously receives appropriate funding to support student learning and achievement. These annual budgets are shared with the architecture department chair who is charged with managing expenditures related to these line items.

Table A: Architecture Department Operating Budget

	FY18	FY19	FY20
Total Operating Budget of the Architecture Department	$3,395,949	$3,685,617	$3,458,490
FTE Students (average Fall/Winter/Spring)	339	342	298
Total Operating Expenditure Costs per FTE Architecture Student	$10,017.55	$10,776.66	$11,605.67

If strategic funding opportunities arise, the chair works closely with the school dean and academic services leadership to assess their relation to student success and fulfillment of the university mission, and the strategic plan. If the expenses are determined appropriate, academic services, in collaboration with the finance department, can appropriate funds to meet these needs.

Additionally, the SCAD human resources department manages the program's salaries, wages, and benefits; SCAD's information technology department oversees technology-related expenses; and SCAD's business office supervises travel-related expenditures. Expenses related to NAAB accreditation, including accreditation fees, site visits, work collection, and other preparations, are managed by the institutional effectiveness department. Responsible stewardship of university resources enables SCAD to offer robust academic programs, cutting-edge technology and student support services that help students thrive in a positively oriented university environment.

Presidential Fellowship and Faculty Sabbatical funds are awarded by executive and academic services administrative budgets (see Section 5.4 Human Resources and Human Resources Development for more information on these faculty professional development funds).

Capital Improvements. Annually, the chair of architecture has the opportunity to submit capital budget request forms for both information technology and non-IT related requests. The technology project request form addresses IT-related capital purchase requests, including computer software, computer hardware, and any audio/video equipment. The non-IT capital budget request form pertains to any other capital

request, such as classroom equipment, building improvements, or fixed-asset purchases. Capital projects are funded through the university budget and not through fundraising campaigns nor the university endowment.

The senior vice president for technology and development and the associate vice president for university resources lead a budget working group that also includes the vice president for academic services and director of finance, who compile and evaluate all IT and non-IT capital proposals from department leaders. Annually, each school dean and area vice president meet with the working group for further discussion and explanation of each individual request, and how each potential investment can enrich the SCAD student experience. Through a collaborative process between the working group and departments, each request is carefully vetted for cost, feasibility, and impact.

Every April, vetted proposals advance to the SCAD Budget Resource Committee, which consists of the chief operating officer, chief financial officer, chief academic officer, chief human resources officer, and senior vice president for technology and development. The committee then creates a capital improvement budget to fund approved projects for the fiscal year. The SCAD Board of Trustees reviews and approves the annual budget as part of its spring board meeting.

Most recently, SCAD invested $16 million in capital improvements on the redesign and renovation of the academic building dedicated to the study of building arts, Clark Hall during FY19 and FY20. These improvement expenditures were shared between the academic departments that benefit from Clark Hall.

Table B: Capital Expenditures of Architecture Department

	FY18	FY19	FY20
Total Capital Expenditures of the Architecture Department	$961,466	$7,458,141	$2,944,905
FTE Students (average Fall/Winter/Spring)	339	342	298
Total Capital Expenditure Costs per FTE Student - Architecture Program	$2,836.18	$21,807.43	$9,882.23

Expenditures per FTE Student. In addition to operating and capital budget analysis, the university's funding for architecture program expenditures per FTE student has remained steady in recent years, as evidenced in Table C.

Table C: Expenditures per FTE Student

	FY18	FY19	FY20
Total Direct Costs per FTE Student - Architecture Program	$19,883	$18,098	$18,684

University Financial Context. Strong enrollment growth, investment in the SCAD endowment, and careful management of a new capital plan have produced several consecutive years of clean financial audits and improved credit ratings. Additionally, SCAD has the highest possible Financial Responsibility Composite Score, a 3.0, indicative of strong fiscal responsibility. Through substantial short- and long-term financial planning, university leadership and the SCAD Board of Trustees strategically direct university financial resources.

Enrollment Trends and Net Revenue. SCAD student enrollment has increased by 50% over the last 10 years. This growth stems from SCAD's strategic global recruitment efforts and relevant program offerings, which align with the university mission and worldwide demand for creative professionals. Since FY15, SCAD has increased net tuition revenue by 46% and maintained affordable tuition — with increases consistent with inflation — by employing modest tuition discounts and generating robust enrollment.

Table D: Tuition Discount Rate

	FY16	FY17	FY18	FY19	FY20
Tuition Discount Rate	25.0%	24.8%	23.9%	23.0%	24.1%

SCAD also increased unrestricted net assets by nearly 150% since FY15, demonstrating appropriate financial controls and planning oversight. The corresponding growth in unrestricted net assets is outlined below.

Table E: Change in Unrestricted Net Assets

	FY16	FY17	FY18	FY19	FY20
Change in Unrestricted Net Assets	$77,262	$103,949	$139,619	$150,900	$146,899

*All figures in US$ thousands.

SCAD restricted net assets comprise only 5% of total net assets from FY16–FY20. Table F distinguishes total net assets by category of restriction for this time period.

Table F: Total Net Assets

	FY16	FY17	FY18	FY19	FY20
Unrestricted Net Assets	$416,305	$520,255	$659,874	$810,774	$957,673
Temporarily Restricted Net Assets	$11,412	$11,575	$11,610	$12,145	$10,664
Permanently Restricted Net Assets	$20,941	$22,576	$23,246	$23,606	$24,254
Total Net Assets	$448,658	$554,406	$694,730	$846,525	$992,591

*All figures in US$ thousands.

Total net assets and permanently restricted net assets continue to increase year-over-year. SCAD unrestricted net assets produce exceptional annual cash flows from operating activities, as indicated in Table G.

Table G: Cash Flow from Operations

	FY16	FY17	FY18	FY19	FY20
Cash Flow from Operations	$113,672	$120,254	$179,956	$193,379	$184,060

*All figures in US$ thousands.

Endowment. To further champion current and future students, SCAD dedicates a significant amount of resources to develop the university endowment, which has grown from $9.7 million in FY09 to $263.2 million in FY21.

External Audit Results. SCAD contracts an independent external agency to conduct an annual audit of university financials. FY20 marked the ninth consecutive year SCAD received a clean audit — with no significant deficiencies, material weaknesses, control deficiencies, or compliance findings related to financial aid.

Credit Ratings. Substantial enrollment growth, investment in the SCAD endowment, exceptional operating performance, and careful management of a new capital plan have generated several consecutive credit rating upgrades. Fitch most recently upgraded SCAD's credit rating to A+, and Moody's issued a rating upgrade to A3, testaments to SCAD financial fortitude and fiscal stability.

In summary, SCAD demonstrates unwavering dedication to the prioritization of fiscal resources necessary to elevate the architecture program, retain and recruit quality faculty members, provide appropriate levels of financial aid, maintain substantial student support services, and provide architecture students with the exceptional educational experience they expect and deserve.

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:

SCAD provides students with convenient and equitable access to an extensive range of library and learning resources, including diverse collections of print volumes, media, digital images, online databases, course reserves, and archival materials. SCAD Libraries deepen and extend the intellectual life of the university and support the SCAD mission with assets designed to launch and advance creative careers. The architecture program has ready access to an expansive array of architecture literature and information, as well as visual and digital resource collections that support professional education in architecture.

The University Library System. SCAD Libraries function as a system to seamlessly share collections and provide a broad selection of online information available to all members of the university community, and each SCAD library offers materials and services needed to support specific programs of study offered at their respective locations. The university's library system encompasses:

Jen Library (Savannah). As the flagship of the SCAD library system, Jen Library houses the largest physical collections among university library locations. The 85,000-square-foot facility provides computer and printer access to learners, and houses individual study rooms, a Skype lounge, the Visual Resources Center, Peer Tutoring, and The Writers' Studio.

Before Jen Library was an award-winning interior space and educational resource center, it was a department store. Originally built as Levy's in 1925, the building was remodeled nearly three decades later. The new design, indicative of 1950s modernism, included a dramatic transformation of the existing structure. A concrete expansion was also added, with the two structural systems visible through ceiling grills. Its cantilevered canopy and windowless upper stories took advantage of artificial lighting and air-conditioning.

SCAD acquired the building in 1996 and soon made extensive interior renovations and minor exterior changes. Where shoppers once enjoyed a "motorstair" built in 1954, a monumental glass staircase now ascends from a colorful, open lobby to two vibrant and meditative spaces where SCAD students research, study, and work in pods equipped with the latest design software. SCAD alumni art is featured throughout, and sunny, floor-to-ceiling windows anchor each end of the building.

For its excellence in design, creativity, and function, Jen Library received a 2016 Library Interior Design Award, cosponsored by the American Library Association and the International Interior Design Association. Also, in 2016, The Georgia Historical Society recognized Jen Library with a marker that commemorates the Savannah Protest Movement, a pivotal event in the civil rights movement in Georgia.

SCAD Library (Atlanta). A highlight of this location's holdings is one of the most significant collections of artists' books in the U.S., with approximately 2,100 volumes. The SCAD Library in Atlanta provides computer and printer access, and houses additional workspaces for students, the Tutoring Center, the Drawing and Design Center, and The Writers' Studio.

SCAD Lacoste Library (Lacoste, France). The SCAD Lacoste Library is housed in a three-story, medieval bakery. This library is home to the Nancy Herstand and Jacques Tézé Collection, composed of hundreds of rare art books and volumes on French language and culture, in addition to texts and resources that support all courses offered at this study-abroad location. The SCAD Lacoste Library features study spaces and an original domed stone oven, which serves as an intimate reading and study area.

Digital Library Offerings (Global). SCADnow (online) and on-ground students benefit from an extensive assortment of digital research materials, a mobile device-friendly catalog, and online research assistance. SCAD Libraries' technological ecosystem provides students from all locations and learning modalities access to digital research materials.

SCAD Library Resources. SCAD is home to the world's largest library collection (composed of general and special collections or archives, visual resources, and online materials) at a specialized art and design university, and provides access to more than one million print and electronic resources across three global locations and online.

General Collection. The general collection includes circulating books and DVDs, as well as non-circulating periodicals, reference works, and reserve items. The collection also contains primary sources from the 19th century through the most current materials and formats produced today.

SCAD Libraries' physical resources as of Summer 2021 are summarized below.

Current Holdings	Savannah	Atlanta	Lacoste	Total
Print volumes (books and bound periodicals)	177,146	65,582	5,609	**248,337**
Audio-visual materials	14,124	1,781	38	**15,943**
Serial subscriptions	591	140	4	**735**

SCAD Libraries Electronic Resources. In addition to print volumes, the vast range of SCAD electronic resources equip students with on-demand access to a wealth of materials, regardless of location or learning modality. The Visual Resources Center (VRC) affords current students, faculty, and staff access to millions of images to aid in the creation of precedent studies, visual presentations, websites, prototypes, and more. The VRC features two primary databases: the SCAD Digital Image Database — an in-house collection of more than 180,000 images — and the ARTstor Digital Library, a database of more than one million art-related images, associated information, and software tools designed to enhance teaching, learning, and scholarship. The VRC also maintains a circulating collection of more than 320,000 slides.

Through a unified website, SCAD Libraries provide remote and on-campus access to online resources 24 hours a day, seven days a week. This access includes 121 subscriptions and open-education research databases, and more than 239,000 eBooks. All locations share these resources to support the university's degree programs. A summary of SCAD Libraries' electronic resources as of Summer 2021 is provided below.

Electronic Resources	Count
eBooks	299,362
eJournals	54,660
Online research database subscriptions	83
Online graduate thesis	4,229
Images in the SCAD Digital Image Database	181,313

Diversity of SCAD Libraries Resources

SCAD Libraries serve more than 100 undergraduate and graduate degree programs in more than 40 majors of study and support general education and foundation studies courses. The following table demonstrates the university's diverse holdings according to the Library of Congress subject areas.

Library of Congress Call Range	Library of Congress – Selected Subjects and Classifications	SCAD Libraries Number of Holdings
A	Generalities and reference	2,243
B	Philosophy, psychology and religion	7,410
C	Auxiliary sciences of history	2,580
D	History	13,136
G	Geography, anthropology, and recreation	12,663
H	Social sciences (business, economics, and sociology are sub classes)	10,277
J	Government documents and political science	4,617
K	Law	1,523
L	Education	2,501
M	Music and books on music	17,120

Library of Congress Call Range	Library of Congress – Selected Subjects and Classifications	SCAD Libraries Number of Holdings
N	Fine art (visual art and architecture are sub classes)	81,762
P	Language and literature (linguistics is a sub class)	23,559
Q	Science (biological, physical, earth, computer sciences, mathematics, and chemistry are sub classes)	6,237
R	Medicine (health facilities, nursing, public health, and medicine are sub classes)	4,673
S	Agriculture	1,806
T	Technology (engineering and technology are sub classes)	11,926
Z	Bibliography, library science, and information resources	3,432
	Subjects classed as unique to SCAD	1,723

The General Collection and the Program. The SCAD general collection comprehensively supports the interrelated disciplines of architecture, architectural history, interior design, furniture design, and preservation design, as well as general education coursework. The collection provides research tools for faculty and students in the areas of architectural history and theory, and supports both undergraduate- and graduate-level study in the building arts. It also acts as a resource for interdisciplinary work, cultural enrichment, and related studies within the entire academic community. In recent years, SCAD Libraries have acquired additional resources that support non-European architecture, sustainable design, and topics that pertain to the technical components of building construction. SCAD librarians continue to expand collections for architecture and related disciplines.

SCAD Libraries hold approximately 16,000 print and online volumes categorized as architecture or aligned topics by the Library of Congress, plus more than 17,000 additional volumes in other classifications directly related to architectural study. The SCAD Digital Image Database currently hosts more than 50,000 architectural images to further support architecture students. These resources are complemented by architecture-specific databases, such as:

- The Avery Index to Architectural Periodicals — a citation index offered via ProQuest.
- BuildingGreen Suite — a full-text resource that contains articles from *Environmental Building News*, product listings, and resources related to LEED certification and sustainable design.
- Art and Architecture Source — a broad range of related subjects from fine, decorative, and commercial art to various areas of architecture and architectural design. This database contains over 63,000 images dating from 1914 and hundreds of full-text journals and books in various languages, including French and German.

Architecture faculty, staff, and students also frequently use multidisciplinary databases such as EBSCO OmniFile Full Text Mega, EBSCO Art Full Text, EBSCOhost eBooks, and JSTOR. ARTstor and SCAD's Digital Image Database are extremely popular among all students and faculty who seek high-quality digital images. Online collections of unique in-house materials, such as master's theses, are also available and described in further detail below.

The variety and distribution of architecture and building arts-aligned materials within SCAD Libraries, according to Library of Congress classification standards, is provided in the tables below.

Materials	Savannah	Atlanta	Lacoste	Online
Architecture books and bound journals	12,312	2,766	418	1,141

Periodicals	Savannah	Atlanta	Lacoste	Online
Architectural history	21	1	0	7
Architecture	47	6	0	9
Preservation design	20	0	0	6
Interior design	22	9	1	3
Total	**110**	**16**	**1**	**25**

Building Arts-related Subject Areas	Savannah	Atlanta	Lacoste	Online
3D	324	146	2	233
Antiques	154	70	12	15
Architectural history	938	210	27	117
Architecture	13,253	3,290	438	2,353
Building laws	49	16	0	10
Buildings	4,453	1,093	145	836
City planning	1,323	192	41	686
Collection and preservation	62	21	3	76
Community development	164	31	2	360
Cultural heritage	111	29	3	116
Cultural property	189	41	8	217
Decoration and ornament	1,051	436	41	28
Dwellings	646	171	14	164
Furniture	1,373	610	38	40
Historic buildings	765	259	28	77
Historic house museums	18	4	0	1
Historic house(s)	26	5	0	1
Historic places	31	8	0	3
Historic preservation	351	128	12	91
Historic sites	292	103	11	144
Historical society	169	55	2	70
House furnishings	94	49	2	13
House museum	42	8	0	2
Housing	686	150	5	609
Interior architecture	461	248	12	41
Interior decoration	1,559	960	86	49
Interior design	1,699	1,093	89	64
Interiors	744	387	20	44
Land use, urban	42	3	1	45
Landscape	3,095	1,205	77	1,207
Landscape architecture	554	83	4	99
Landscape protection	32	5	0	37
Medical offices	5	2	0	12
Neighborhoods	159	47	2	169
Office buildings	118	27	1	14
Preservation technology	8	1	1	3
Prototyping	71	43	0	36
Rehabilitation	122	31	0	747
Sustainable construction	23	4	0	64
Sustainable urban development	58	5	0	59
Textile fabrics in interior design	22	14	3	0
Upholstery	35	16	0	1
Urban ecology (sociology)	100	22	0	145
Urban policy	116	13	4	221
Urban renewal	285	39	10	177
Urbanization	210	33	4	360
Woodworking	79	21	1	13

Additionally, research portals for each discipline are accessible on the SCAD Libraries website and posted through Blackboard, where they populate in conjunction with individual student schedules and are

augmented with recommended resources. For example, the architecture library portal includes research guides on topics such as building codes and standards, sustainability, drawings and plans, computer-aided design, and professional resources. In addition to the research portals created by librarians to reflect a broad range of resources, library staff also collaborate with faculty to develop course-specific research guides. Through these research guides and portals, students engage with relevant texts, images, and resources to support assignments.

Special Collections. In support of the university mission, SCAD Libraries maintain non-circulating reference materials including special collections, artists' books and rare publications, and unique materials such as storyboards, animation drawings, and color models from feature films and video games. Additional collections include art press books; pop-up books; local history materials; limited editions and rare books on artists, architects, and art movements; and a large number of limited edition or rare comic books and graphic novels.

Special Collections and the Program. Special Collections at Jen Library houses a wide range of rare and unique items that include historic serials, materials produced at the university, and publications of local interest. Special Collections possesses approximately 22 serial titles and 14 archival collections related to architecture, including ARE resources, historic preservation research by SCAD students, and the Central of Georgia Railway collection of architectural drawings. Additionally, architecture students benefit from Special Collections at SCAD Atlanta, like the well-known SCAD Atlanta Artists' Book Collection that many Savannah-based students travel to see firsthand. This collection includes more than 2,100 artists' books, and works by Andy Warhol, Yoko Ono, Joseph Beuys, Claus Oldenburg, and others.

The Visual Resource Center. The Visual Resource Center provides high-quality images that support the research and teaching needs of students and faculty in all disciplines. Among other materials (e.g., a collection of 446,520 physical slides), the center includes the in-house Digital Image Database, accessible by the university community via the SCAD library website. The DID contains more than 50,720 images related to architecture, representing nearly one third of the total collection of more than 181,300 images.

Through collaborative efforts, library staff have dramatically broadened access to unique library-owned materials through the creation of several digital collections. These collections are available to all university community members via the SCAD library website, and the public as well. Two examples include:

- SCAD Thesis Digital Collection. The library archives and catalogs all visual and textual files of master's theses completed by SCAD graduate students. Established in Fall 2010, this online collection grants access to all theses released from that date forward (older, print-only theses are still available, as well). Graduate students in all fields regularly utilize master's theses, and librarians appropriately tag theses to help students efficiently locate examples of award-winning peer research (explorations that garner department and/or university recognition).
- Images of Savannah. The library holds digitized historical postcards and stereo views of special interest to architectural history and preservation design students who research Savannah landmarks.

Equitable Access to SCAD Library Resources. The university makes available, to all students and faculty, the vast catalog of learning resources — including print, electronic, and special collections materials — in a comfortable, accessible, and secure environment for work and study. As the central conduits for information, inspiration, research, and quiet study, SCAD Libraries contribute vitally to every aspect of academic and intellectual life at the university.

General Library Access. University community members with a valid SCAD ID may access library facilities during regular operating hours. In fall, winter, and spring quarters, the SCAD Library in Atlanta is open 76 hours per week, and Jen Library is open 112.5 hours per week. Throughout summer quarter, the SCAD Library in Atlanta is open 48.5 hours per week, and Jen Library in Savannah is open 56 hours per week. Students and faculty in Lacoste, France, have 24/7 access to the SCAD Lacoste library all four quarters of the academic year. SCAD students enjoy 24/7 access to all digital resources.

User Privileges. The SCAD Libraries catalog is available on the main SCAD Libraries public website. A valid SCAD ID is required for circulation and computer-use privileges, as well as for remote access to library databases, eBooks, and additional electronic resources. SCAD librarians work with faculty to organize and provide access to all requested physical and electronic course reserve materials. Additionally, SCAD digital library accounts allow users to save searches, create folders and lists, review their reading history, place items on hold, and renew materials online.

Interlibrary Loan. Interlibrary loans enable students to acquire materials from thousands of affiliated libraries. SCAD library users have access to the WorldCat search engine — in conjunction with the SCAD Libraries catalog — to find and make interlibrary loan requests with library personnel, online or in person.

Course Reserve Materials. Students find course reserve materials through a Course Reserves page (with a "search by course" or a "search by professor" option) on the SCAD Libraries website. Electronic course reserve materials are password-protected and accessible immediately. Physical course reserve materials, for in-library use only, are available at the location's circulation desk and have a checkout period of two hours, which may be renewed.

Photocopies. Students and faculty at any SCAD location or learning modality may request photocopies of articles from periodicals and select book passages, within copyright limitations, in person or online.

Ship-to-home. SCAD's ship-to-home program allows students enrolled in online courses to request books and articles from SCAD Libraries. These items are shipped to them, along with a postage-paid return package, at no cost to the student.

Appropriate Resources to Support the Program. SCAD Libraries maintain the largest collection of library materials among art and design universities in the U.S. to provide appropriate resources and services in support of the university mission. In addition to assessment of year-over-year library usage (user access per quarter) that demonstrates the active use of library resources, the SCAD academic services department also conducts a library collections study to determine adequacy and appropriateness of library resources for each school and program. To ensure compliance with NAAB expectations, this study identifies the library collections available to students, faculty, and staff in the School of Building Arts, expands to academic programs, and maps library resources to each discipline. The latest assessment mapped more than 55,000 resources to the School of Building Arts, with approximately 35,000 of those resources specifically mapped to the architecture program. As evinced by this comprehensive study, the architecture program has access to adequate and appropriate library resources.

SCAD gathers annual feedback from students on SCAD Libraries using the Ruffalo Noel Levitz Student Satisfaction Inventory and Ruffalo Noel Levitz Priorities Survey for Online Learners. These annual surveys assess SCAD services and resources. In 2021, 96% of architecture students reported satisfaction with the selection of library sources related to their major and 91% were satisfied with the relevance of electronic resources and materials related to their research. These results indicate that SCAD architecture students are satisfied with SCAD Libraries' resources and services.

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:

Appropriate Librarian and Visual Resource Professional Staff. SCAD libraries are staffed by experienced and appropriately credentialed librarians and support staff to meet the needs of SCAD students, faculty, and staff across all university locations and learning modalities. In accordance with the professional staffing standards of the American Library Association and Art Libraries Society of North America, SCAD employs librarians from ALA-accredited library science graduate programs in key service areas. SCAD assesses student enrollment and the needs of each university location to determine the sufficiency of library staff. As of Spring 2021, SCAD employed 13 librarians and four support staff members, with 10 librarians and three support staff located in Savannah's Jen Library.

SCAD librarians offer in-depth research assistance to students both in-person and remotely (via chat, real-time video conference, email, or phone). The SCAD Libraries website also provides access to information about library services and provides options to request help, research support, and services (e.g., booking a room, establishing an Interlibrary Loan account, scheduling a research consultation).

Library Instruction and Consultation. SCAD research and instruction librarians spearhead an information literacy instruction program adapted to discipline-specific needs of students, faculty, and curricula for each program. Faculty members may request in-person sessions (librarians host classes at SCAD libraries and in SCAD academic buildings) or online via Zoom. For the 2020-21 academic year, SCAD Libraries offered 575 library instruction sessions. Library instruction and research assistance is promoted to SCAD students and faculty members through the SCAD Libraries website, SCAD message system emails, social media sites and the university master calendar. Qualified library staff also provide workshops (in person and online) that explore topics such as research strategies, intellectual property, and a range of techniques and tools to locate credible sources.

Architecture faculty frequently collaborate with librarians to provide instructional sessions, and additional architecture students scheduled one-on-one instructional sessions with library staff. For example, in Fall 2020, librarians provided a session focused on graduate-level search strategies to students in ARCH 745 Graduate Seminar in Architecture. Librarians provided an overview of the SCAD library catalog and resources, as well as an in-depth presentation on research databases and periodical titles.

Professional Development. SCAD encourages librarians to engage in professional development opportunities through attendance at professional conferences, professional organization memberships, and contributions to the discipline of information science. For example, in Fall 2015, the Institute of Museum and Library Services awarded SCAD Libraries a $50,000 National Leadership Grant for Libraries. As a result of the grant, SCAD Libraries staff, then led by the current dean of the School of Building Arts, explored and applied UX principles to library operations. As a result of the grant-funded research project, SCAD Libraries developed a Library User Experience Design Toolkit accessible online and available to all library staff who want to create highly engaged UX for their users. The Toolkit features case studies, posters, and resources that describe the university's UX design process and how others might adapt it for their own libraries.

Following the implementation of the project, SCAD made improvements to the service desk at Jen Library to ensure visitors can efficiently navigate the building and locate items of interest. Improvements were also made to the SCAD Libraries website, as the research indicated opportunities to better promote some library resources — then publicized on university social media channels — on SCAD Libraries website. Through the grant, the senior director of library services earned a User Experience Certification, showcasing for SCAD students how UX design spans diverse industries and exemplifying the university's advancement of UX design within and beyond SCAD.

6—Public Information

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:

SCAD accurately and consistently represents the university's accreditation status with the NAAB to the public through the SCAD Catalog, SCAD Fact Book**,** and on the SCAD website. Internally, accreditation information is available in the SCAD Student Handbook, SCAD Staff Handbook**,** and SCAD Faculty Handbook.

In compliance with the NAAB requirements, located in the NAAB 2020 Conditions for Accreditation, Appendix 1, SCAD publishes the following statement of accreditation:

> *In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the*

sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year term, an eight-year term with conditions, or a two-year term of continuing accreditation, or a three-year term of initial accreditation, depending on the extent of its conformance with established education standards.

Doctor of Architecture and Master of Architecture degree programs may require a non-accredited undergraduate degree in architecture for admission. However, the non-accredited degree is not, by itself, recognized as an accredited degree.

The Savannah College of Art and Design School of Building Arts offers the following NAAB-accredited degree program(s): M.Arch. (180 undergraduate credits plus 90 graduate credits). Next accreditation visit: 2022.

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:

SCAD makes available, to all students, faculty, and the public, the 2020 Conditions for Accreditation, the 2020 Procedures for Accreditation, the 2009 Conditions for Accreditation, and the 2012 Procedures for Accreditation, via the professional SCAD Master of Architecture website.

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:

Career and Alumni Success. SCAD prepares talented students for creative professions through engaged teaching and learning in a positively oriented university environment. Given the university's mission, SCAD assigns every student a career adviser who offers ongoing assistance and guidance. The SCAD office for career and alumni success (CAS) supports students on a continuum throughout their lives, as CAS advisers serve as career coaches and mentors for students from their first day of class to their first jobs and beyond. These dedicated advisers help students set specific career action plans, develop distinctive résumés and portfolios, excel in interviews and presentations, and engage confidently with employers and professionals in their chosen fields. Advisers also maintain supportive, individually tailored connections with alumni and help them prepare for every level of professional success. Since June 1, 2016, CAS has helped architecture students secure 518 internships and job placements. The vast majority of architecture students enjoy and benefit from opportunities available through CAS (88% of undergraduate architecture students and 90% of graduate architecture students utilized CAS services last year).

Career Action Plan. Through the CAS Career Action Plan (initiated in 2013), advisers help students craft their professional narratives — from their first résumés to prestigious internships — and ensure progress measured by a unique assessment and benchmarking system. The Career Action Plan features five categories:

- Self-promotion;
- Portfolio;
- Professional readiness;
- Internship/professional experience prior to graduation; and
- Post-graduation success.

Architecture students achieve high completion rates for all stages and benchmarks annually. In Spring 2020 and 2021, architecture students achieved the following completion rates:

Category	Spring 2020	Spring 2021
Self-promotion	100%	100%
Portfolio	100%	100%
Professional readiness	100%	100%
Internship/professional experience prior to graduation	74%	71%*
Post-graduation success	100%	N/A**

*Preliminary results, as data collection is still in progress.
**Post-graduation success data is collected 10 months after Commencement.

CAS Career Events. Additionally, CAS hosts career-focused events at every location, each year. In 2019, thousands of students and alumni attended SCAD career fairs in Atlanta and Savannah, where global employers conducted interviews, viewed portfolios, and delivered presentations about career opportunities. Beyond these exclusive fairs, CAS hosts employer visits throughout the year. Companies that recruit at SCAD include Cooper Carry, Disney, HKS, HOK, Gensler, Lamar Johnson Collaborative, Leo A. Daly, LS3P Architects, Perkins + Will, Royal Caribbean, Sasaki, SOM, Smith Group, tvsdesign, and more.

To prepare students for pivotal employer engagements, CAS offers workshops on entrepreneurship, branding, salary negotiations, and career preparedness. SCAD also employs a specialized adviser who works with students and alumni with disabilities, who provides resources (through MySCAD) for job seekers with disabilities and learning differences. During the 2020-21 academic year, CAS hosted four virtual career fairs, with one jointly geared toward the School of Building Arts and School of Liberal Arts. The fairs attracted more than 100 architecture students who participated in 318 job interviews. These curated events led to multiple full-time job offers and internships.

IPAL, Field Internship, and Professional Licensure Support. In addition to superior student-centered support by CAS, the university devotes dedicated staff and resources to ensure that architecture students thrive through exceptional field internships and are prepared to sit for licensure during their graduate studies and beyond. Reporting to the dean of the School of Building Arts, the IPAL and field internship coordinator collaborates closely with the architecture department to:

- Direct IPAL planning and implementation for accepted students;
- Connect SCAD architecture students with architecture and design firms to secure internship opportunities;
- Serve as the internship supervisor for all School of Building Arts students undertaking credit-bearing field experiences; and
- Coordinate ARE workshops and firm recruitment visits to SCAD.

The department directed the design and implementation of a well-defined program of faculty-led ARE workshops that began in Fall 2020. In these workshops, subject matter expert, licensed architects — both members of the faculty and professional mentors — lead IPAL students through rigorous exercises enhanced by premier study tools (e.g., Black Spectacles, the only NCARB-approved study resource for the ARE 5.0 exams). During the 2020-21 academic year, the department offered nearly 30 ARE 5.0 preparation workshops to architecture students.

SCADamp. SCADamp is the university's professional presentation studio that prepares creatives to amplify their stories through verbal, visual, and interpersonal communication. From Zoom to the boardroom, SCADamp teaches students to share their work, ideas, and credentials with polish and power. Through tiered SCADamp workshop series and one-on-one coaching sessions, students bolster their verbal, visual, and interpersonal communication skills and create compelling connections across a wide spectrum of career-defining contexts. Students track their progress in SCADamp workshops much like their degree requirements, and they receive a certificate upon completion of the program's 18 workshops. Workshops include: Establish Your Presence; Engage Your Audience; Visualize Your Story; Communicate as a Team; and Presentation Choreography. SCADamp employs the latest technology and presentation stages, including VR stations, videoconference spaces, and simulated speaking environments, all designed to prepare SCAD students and alumni for success during peak-performance moments.

In the 2020-21 academic year, to improve architecture students' verbal communication skills, the department worked with SCADamp leadership to arrange class visits for undergraduate and graduate capstone studios. Communication coaches visited architecture classes and contributed to the studios' final review practice sessions to elevate students' presentation abilities and design decisions. The coaching sessions' impact was so positive that now, communication coaches engage students through additional one-on-one, pre-review practice sessions.

Professional Mentoring and Networking Engagements. SCAD prioritizes engagements among students and today's leading architects, designers, entrepreneurs, writers, and performers in all areas and industries that employ SCAD graduates.

SCAD Alumni and Professional Mentors. To support students on their professional paths, SCAD recruits alumni and professional mentors to lead panels and deliver masterclasses across disciplines. During the 2019-20 academic year, alumni and professional mentors visited nearly 350 times. Recent architecture mentors include: Daniel Libeskind, architect at Studio Libeskind; Patrick Phelps (M.Arch., 1995), architect at Hansen Architects; Eddie Bello, principal at Bello Harris Architects; John Crump (M.Arch., 1993), associate principal at SmithGroup; Stefan Behnisch, founder and principal of Behnisch Architekten; and Chris Boone (M.Arch., 2008), associate principal at Lessard Design.

Professional Studio Visitors and Critics. In addition to the alumni and professional mentorship program, SCAD architecture faculty continue to attract and invite studio visitors and critics to offer invaluable critiques of SCAD students' work and generously network with students. The university's transition to virtual learning in Spring 2020 further amplified these efforts and allowed industry leaders to drop in on individual classes from wherever they might be in the world. Professional architects, designers, anthropologists and more from firms like CBA (Paris, France), Castillo Architects (Guatemala City, Guatemala), CannonDesign (Baltimore, MD), ZGF Architects (Portland, OR), and West Workshop Architects (Alexandria, VA) offered virtual reviews and shared insights to help students broaden their artistic and professional perspectives.

Competition and Award Mentoring. The SCAD office of institutional recognition (created in 2013) primes students for prominent competitions, where they garner awards and recognition that lead to job offers, internships, and fulfilling careers. Staff members partner with academic leaders and professors to help students — individuals and teams alike — create timelines, refine proposals, and submit works. Additionally, and when necessary, institutional recognition staff, SCADamp coaches, and SCAD faculty mentor students who need extra assistance with their finesse and presentation skills. Through this office, SCAD funds entry fees, covers costs, and supports requisite travel for presentations, pitches and award ceremonies. Since 2015, SCAD students have earned more than 3,500 top awards — half of which were first-place honors — in some of the world's most prestigious competitions and festivals.

The architecture department participates in a host of competitions, including AIA Georgia Honor Awards, the Lyceum Fellowship Competition, ACSA Steel Design, AIA COTE for students, and Walt Disney Imagineering's Imaginations Design Competition. In 2018 and 2019, SCAD teams won Disney's national Imaginations Design Competition. In 2019 and 2020, SCAD architecture students received first-place recognitions from the AIA GA Design Awards, The Architect's Newspaper Best of Design Awards and the Architecture Foundation Scholarship. In 2020 and 2021, SCAD architecture students received first-place recognitions from the UNI New Dencities Competition, the Architecture Foundation Scholarship, the International Design Awards, and were featured in the Metropolis Future100 and The Classicist, the journal of the Institute for Classical Architecture and Art.

SCAD Signature Events and School of Building Arts Lecture Series. In addition to myriad masterclasses, guest lectures, guest studio visits, and exhibition openings, where SCAD connects students with professionals, the university hosts several signature events that showcase student talent and invite the world's most esteemed professionals to share their wisdom. At signature events, including SCADstyle, SCAD deFINE ART, and more, architecture students meet creators and innovators who reimagine the built environment and improve society. Recent guests include Art Gensler, renowned architect and founder of Gensler; Curt Moody, co-founder of the largest Black-owned architecture firm in the U.S.; Hilary Lewis, chief curator and creative director at The Glass House; Ralph Zucker, president of Somerset Development;

James Law, architect, technologist, and entrepreneur; Pascale Sablan, founder of Beyond the Built Environment and senior associate at S9 Architecture; Agatha Kessler, Fentress Architects chairman and Design Futures Council executive board member; Coty Sandberg (M.Arch., 2008), principal at SmithGroup former CEO of the AIA; James P. Cramer, founding chairman of the Design Futures Council and founder of DesignIntelligence; and many more.

Additionally, SCAD's virtual signature event series *Guests and Gusto* features conversations, workshops, and masterclasses with experts and insiders for the 40-plus majors offered at SCAD. For example, architecture students recently benefited from the *Guests and Gusto* symposium *Pass the Mic: Latinx Design Creatives*, where design leaders shared their professional journeys in architecture, interior design, fibers, and sustainable design. Interior Design magazine partnered with SCAD to host the forum, and the publication's editor-in-chief, Cindy Allen, served as moderator. Panelists included Marisol Centeno, founder of Marisol Centeno; Clarice Semerene, founder of SMRNE; Inés Guzmán and Gregory Melitonov, founders of Taller KEN; Giancarlo Valle, founder of Studio Giancarlo Valle; Héctor Esrawe, founder and director of Esrawe Studio; and Carlos Martinez, principal at Gensler.

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) All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visit
b) All NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit
c) The most recent decision letter from the NAAB
d) The Architecture Program Report submitted for the last visit
e) The final edition of the most recent Visiting Team Report, including attachments and addenda
f) The program's optional response to the Visiting Team Report
g) Plan to Correct (if applicable)
h) NCARB ARE pass rates
i) Statements and/or policies on learning and teaching culture
j) Statements and/or policies on diversity, equity, and inclusion

Program Response:

To promote transparency in the process of accreditation in architecture education, the program makes the following documents available to all students, faculty, and the public, via the M.Arch. program's website.

- All Interim Progress Reports and narratives of Program Annual Reports submitted since the last team visits:
  - Annual Reports Narratives:
    - NAAB Annual Report, 2012
    - NAAB Annual Report, 2013
    - NAAB Annual Report, 2014
    - NAAB Annual Report, 2015
    - NAAB Annual Report, 2016
    - NAAB Annual Report, 2017
    - NAAB Annual Report, 2018
    - NAAB Annual Report, 2019
    - NAAB Annual Report, 2020
  - Interim Progress Report:
    - NAAB Interim Progress Report, 2015
- NAAB responses to any Plan to Correct and any NAAB responses to the Program Annual Reports since the last team visit:
  - Not applicable
- The most recent decision letter from the NAAB
- The Architecture Program Report submitted for the last visit:
  - NAAB Architecture Program Report, 2012–13

- The final edition of the most recent Visiting Team Report, including attachments and addenda
  - NAAB Visiting Team Report, 2013
- The program's optional response to the Visiting Team Report
  - NAAB Interim Progress Report Response, 2016
- Plan to Correct
  - Not applicable
- NCARB ARE pass rates
- Statements and/or policies on learning and teaching culture
- Statements and/or policies on diversity, equity, and inclusion

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
e) Explanation of how student diversity goals affect admission procedures

Program Response:

Application Forms and Instructions. SCAD tirelessly and strategically pursues quality and excellence, and welcomes talented applicants from around the globe who exemplify the same high standards. SCAD maintains selective admission policies and enrolls students who are enthusiastic about the university's programs of study and capable of advancing successfully. University admission policies align with professional standards set forth by the National Association for College Admission Counseling, the American Association of Collegiate Registrars and Admissions Officers, and federal Program Integrity Regulations. The SCAD admission application and instructions are available on the SCAD website.

Admission Requirements and Admissions Decisions Procedures. Highly trained and experienced SCAD admission counselors specialize in one of the following areas: undergraduate, graduate, transfer or international admission. SCAD admission counselors review applications to ensure consistency and quality of admission decisions for all SCAD locations and learning modalities. When prospective students apply, they receive an acknowledgement email and are assigned an admission counselor. Admission counselors contact applicants promptly to answer questions and provide guidance for submission of required and supplemental materials. The university publishes admission policies, requirements, portfolio guidelines, and instructions in the online SCAD Catalog and additional graduate admission information on the SCAD website.

- Graduate admission
- Transfer admission (i.e., advanced standing)

The SCAD admission appeal policy, which addresses admission decision remediation, is available in the SCAD Catalog and on the SCAD website.

Evaluating Required Credit Hours for the M.Arch. The graduate admission review process ensures that M.Arch. applicants' undergraduate coursework is thoroughly evaluated to satisfy the requisite student-learning acumen at the pre-professional level. The university follows the same process to assess applicants from both accredited and non-accredited undergraduate programs.

As stated in the SCAD Catalog, for graduate students entering the professional architecture program from preparatory or pre-professional programs, required credit hours are determined on an individual basis, dependent upon review of the student's academic transcripts and portfolio by SCAD architecture faculty. The evaluation process includes a comprehensive review of each individual course on the student's undergraduate transcript for equivalency to the SCAD architecture B.F.A. program. In cases where the

course title or catalog description is not equivalent or is unclear, the student must provide additional evidence of equivalency (e.g., course description, course syllabus, samples of studio work from the course).

Additionally, faculty review the student's portfolio, which must include work from all phases of design: conceptual development, schematic design, design development, technical documentation, construction detailing, building systems integration, and building code analysis, as well as structural system analysis and selection. Work completed in academic contexts should include a brief description of design intent and the student's role, and must clearly indicate when and in what course the work was completed. The faculty committee assesses the portfolio for achievement in written and visual communication skills, design thinking skills, investigative skills, fundamental design skills, use of precedents, ordering systems skills, integration of accessibility, sustainable design solutions, building envelope systems, and the relationship between human behavior and the design of the built environment.

The faculty committee utilizes a comprehensive assessment tool to evaluate expected student learning outcomes against a set matrix of criteria. If the faculty committee's evaluation of the student's transcript, supplemental materials, and portfolio does not demonstrate an appropriate equivalency, the application may not be accepted or the student may be assigned preparatory (preliminary) courses from the SCAD B.F.A. program and/or intensive 500-level graduate coursework beyond the standard curriculum. Such coursework must be passed before the student can enter the professional M.Arch. program.

Financial Aid and Scholarship Requirements and Forms. Financial aid and scholarship policies, applications, and a timeline (which illustrates key dates, important steps, and responsibilities) are provided on the SCAD website. All students' admission applications, including those of continuing SCAD undergraduate students, are reviewed for scholarships and financial aid, and no other financial aid form is required. Upon their acceptance, SCAD assigns students an admission adviser who works with each student to review the financial aid timeline — including FAFSA completion — and explore SCAD scholarship opportunities and other financial aid options.

Student Diversity. SCAD enrolls the most capable students in the world and maintains a strategic student recruitment plan for effective global recruitment. Key to this plan is SCAD's enduring ethos of inclusion, which promotes and celebrates a diverse array of cultural and intellectual perspectives. Accordingly, recruiters and faculty regularly visit more than 5,000 high schools, host in-person and virtual information sessions, attend college fairs, and meet individually with prospective students and their families to invite further exploration of SCAD's unique academic offerings and student experience. A dedicated international recruitment team travels worldwide, and regional recruiters are located throughout the U.S. With students from more than 100 countries and all 50 states, SCAD has successfully cultivated a global community of students and alumni.

Additionally, in 2020, SCAD formed the office of inclusion to engage students, faculty, and staff to further champion a university culture in which all people feel welcomed, valued, respected, and empowered to thrive. In addition to providing year-round diversity education, the office works closely with the giving department, SCADpro, the university's innovation studio, and the office of career and alumni success to secure additional scholarship support to attract and retain a diverse student body. In addition to 12 endowed scholarships for Black students, and as further described in Section 5.5.1, the university promotes scholarship opportunities that give preference to specific groups of students.

As detailed in Section 5.5 Social Equity, Diversity, and Inclusion, the architecture department plans to maintain this already diverse student population and to continue to collaborate with the admission department, office of inclusion, and international student services office to recruit and provide support for the diverse SCAD student body.

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:

SCAD ensures students are appropriately informed about financial aid opportunities and the obligations associated with student loan debt and repayment. The university provides resources and services to help student borrowers make financial aid decisions and manage their loans.

Prior to admission, SCAD student financial services and admission departments host online chats for prospective students and their families to review the financial aid process, the cost of a SCAD education, and student loan options. SCAD also provides access to the net price calculator on the university website. Additionally, SCAD provides access to the National Student Loan Data System and the StudentAid.gov Repayment Estimator through the MySCAD online portal.

Available to all students, the SCAD Financial Wellness Program activates in-person workshops and online resources to educate students on important topics surrounding personal finance and informed financial decision-making (e.g., budgeting, understanding credit and credit reports, and pricing artwork). Workshops commence continuously throughout the academic year across all SCAD locations and learning modalities, and students can access financial wellness presentations via MySCAD. SCAD also offers one-on-one guidance on topics such as budgeting, understanding credit, identity theft, student loan repayment, and post-graduation finances.

SCAD students and alumni may also take advantage of Financial Avenue, a free financial literacy module that features engaging videos on financial aid processes and interactive, student-focused tools that impart money management strategies. SCAD works with Great Lakes, a Department of Education servicer, to contact students entering repayment and help connect them with their loan servicer.

The effectiveness of SCAD financial literacy services is evinced by the university's student loan cohort default rate. For fiscal year 2016 (the most recent year available), the national cohort default rate was 10.1%, and the cohort default rate for Georgia was 10.3%. In this same year, the SCAD cohort default rate was 5.5%, nearly half the national average. Additionally, according to results of the 2021 SCAD Student Survey, 100% of M.Arch. students are satisfied with advising related to financial aid and billing.

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:

Cost of Attendance. SCAD publishes information regarding the cost of attendance so that students may determine an initial estimate for the full course of study on the SCAD website. Also, on the SCAD website, students and the public access general information regarding billing and receipt of payments for tuition, housing, meal plans, and more. In addition, SCAD provides the net price calculator to students and the public, a tool that helps students estimate and evaluate potential financial aid options available to fund their education. Each SCAD course syllabus requires faculty to provide a list of materials required for the course and the SCAD student bookstore, Ex Libris, includes a 'shop by course' feature, where current and prospective students can find required and recommended books and materials for each course, as well as the cost to rent or buy used, new, and/or digital versions, as applicable.

2020 NAAB Conditions Matrix

September 7, 2021

P Primary evidence S Secondary evidence

Master of Architecture Required Curriculum	SHARED VALUES: Design	SHARED VALUES: Environmental Stewardship and Professional Responsibility	SHARED VALUES: Equity, Diversity, and Inclusion	SHARED VALUES: Knowledge and Innovation	SHARED VALUES: Leadership, Collaboration, and Community Engagement	SHARED VALUES: Lifelong Learning	PROGRAM CRITERIA: Career Paths PC 1	PROGRAM CRITERIA: Design PC 2	PROGRAM CRITERIA: Ecological Knowledge and Responsibility PC 3	PROGRAM CRITERIA: History and Theory PC 4	PROGRAM CRITERIA: Research and Innovation PC 5	PROGRAM CRITERIA: Leadership and Collaboration PC 6	PROGRAM CRITERIA: Learning and Teaching Culture PC 7	PROGRAM CRITERIA: Social Equity and Inclusion PC 8	STUDENT CRITERIA: Health, Safety, and Welfare SC 1	STUDENT CRITERIA: Professional Practice SC 2	STUDENT CRITERIA: Regulatory Context SC 3	STUDENT CRITERIA: Technical Knowledge SC 4	STUDENT CRITERIA: Design Synthesis SC 5	STUDENT CRITERIA: Building Integration SC 6
ARCH 706 Architectural Practices		P	P		P	P	P								P	P	P			
ARCH 717 Graduate Architecture Studio I: Urban Design and Development	P	P			P			P				P	P		S					
ARCH 719 Structures: Lateral Forces	P			P				P							S		P	P		
ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming	P	P					P	P	P	S	P	S	P	P	P	P	P	P	P	S
ELDS 727 Advanced Digital Applications for Practice and Project Management				P												P		P		
ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems	P	P		P			P	P	P	S	P	S	P	P	P	P	P	P	S	P
ARCH 745 Graduate Seminar in Architecture	P		P	P		P		P		P	P			S						
ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus	P			P	P		P	P		P		P	P							
ARCH 775 Global Architectural Practice		P	P		P	P				P				P		S				
ARCH 798 Graduate Architecture Studio: Thesis I - Developing Concept, Context, and Program	P			P				P			P		P	P						
ARCH 799 Graduate Architecture Studio: Thesis II - Design Detailing and Final Exposition	P			P			S	P	P	S	P	S	P	S	S	S	S	S	S	
500- to 700- Focused Elective		S		S	S	S		S		S										
500- to 700- Diversified Elective				S		S														
500- to 700- PRES or URBA Elective		S				S			S											

2020 NAAB Conditions Matrix

September 7, 2021

P Primary evidence S Secondary evidence

	SHARED VALUES						PROGRAM CRITERIA								STUDENT CRITERIA					
	Design	Environmental Stewardship and Professional Responsibility	Equity, Diversity, and Inclusion	Knowledge and Innovation	Leadership, Collaboration, and Community Engagement	Lifelong Learning	Career Paths	Design	Ecological Knowledge and Responsibility	History and Theory	Research and Innovation	Leadership and Collaboration	Learning and Teaching Culture	Social Equity and Inclusion	Health, Safety, and Welfare	Professional Practice	Regulatory Context	Technical Knowledge	Design Synthesis	Building Integration
Extracurricular Offerings							PC 1	PC 2	PC 3	PC 4	PC 5	PC 6	PC 7	PC 8	SC 1	SC 2	SC 3	SC 4	SC 5	SC 6
SCAD Architecture Learning Culture Credo	P	P	P	P	P	P							P	P						
Career and Alumni Success			P			S	P													
University signature events and lecture series/SCADextra/*Guests and Gusto*		P				P	S	S		S	S			S	S	S	S	S		
SCADamp						S						S				S				
IPAL/ARE preparation/Internship development					S	S	S								S	S	S	S		
Student organizations	S				S			S			S	S		S						
SCADpro	S			S	S	S					S	S				S				
SCAD SERVE					S	S						S		S						
Study abroad										S				S						
SCAD museums	S					S		S					S	S						
SCAD Libraries	S					S					S									

Appendix 2—Faculty Résumés

Name:
Afifi, Emad

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 361 Environmental Control I: Energy, Climate, and Human Comfort (Spring 2021, Winter 2021, Fall 2020, Winter 2020, Fall 2019); ARCH 404 Architecture Design Studio IV: Urban Context (Fall 2020, Fall 2019); ARCH 405 Architecture Design Studio V: Capstone I - Research and Schematic Design (Winter 2021, Winter 2020); ARCH 406 Architecture Design Studio VI: Capstone II - Comprehensive Design Development (Spring 2021, Spring 2020); ARCH 461 Environmental Control II: Mechanical, Lighting, Acoustics, and Life Safety Systems (Spring 2021, Spring 2020)

Educational Credentials:
D.Arch., architecture, University of Michigan - Ann Arbor
M.Sc., architecture, Cairo University, Egypt
B.S., architectural engineering, Cairo University, Egypt

Teaching Experience:
Professor, Savannah College of Art and Design, 1990–present
Chair, Architecture Department, Savannah College of Art and Design, Savannah, GA, 1995–2001
Interim Dean, School of Building Arts, Savannah College of Art and Design, Savannah, GA, 2008

Professional Experience:
Practical Training in Architecture, DAAD, Landbauamt, Munich, Germany, 1979
Internship Practice, Integrated Building Design, Cairo, Egypt, 1980–85
Visiting Research Scholar, Technical University of Berlin, Germany, 1981
Project director, Pei-Ling Chan Garden for the Arts, SCAD, 1996

Licenses/Registration:
Egypt, Architectural Engineering License, Egypt Syndicate of Engineers

Selected Publications and Recent Research:
Recent and ongoing research includes investigation, analysis, and creative design integration of building renewable energy systems, including building-integrated photovoltaics, BIPV's, solar-thermal, wind, geothermal, hydro power, hybrid systems, and building technologies. The research includes methods to incorporate these technologies and professional engineers into architectural education and studio projects, all aimed to simulate professional environments and prepare students for integrated design and collaborative practice. This research was first implemented in the "BSI+P STUDIO: Opening New Windows for Architecture and the Allied Professions," which was awarded an NCARB Prize in 2008 by the National Council for Architectural Registration Boards.

"Hybrid Environmental Control Systems: Thermal Performance of an Integrated Double-Envelope Building Model," doctoral dissertation, University of Michigan, 1994.

Professional Memberships:
Member, American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)
Professional Member, American Solar Energy Society (ASES)
Voting Member, Society of Building Science Educators (SBSE)
Member, Illuminating Engineering Society (IES)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)
Institutional Member via SCAD, U.S. Green Building Council (USGBC)

Name:
Bacha, Ryan

Courses Taught (2019–20 and 2020–21 academic years years)**:**
ARCH 241 Construction Technology I: Building Materials and Assemblies (Fall 2020, Fall 2019); ARCH 301 Architecture Design Studio I: Human-centered Design (Fall 2020, Fall 2019); ARCH 302 Architecture Design Studio II: Site and Environmental Context (Winter 2021, Winter 2020); ARCH 303 Architecture Design Studio III: Structural Applications (Spring 2021, Spring 2020); ELDS 325 Electronic Design II: Digital Modeling, Rendering, and Spatial Simulation (Spring 2021, Fall 2020, Spring 2020); ELDS 335 BIM for Interior Design (Winter 2021, Winter 2020); ELDS 708 Communication in Electronic Design (Spring 2021, Spring 2020)

Educational Credentials:
M.Arch., architecture, Virginia Polytechnic Institute and State University
B.S., engineering technology, Fairmont State University

Teaching Experience:
Professor, Savannah College of Art and Design, 2003–present
Assistant professor, Fairmont State University, 1998-2001

Professional Experience:
Principal partner, BKDW LLC, Savannah, GA, 2005-present
Residential design and construction, Dunay & Associates, Blacksburg, VA, 2001–02
Construction documents draftsman, Brown's Drafting Service, Radford, VA, 1998
Construction documents manager, WYK & Associates, Clarksburg, WV, 1993–95
Supervisor of residential reconstruction and remodeling, Bartlett Building LLC, Benwood, WV, 1987–88
Apprentice carpenter, Leonard Construction Inc., Charlotte, NC, 1986–87

Licenses/Registration:
Building Performance Analysis Certificate, Autodesk Training, 2014
Revit Architecture Training Certificate, Autodesk Training, Savannah, GA, 2009
Microstation V8 Training Certificate, Bentley Institute, Orlando, FL, 2004
Architectural Desktop Training Certificate, CAD Research, Pittsburgh, PA, 2000
AutoCAD 2000 Training Certificate, CAD Research, Pittsburgh, PA, 1999
Computer Automated Virtual Environment, Urbana-Champaign, IL, 1997

Selected Publications and Recent Research:
Regenerative architecture, research into the design process via means of divergent and convergent thinking process, 2020–present
Digital prototyping and fabrication methods research and implementation that led to several design-build projects, 2010–present
French Masonry, documented trades of French stone masonry in Luberon region of France, 2018.
SCAD Works, *It's gonna be M.A.A.E.*, 2015.
Spanish Granaries documented traditional granaries (hórreos) in Asturias region of Spain, 2015.
U.S. Department of Energy's Solar Decathlon: National Renewable Energy Laboratory, Golden, CO, wrote and submitted RFP, 2007.

Professional Memberships:
Member, U.S. Green Building Council (USGBC), Georgia, Savannah Branch Leadership Group
President of the Board, GoDesign Inc.
Member, Admissions and Transfer Committee, Savannah College of Art and Design
Member, Sustainability Council Committee, Savannah College of Art and Design
Member, Curriculum and Assessment Committee, Savannah College of Art and Design
Member, Curriculum Direction Council, Savannah College of Art and Design
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Bertassi, Andrea

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 301 Architecture Design Studio I: Human-centered Design (Fall 2019); ARCH 302 Architecture Design Studio II: Site and Environmental Context (Winter 2021, Winter 2020); ARCH 303 Architecture Design Studio III: Structural Applications (Spring 2021, Spring 2020); ARCH 341 Construction Technology II: Building Systems and Technologies (Spring 2021, Fall 2019); ARCH 775 Global Architectural Practice (Winter 2021, Winter 2020); DRAW 115 Graphics for the Building Arts (Spring 2021, Spring 2020)

Educational Credentials:
M.Arch., architecture, IUAV University, Venice, Italy
M.Mus., music (clarinet), Conservatory of Music F. A. Bonporti, Trento, Italy

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2019–present
Assistant professor of practice, University of Arizona, Tucson, AZ, 2018–19
Lecturer, University of Arizona, Tucson, AZ, 2016–18
Visiting professor and critic, Pontificia Universidad Javeriana, Bogotá, Colombia, 2017
Faculty chair, School of Architecture at Taliesin, Scottsdale, AZ, and Spring Green, WI, 2015–16
Visiting fellow, School of Architecture at Taliesin, Scottsdale, AZ, and Spring Green, WI, 2014–16
Guest professor, University of Mumbai, Mumbai, India, 2013–14
Guest professor, Piet Zwart Institute – Rotterdam University, Rotterdam, The Netherlands, 2011–12
Visiting professor, University of Central America, San Salvador, El Salvador, 2009

Professional Experience:
Co-founder and associate architect, XCOOP, Rotterdam, The Netherlands, 2009–present
Architect, Office for Metropolitan Architecture, Rotterdam, The Netherlands, 2005–09
Freelance architect, Werkplaats Vincent de Rijk, Rotterdam, The Netherlands, 2005–10

Licenses/Registration:
The Netherlands, Registered Architect, #1.1006115.003
Italy, Registered Architect

Selected Publications and Recent Research:
“Design the Process.” Lecture at the Verum Ipusm Factum conference at IUAV University, Venice, Italy, October 2021.
“Waterdunen.” Lecture at the Terr_a_Mare Conference, University of Trieste, Italy, July 2021.
"Urban (in)Equity." Paper presented at EDRA49 Oklahoma City Conference, Oklahoma City, OK, June 2018.
"Urban (in)Equity Lecture II." Workshop at Javeriana University, Bogotá, Colombia, Oct. 2017.
"What Design Can Do." Lecture and workshop co-lead at Me Convention and SXSW, Frankfurt, Germany, Sept. 2017.
"UrbanLab+." Lecture, Mumbai, India, Feb. 2014.
"Design Process." Lecture at Academy of Architecture, Mumbai, India, Jan. 2014.
"Give Debris a Second Life." Lecture at Eco Asia Expo, Hong Kong, China, Oct. 2013.
"SoftRock Low Cost Villas." Lecture and presentation at EnergyFair, S’Hertogenbosch, The Netherlands, Sept. 2013.
"Universal System." Lecture at Creative Industrie Fund, Hong Kong, China, Aug. 2013.
"Smartgeometry." Lecture at the Bartlett School of Architecture, London, UK, April 2013.
"Improve-Innovate-Inspire." Workshop at ING, Amsterdam, The Netherlands, March 2013.

Professional Memberships:
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Brown, Daniel J.

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 241 Construction Technology I: Building Materials and Assemblies (Spring 2021, Winter 2021, Fall 2020, Spring 2020, Winter 2020); ARCH 341 Construction Technology II: Building Systems and Technologies (Spring 2021, Fall 2020, Fall 2019); ARCH 404 Architecture Design Studio IV: Urban Context (Fall 2020, Fall 2019); ARCH 405 Architecture Design Studio V: Capstone I – Research and Schematic Design (Winter 2020); ARCH 406 Architecture Design Studio VI: Capstone II – Comprehensive Design Development (Spring 2021, Spring 2020); PRO 580 SCADpro Collaboration

Educational Credentials:
M.Arch., architecture, Catholic University
B.S., design, Lynn University

Teaching Experience:
Professor, Savannah College of Art and Design, 2008–present

Professional Experience:
Principal, C.E.D. Design, LLC, Savannah, GA, 2007–present
Founding partner, Footprint Recycling, LLC, Savannah, GA, 2011–present
Designer, Cogdell and Mendrala Architects, Savannah, GA, 2003–2007
Designer, Fowler Design Associates, Atlanta, GA, 2000–2003
Designer, O'Neill Architects, Silver Spring, MD, 1997–98
Designer and computer operator, CADD Dimensions, Boca Raton, FL 1997
Designer and draftsman, Taipinquiri Architects, La Paz, Bolivia, 1995

Licenses/Registration:
N/A

Selected Publications and Recent Research:
"The Energy of Architecture: Bioclimatic, Carbon Neutral, and Energy Efficient Design in Europe," SCAD Presidential Fellowship, Summer 2012.

Research undertaken in preparation for a conference presentation included investigation of the history of city planning in Savannah for "Building for the Future in the Historic City: A SCAD Colloquium on the Study of Urbanism in Paris, Barcelona, and Beyond," Savannah College of Art and Design, Savannah, GA, 2010.

Recent research includes investigation of special topics in preparation for architecture courses and design studios.

Professional Memberships:
Member, American Institute of Architects (AIA)
Faculty adviser, American Institute of Architecture Students (AIAS)
Member, U.S. Green Building Council (USGBC)
Certified, National Charrette Institute (NCI)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Cissell, Anthony

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 101 Introduction to Architecture (Spring 2021, Winter 2020, Spring 2020); ARCH 706 Architectural Practices (Winter 2020); ARCH 717 Graduate Architecture Studio I: Urban Design and Development (Fall 2020); THES 799 Thesis Completion (Fall 2020, Spring 2020, Winter 2020)

Educational Credentials:
M.Arch., architecture, Savannah College of Art and Design
B.F.A., architecture, Savannah College of Art and Design

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2010–present
Chair, architecture, Savannah College of Art and Design, Savannah, GA, 2019–present

Professional Experience:
Architect, Sottile & Sottile Urban Design & Civic Architecture, Savannah, GA, 2009–present
Freelance design consulting, Savannah, GA, 2005–09
Construction testing services manager, Applied Geo Sciences, Inc., Chicago, IL, 2003–04

Licenses/Registration:
Georgia, Registered Architect, #RA014566

Selected Publications and Recent Research:
“A&D Educators Share Ways the Pandemic is Shifting Teaching,” *Interior Design Magazine*, May 2020.
“Architects Find New Inspiration in Abandoned American Factories,” *Architectural Digest*, Feb. 2019.
“Power Plans 2018, Plant Riverside Entertainment District Redevelopment,” *South Magazine*, 2016.
“Savannah Urban Cartography,” *Savannah Magazine: Homes Edition*, 2016.
“10 Impressive New University Buildings,” *Dwell*, 2014.
"City Unveils Canal District Plan for Westside," *Connect Savannah*, Oct. 2013.
"SCAD Museum of Art," *Architectural Digest*, Feb. 2012.

Recent and ongoing research includes urban design, sustainability, new urbanism, and historic preservation.

Professional Memberships:
Member, National Council of Architectural Registration Boards (NCARB)
Member, American Institute of Architects (AIA)
Member, Savannah Young Architects Forum (SYAF)
Member, Tau Sigma Delta Honor Society
Member, American Institute of Architecture Students (AIAS)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Clements, Craig W.

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 717 Graduate Architecture Studio I: Urban Design and Development (Fall 2021)

Educational Credentials:
M.Arch., architecture, Savannah College of Art and Design
B.Arch., architecture, Savannah College of Art and Design

Teaching Experience:
Professor, Savannah College of Art and Design, 2009–present

Professional Experience:
Architect, Sottile & Sottile Urban Design & Civic Architecture, Savannah, GA. 2006–present
Project manager, Lominack Kolman Smith Architects, Savannah, GA, 1997–2005
Design draftsperson, American Steel Fabrication, 1991–94
Design draftsperson, The Yates Group Architects, Portsmouth, VA, 1989–90

Licenses/Registration:
Georgia, Registered Architect, #RA012376
NCARB Certificate

Selected Publications and Recent Research:
“Plant Riverside District,” Atlanta Journal-Constitution, September, 2020
“The Windrose Hotel,” Hospitality Design, March 2019
“Architects Find Inspiration in Factories,” Architectural Digest, February 2019
“The Windrose Hotel,” Dezeen, January 2019
“Plant Riverside Takes Shape,” US News & World Report, July 2018
“Power Plans 2018, Plant Riverside Entertainment District Redevelopment," *South Magazine*, June 2016.
"Preserve City’s Design Oversight," *Charleston Post & Courier*, March 2016.
"10 Impressive New University Buildings," *Dwell*, Sept. 2014.
"Coolest Buildings in America," *CNN*, Jan. 2014.
"SCAD Museum of Art," *Architect*, June 2012.
"SCAD Museum of Art," *Architectural Digest*, Feb. 2012.
"SCAD Museum of Art," *Blueprint*, UK, Feb. 2012.
"Civic Master Plan," *AIA Designs of the New Decade*, April 2012.

Professional Memberships:
Member, National Council of Architectural Registration Boards (NCARB)
Member, American Institute of Architects (AIA)
Director of Communications, American Institute of Architects, Savannah Chapter
Member, Savannah Young Architects Forum, Savannah Chapter
Member, Savannah Development and Renewal Authority
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Cragnolin, Melanie

Courses Taught (2019–20 and 2020–21 academic years)**:**
ELDS 720 Geospatial Analysis and Digital Design for Urban Environments (Winter 2021)

Educational Credentials:
Doctoral candidate, D.Eng., engineering management, The George Washington University
M.S., engineering management, New Jersey Institute of Technology
B.S., architectural engineering, Drexel University

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2020–present
Professor, The George Washington University, Washington, DC, Winter 2021

Professional Experience:
Senior civil engineer, City of Savannah, Stormwater Division, Savannah, GA, 2020–present
President, Cragnolin Engineering & Design Associates, DPC, 2012–present
Engineer, Greenman-Pedersen, Inc., Babylon, NY, 2010–11
Engineer, Hardesty & Hanover, LLP, New York, NY, 2003–10
Engineer, CSA Group, Philadelphia, PA, 2003

Licenses/Registration:
New York, Licensed Professional Engineer, #089965

Selected Publications and Recent Research:
N/A

Professional Memberships:
Member, New York State Society of Professional Engineers (NSPE-NY)
Member, Design Professionals Coalition of Long Island, Inc. (DPCLI)
Member, Society of Women Engineers (SWE)
Member, American Society of Civil Engineers (ASCE)
Member, American Council of Engineering Companies of New York (ACEC New York)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Dameron, Melanie P.

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 319 Structures: General Structure (Spring 2021, Winter 2021, Fall 2020, Spring 2020, Fall 2019); ARCH 341 Construction Technology II: Building Systems and Technologies (Fall 2020, Spring 2020); ARCH 719 Structures: Lateral Forces (Spring 2021, Winter 2021, Fall 2019); ARCH 736 Complex Structural Applications (Spring 2021)

Educational Credentials:
M.S., civil engineering, Georgia Institute of Technology
B.S., civil engineering, Georgia Institute of Technology

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2006–present

Professional Experience:
Structural engineer, Hargrove Engineers + Constructors, Inc., Savannah, GA, 2008–present
Structural engineer, Hussey, Gay, Bell, & Deyoung, Inc., Savannah, GA, 2006–08

Licenses/Registration:
Georgia, Licensed Professional Engineer, #PE041135
Georgia, Licensed Structural Engineer, #SE000822
Georgia, E.I.T. Certification, #EIT022152

Selected Publications and Recent Research:
"Flexural Response of Masonry Elements Strengthened with Epoxy-Bonded Elastomeric Fiber Reinforced Films." Georgia Institute of Technology, Electronic Thesis and Dissertation Collection, 2007.
"Integrating Structure and Architecture through Education: Haptic Learning in Structures and Construction Technology Courses." In Proceedings of The Second International Conference on Structures and Architecture, Guimarães, Portugal, 2013.
"The Use of Elastomeric Films to Strengthen Unreinforced Masonry against Blast Loads." Invited Speaker, National Engineers Week Technical Training Conference, American Society of Civil Engineers, Savannah, GA, 2007.

Current research includes investigating the structural response of masonry elements reinforced with hybrid elastomeric/fiber materials and the development of a semi-empirical model to predict the behavior of the reinforced system based on strain distribution from four-point bending tests.

Professional Memberships:
Member, American Society of Civil Engineers (ASCE)
Member, American Institute of Steel Construction (AISC)
Member, Building Technology Educators' Society (BTES)
Member, Structural Engineers Association of Georgia (SEAOG)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Dietz, Scott

Courses Taught (2019–20 and 2020–21 academic years)**:**
DSGN 223 Architectural Fundamentals Studio I: Form, Space, and Order (Fall 2020, Fall 2019); DSGN 224 Architectural Fundamentals Studio II: Site as Design Generator (Winter 2021, Winter 2020); DSGN 225 Architectural Fundamentals Studio III: Spatial Relationships and Human Response (Spring 2021, Spring 2020); ELDS 225 Electronic Design I: Digital Communication for the Building Arts (Spring 2021, Winter 2021, Fall 2020, Spring 2020, Winter 2020, Fall 2019)

Educational Credentials:
M.Arch., architecture, University of Florida
B.A. Design, architecture, University of Florida

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2003–present
Visiting assistant professor, University of Florida, Gainesville, FL, 2000–03

Professional Experience:
Principal, Dietz Consultant Group, Inc., Savannah, GA, 2001–present
Designer/project manager, Facilities Planning and Construction, University of Florida, Gainesville, FL, 2003
Karl Thorne Associates, Designer/Project Manager, Gainesville, FL, 1998-2000

Licenses/Registration:
Rhinoceros Level I Certification
Rhinoceros Level II Certification

Selected Publications and Recent Research:
"Woven Ground," Installation, Public Art Exhibition, Hilton Head, SC, 2015.

Professional Memberships:
Member, National Council of Architecture Registration Boards (NCARB
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Guess, Alice C.

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 241 Construction Technology I: Building Materials and Assemblies (Spring 2021); ARCH 301 Architecture Design Studio I: Human-centered Design (Fall 2020, Fall 2019); ARCH 302 Architecture Design Studio II: Site and Environmental Context (Winter 2020); ARCH 341 Construction Technology II: Building Systems and Technologies (Winter 2021); ARCH 361 Environmental Control I: Energy, Climate, and Human Comfort (Spring 2021, Fall 2020); ARCH 461 Environmental Control II: Mechanical, Lighting, Acoustics, and Life Safety Systems (Winter 2021, Fall 2019); ARCH 706 Architectural Practices (Fall 2020); ARCH 717 Graduate Architecture Studio I: Urban Design and Development (Fall 2019); ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming (Winter 2021, Winter 2020); ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems (Spring 2021, Spring 2020)

Educational Credentials:
M.Arch., architecture, McGill University
M.Arch., architecture, Tulane University
B.Arch., architecture, Tulane University

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2014–present
Assistant professor, Louisiana State University, Baton Rouge, LA, 2012–13
Adjunct professor, Clemson Architecture Center, Charleston, SC, 2010–12

Professional Experience:
Principal, Guess Nicholson Architecture, 2013–present
Partner, Gibson Guess Architects, LLC, Charleston, SC, 2000–13
Architect, Glenn Keyes Architects, Charleston, SC, 2000–07
Architect, Frederick + Frederick Architects, Beaufort, SC, 1997–99

Licenses/Registration:
Georgia, Registered Architect, #RA015124
South Carolina, Registered Architect, #7649

Selected Publications and Recent Research:
Currently collaborating with Gordon Nicholson on *Above Grade*, a print publication of the firms ongoing series of houses in coastal South Carolina and Georgia. These projects represent an exploration of current issues of sustainability and resilience and their intersection with notions of place and dwelling.
“Spanning the Studio,” abstract joint submission with Scott Singeisen, accepted for ACSA National Conference, 2019.
“Raised structures: Reclaiming the interstitial as a means of acclimatization” and “Place Talking: A new possibility for preserving sites of cultural significance.” Presented at ACSA Subtropical Cities Conference, 2013.
“How to draw a crooked line.” Presented at Reconciling Poetics and Ethics in Architecture Symposium, McGill University, Montreal, Canada, 2007.

Professional Memberships:
Member, American Institute of Architects (AIA)
Member, National Council of Architecture Registration Boards (NCARB)
Member, Building Technology Educators’ Society (BTES)
Member, Building Enclosure Council Charleston (BEC-Charleston)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Hill, Michael

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 361 Environmental Controls I: Energy, Climate, and Human Comfort (Spring 2021); ARCH 414 Parametric and Generative Design Strategies for the Building Arts (Winter 2021, Winter 2020); ARCH 706 Architectural Practices (Fall 2020); ARCH 714 Advanced Parametric Design and Generative Modeling Strategies for the Building Arts (Winter 2021, Winter 2020); ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming (Winter 2021); ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems (Spring 2021); ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus (Fall 2020); ARCH 779F Graduate Field Internship (Winter 2021); ARCH 779T Graduate Teaching Internship (Winter 2021); DRAW 115 Graphics for the Building Arts (Winter 2021); DSGN 223 Architectural Fundamentals Studio I: Form, Space, and Order (Fall 2019); DSGN 224 Architectural Fundamentals Studio II: Site as Design Generator (Winter 2020); DSGN 225 Architectural Fundamentals Studio III: Spatial Relationships and Human Response (Spring 2020); ELDS 225 Electronic Design I: Digital Communication for the Building Arts (Fall 2020); ELDS 445 Digital Prototyping for Building Design (Spring 2020); ELDS 745 Digital Prototyping and Fabrication Methods for Building Design (Spring 2021)

Educational Credentials:
D.Arch., architecture, University of Hawai'i at Mānoa
B.S., urban planning, The University of Utah

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2019–present

Professional Experience:
Associate, senior architectural designer, Gensler and Associates, Newport Beach, CA, 2014, 2015–19
Architectural designer/consultant, FSC Architects, Honolulu, HI, 2013–14, 2014–15
Architectural designer, Dean Sakamoto Architects, Honolulu, HI, 2013
Architectural/LEED consultant, Studio RMA, Honokaa, HI, 2011–12
Planning consultant/draftsman, C.A. Alliance, Logan, UT, 2001-03, 2010–11
Draftsman/graphic designer, Architectural Solutions, Bountiful, UT, 2008–10

Licenses/Registration:
Hawaii, Registered Architect, #AR-19421
LEED Green Associate
EcoDistrict AP
NCARB Certificate

Selected Publications and Recent Research:
“Hurricane Resilient Design for High Rise Building on the South Shore of Oahu,” University of Hawaii School of Architecture, 2015.

Recent and ongoing research includes parametric design, resilient design for climate change, human-centric design, and designing for social change.

Professional Memberships:
Member, American Institute of Architects (AIA)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Huang, Hsu-Jen

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 301 Architecture Design Studio I: Human-centered Design (Fall 2020); ARCH 302 Architecture Design Studio II: Site and Environmental Context (Winter 2021); ARCH 303 Architecture Design Studio III: Structural Applications (Spring 2021); ARCH 421 Advanced Architectural Presentation (Fall 2019); ARCH 490 Portfolio Preparation and Presentation (Spring 2020); ARCH 769 Hybrid Media Presentation in Architecture (Fall 2019); ARCH 770 Graduate Architecture Portfolio (Spring 2020); ARCH 798 Graduate Architecture Studio: Thesis I – Developing Concept, Context, and Program (Winter 2020); ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition (Spring 2020)

Educational Credentials:
Ph.D., architecture, Glasgow University, Glasgow, United Kingdom
Diploma, architectural engineering, Chung Kuo Institute of Technology and Commerce, Taiwan

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 1998–present

- AIAS faculty adviser, SCAD, Savannah, GA, 2013–present
- Architect licensing adviser, SCAD, Savannah, GA, 2014–21
- Graduate program coordinator, SCAD, Savannah, GA, 2011–20
- Accreditation committee chair, SCAD, Savannah, GA, 2010–14

Professional Experience:
Architectural design and technology consultant, Greg G. Hall, Architect, PC, Cashiers, NC and Savannah, GA, 2005–14
Design consultant/computer graphic design/animator, MO-KO-PO-RO Design Firm, Monadu Design, Taipei, Taiwan, 2000
NAAB visiting team, member, ACSA appointments to the NAAB Visiting Team, 2004–present
NAAB visiting team, chair, continuing accreditation visit, University of Hawai'i at Mānoa, 2018 and Massachusetts College of Art and Design M.Arch., 2016
NAAB visiting team, chair, initial accreditation visit, Bowling Green State University M.Arch., 2017
NAAB visiting team, chair, initial candidacy visit, Ferris State University, 2014

Licenses/Registration:
N/A

Selected Publications and Recent Research:
"Beyond the River," southern Chinese architecture and visual art that portrays the beauty of water townscape architecture, 2020.

Current and ongoing research includes architecture education, public housing, garden cities, online distance learning, CAD visualization, humanitarian design, racial inequities, and technology-enhanced visualization techniques.

Professional Memberships:
Associate member, National Organization of Minority Architects (NOMA)
Member, The National Trust for Historic Preservation
Member, Chinese-American Academic and Professional Association in Southeastern United States
Associate member, American Institute of Architects (AIA)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Gordy, Levi

Courses Taught (2019–20 and 2020–21 academic years)**:**
N/A

Educational Credentials:
M.Arch., architecture, Boston Architectural College
M.F.A., furniture design, Savannah College of Art and Design
B.M.E., mechanical engineering, University of Delaware

Teaching Experience:
Professor, Savannah College of Art and Design, 2021–present

Professional Experience:
Project manager, Studio DIAA, 2021–present
Design associate, LANG Architecture, 2019–21
Principal designer, Kosmala Studio, 2020–present
Freelance designer/engineer/fabricator, 2016–present
Architectural designer, MADE Architecture, 2017–19
Designer, Sonneman Lighting, 2016–17
Mechanical engineer/project manager, Syska Hennessy Group, 2008–13

Licenses/Registration:
N/A

Selected Publications and Recent Research:
Publications
"B|01," *Dwell* and *Leibal*
"Form & Seek - Age of Man," *Osso Magazine*, *Design Milk*, and *Thisismold.com*

Exhibitions
White: Discovering the Importance of Emptiness, Oglethorpe Gallery
Form and Seek: Age of Man, Milan Design Fair
Landfall: Soil & Snow, Gutstein Gallery
Issues in Furniture Design: Fast Food, Fast Furniture, Savannah, GA

Professional Memberships:
National Council of Architectural Registration Boards (NCARB)
The American Institute of Architecture (AIA)
National Organization of Minority Architects (NOMA)
Society for Applied Anthropology (SAA)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Madson, Ryan

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 765 Emerging Urban Issues (Spring 2021, Winter 2021, Spring 2020, Winter 2020); DRAW 115 Graphics for the Building Arts (Spring 2021, Winter 2021, Fall 2020, Spring 2020, Winter 2020); PRES 310 Studio IV: Policy and Planning — Preservation Design and Advocacy (Fall 2019); PRES 480 Studio VIII: Innovative Adaptation — Collaborative Practicum (Winter 2020); PRES 710 Studio I: Preservation Through Public Policy (Fall 2019); PRES 720 Studio II: Construction Technology and Assessment (Winter 2020); PRES 750 Collaborative Studio I: Managing Value in Adaptive Use Projects (Winter 2020); PRO 580 SCADpro Collaboration (Fall 2019); URBA 709 Graduate Urban Design Studio I: Placemaking at the Neighborhood Scale (Fall 2020); URBA 725 Urban Ecology (Spring 2021); URBA 759 Graduate Urban Design Studio III: The Region and Metropolis (Spring 2021, Spring 2020)

Educational Credentials:
M.L.A., landscape architecture, Harvard University
M.U.E.P., urban and environmental planning, University of Virginia
B.A., English and literature, Georgia Southern University

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2011–present

Professional Experience:
Owner, Madson Modern Workshop, Savannah, GA, 2012–present
Planning Consultant, Lott + Barber Architects, Savannah, GA, 2006–08

Licenses/Registration:
N/A

Selected Publications and Recent Research:
"Worldbuilding Rebuilding: Bold Ideas for Our Collective Futures," Strelka Magazine, 2021.
"The Revolution Will Not Be (Re)Tweeted," *SCAD Medium.com*, 2020.
"Post-Stalker: Notes on Post-Industrial Environments and Aesthetics," *Strelka Magazine*, 2019.

Current and ongoing research includes post-industrialism, historic preservation, the aesthetics of infrastructure, adaptive reuse, sustainability, and environmental design.

Professional Memberships:
Member, American Society of Landscape Architects (ASLA)
Member, International Federation of Landscape Architects (IFLA)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)
Appointed member, Historic Savannah Foundation, Architectural Review Committee
President, Victorian Neighborhoods Association
Appointed member, Savannah Development and Renewal Authority Planning and Advocacy Committee

Name:
McManus, Margaret

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 101 Introduction to Architecture (Spring 2021, Winter 2021, Spring 2020); DRAW 115 Graphics for the Building Arts (Fall 2020, Winter 2020); DSGN 223 Architectural Fundamentals Studio I: Form, Space, and Order (Fall 2020); DSGN 224 Architectural Fundamentals Studio II: Site as Design Generator (Winter 2021); ELDS 225 Electronic Design I: Digital Communication for the Building Arts (Spring 2021, Fall 2020, Spring 2020); ELDS 330 Visualization in Digital Design (Winter 2021, Winter 2020)

Educational Credentials:
M.Arch., architecture, University of Pennsylvania
M.F.A., visual communication: illustration, Marywood University
B.S., architecture, University of Virginia

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2020–present
Associate professor, Marywood University, Scranton, PA, 2013–20

Professional Experience:
Principal/Owner/Architect, MOdesigns, LLC, Scranton, PA, 2015–present
Architect, STUDIOS Architecture, Washington, DC, 2011–13
Architect, Sorg Architects, Washington, DC, 2010–11
Contract architect, Gardner Mohr Architects, Silver Spring, MD, 2009–10
Architectural designer, RKD Architects Inc, Edwards, CO, 2001–03 and 2005–08

Licenses/Registration:
Pennsylvania, Registered Architect, #RA407085
Colorado, Registered Architect, #ARC.00402137

Selected Publications and Recent Research:
“A Variation on Narrative Perception in Beginning Design.” Forthcoming, 2021.
“The Micro-Museum: Exercising Scalar Shifts in Art and Design.” Accepted, presentation, 2021.
“Mutual Mentorship: A Pedagogical Approach to Virtual Reality.” Presentation, 2020; publication, 2021.
"Behind the Seams: Sequence + Infrastructure," *Journal of Architectural Education: Discursive Images*, March 2018.

Recent and ongoing research includes exploring the distinctive methods of communicating architecture through digital and analog means to varying target audiences, and pedagogical approaches leveraging technology-enhanced curriculum to increase classroom engagement.

Professional Memberships:
Member, American Institute of Architects (AIA)
Member, National Council of Architectural Registration Boards (NCARB)
LEED Accredited Professional, U.S. Green Building Council (USGBC)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Ngo, Huy S.

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 341 Construction Technology II: Building Systems and Technologies (Summer 2021); ARCH 521 Advanced Construction Methods: Building Systems and Technologies (Summer 2021); ARCH 745 Graduate Seminar in Architecture (Fall 2020); ARCH 798 Grad Architecture Studio: Thesis I – Developing Concept, Context, and Program (Winter 2021); ARCH 799 Grad Architecture Studio: Thesis II – Design Detailing and Final Exposition (Spring 2021); ELDS 225 Electronic Design I: Digital Communication for the Building Arts (Summer 2021); ELDS 425 Digital Design Practice and Project Management (Spring 2021); ELDS 708 Communication in Electronic Design (Winter 2021, Fall 2020); ELDS 727 Advanced Digital Applications for Practice and Project Management (Summer 2021, Spring 2021, Winter 2021); INDS 204 Rendering for Interior (Fall 2020)

Educational Credentials:
M.Arch., architecture, Texas Tech University
B.Arch., architecture, Texas Tech University

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 1998–present
Adjunct professor, Texas Tech University, Lubbock, TX, 1992–98

Professional Experience:
Principal investigator, Cones Developments and TTU Community Design Center, Bahamas Island Development, Cave Cay, The Bahamas, 1996–98
Principal investigator, National Parks Foundation, Big Bend National Park, TX, 1995–96
Principal investigator, dynamic envelope, Texas Tech University, Lubbock, TX, 1991–92

Licenses/Registration:
N/A

Selected Publications and Recent Research:
"Modern Influences on Tibet: A case study of the QingZang Railway's impact on Tibet," SCAD Sabbatical Award, 2012.
"The Garden City Principles and Public Housing Development in Savannah's Victorian District." Presented at Making Cities Livable Conference, International Making Cities Livable Council, 2001.
"Online Distance Learning in 3D Modeling." Presented at InterSymp2000 Conference Proceedings, International Institute for Advanced Studies in Systems Research and Cybernetics, 2000.
"Computer Daylight Simulation Systems: An Experimental Evaluation." Presented at La Sociedad Iberoamericana de Gráfica Digital (SIGRADI) Conference,1999.
"Acoustic Representation, Computer Visualization for Architectural Design and Presentation." Presented at InterSymp97 Conference proceedings, International Institute for Advanced Studies in Systems Research and Cybernetics, 1997.

Recent and ongoing research includes energy efficiency, sustainable transportation, solar building design, portable housing, leveraging technology in the classroom, electronic design integration, and digital technology in architecture.

Professional Memberships:
Member, American Institute of Architects
Member, Association for Computer Aided Design in Architecture (ACADIA)
Member, Association of Collegiate Schools of Architecture (ACSA)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Olin, Samuel S.

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 101 Introduction to Architecture (Fall 2019); ARCH 404 Architecture Design Studio IV: Urban Context (Fall 2020, Fall 2019); ARCH 405 Architecture Design Studio V: Capstone I – Research and Schematic Design (Winter 2020); ARCH 406 Architecture Design Studio VI: Capstone II – Comprehensive Design Development (Spring 2020); ARCH 461 Environmental Control II: Mechanical, Lighting, Acoustics, and Life Safety Systems (Fall 2020, Fall 2019); DRAW 115 Graphics for the Building Arts (Spring 2020, Winter 2020); DSGN 223 Architectural Fundamentals Studio I: Form, Space, and Order (Fall 2019)

Educational Credentials:
M.Arch., architecture, North Carolina State University
M.L.A., landscape architecture, North Carolina State University
B.A., geography, University of Colorado

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2003–present
Visiting assistant professor, North Carolina State University, Raleigh, NC, 2002

Professional Experience:
Residential project manager, Olin Residential Design, Raleigh, NC

Licenses/Registration:
Georgia, Registered Architect, #RA013056

Selected Publications and Recent Research:
"Guidelines for Energy-Efficient Sustainable Schools, Clark County, Nevada," 2000.
Co-author, "Texas Sustainable School Design Guidelines," 1999.

Recent and ongoing research includes sustainability education, cultural landscapes, community design, environmental design, neighborhood planning, and historic preservation.

Professional Memberships:
Member, American Institute of Architects (AIA)
Member, U.S. Green Building Council (USGBC)
Member, American Society of Landscape Architects (ASLA)
Member, American Solar Energy Society (ASES)
Board of Directors, North Carolina Sustainable Energy Association (NCSEA)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Rogers Varland, Julie

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 101 Introduction to Architecture (Fall 2020, Fall 2019); ARCH 745 Graduate Seminar in Architecture (Fall 2019); ARCH 798 Graduate Arch Studio: Thesis I – Developing Concept, Context, and Program (Winter 2020); ARCH 799 Grad Arch Studio: Thesis II – Design Detailing and Final Exposition (Spring 2020); DSGN 223 Architectural Fundamentals Studio I: Form, Space, and Order (Fall 2020, Fall 2019); DSGN 224 Architectural Fundamentals Studio II: Site as Design Generator (Winter 2021, Winter 2020); DSGN 225 Architectural Fundamentals Studio III: Spatial Relationships and Human Response (Spring 2021, Spring 2020); INDS 102 Form, Space, and Order (Spring 2021, Winter 2021)

Educational Credentials:
M.Arch., architecture, Columbia University
B.A., English and secondary education, Spring Arbor College

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 1999–present
Assistant professor, SUNY-Buffalo, Buffalo, NY, 1992–99

Professional Experience:
Owner, Rogers Varland Design, 1999–present
Owner and designer, Datum Design and Construction, Boston, NYC, Buffalo, 1987–99
Architectural designer, B.O.A., Buffalo, NY, 1994
Consultant, Hamilton, Houston and Lownie, Buffalo, NY, 1994
Architectural designer, Fahy Engineers and Designers, Rochester, NY, 1993
Architectural designer, O'Neill Architects, New York, NY, 1990

Licenses/Registration:
NCI Charrette System Certificate

Selected Publications and Recent Research:
"Designing Relationships: Investigating Community and Constructed Environments," *The International Journal of the Constructed Environment*, Champagne-Urbana: Common Ground Publishing.
"The Qualitative and Quantitative World of Robert Wilson's Theater." Presented at *Bridges 2010*, Pecs, Hungary, Summer 2010.
"The SPACE of Robert Wilson's Theatrical Works," *Intersight*, Spring 1997.

Recent and ongoing research includes ethnography, phenomenology, Japanese architecture, an interdisciplinary approach to design, and the poetics of space.

Professional Memberships:
Founding member, Smart Growth Savannah
Member, Creative Coast Alliance
Member, Southeastern College Art Conference (SECAC)
Member, U.S. Green Building Council (USGBC)
Member, Chatham-Savannah Citizen Advocacy
Member, Coastal Heritage Society
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Ronaszegi, Arpad Daniel

Courses Taught (2019–20 and 2020–21 academic years):
ARCH 717 Graduate Studio I: Urban Design and Development (Fall 2020, Fall 2019); ARCH 727 Graduate Architecture Studio II: Comprehensive Design and Programming (Winter 2020); ARCH 737 Graduate Architecture Studio III: Comprehensive Detailing and Systems (Spring 2020); ARCH 745 Graduate Seminar in Architecture (Fall 2020); ARCH 798 Graduate Architecture Studio: Thesis I – Developing Concept, Context, and Program (Winter 2021); ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition (Spring 2021); ELDS 330 Visualization in Digital Design (Spring 2021, Fall 2020, Spring 2020, Fall 2019); ELDS 713 Imaging and Digital Rendering for the Building Arts (Spring 2021, Spring 2020, Fall 2019); INDS 102 Form, Space, and Order (Winter 2021, Winter 2020)

Educational Credentials:
M.Arch., architecture, University of Illinois at Chicago
M.Arch., architecture and building engineering, Budapesti Müszaki Egyetem

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2003–present
Associate professor, Andrews University, Berrien Springs, MI, 1996–2002
Director, European Program Abroad, Andrews University, Berrien Springs, MI, 1992–2002
Assistant professor, Andrews University, Berrien Springs, MI, 1986–1996

Professional Experience:
Owner, Arpad Ronaszegi design and photography, Bluffton, SC, 1989–present
Project architect and consultant, Allegretti Architects, St. Joseph, MI, 1985–86, 2002–03

Licenses/Registration:
Michigan, Registered Architect, #1301036630
Wisconsin, Registered Architect, 1989–2012
NCARB Certificate, #58696
Michigan, Licensed builder, 1989–2005

Selected Publications and Recent Research:
Workshop for Designers: Adobe Illustrator and Diagramming, 3rd edition, textbook, 2019.
Workshop for Designers: Adobe Photoshop and Rendering, textbook, 2017.
“Expand professional visual building documentation library: Detailed visual photographic documentation of selected contemporary buildings in Select European countries.” SCAD Sabbatical grant, 2018.
“A Proposal to Create Course Instructional Materials for Visualization Courses of Architectural Diagramming Based on Methods of Leading Architecture Design Firms.” SCAD Presidential Fellowship, Summer 2016.

Professional Memberships:
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Sapp, Brian

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 319 Structures: General Structure (Winter 2020)

Educational Credentials:
M.S., civil engineering, Georgia Institute of Technology
B.S., civil and environmental engineering, Georgia Institute of Technology

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2018–present
Professor of civil engineering, Georgia Southern University, Statesboro, GA, 2017–18

Professional Experience:
Senior project manager/structural engineer, Tharpe Engineering Group, Savannah, GA, 2012–present
Structural engineer, Hussey, Gay, Bell & DeYoung, Inc., Savannah, GA, 2007–12
Structural engineer, Collins Engineers, Inc., Savannah, GA, 2006–07

Licenses/Registration:
Georgia, Structural Engineer, #SE000802
Georgia, Professional Engineer, #PE036274

Selected Publications and Recent Research:
"Video Measurements of Large-Scale Flows in a Laboratory Wave Basin," *Journal of Waterway Port Coastal and Ocean Engineering*, Jan. 2008.
"Observations of Laboratory Rip Currents," Georgia Institute of Technology, Electronic Thesis and Dissertation Collection, May 2006.
"Laboratory Measurements of Rip Current Pulsations." Presented at Solutions to Coastal Disasters Conference, May 2005.

Professional Memberships:
Member, American Society of Civil Engineers (ASCE)
Member, American Institute of Steel Construction (AISC)
Member, Structural Engineers Association of Georgia (SEAOG)
Member, Society of American Military Engineers (SAME)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Singeisen, Scott R.

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 301 Architecture Design Studio I: Human-centered Design (Fall 2019); ARCH 302 Architecture Design Studio II: Site and Environmental Context (Winter 2020); ARCH 303 Architecture Design Studio III: Structural Applications (Spring 2020); ARCH 405 Architecture Design Studio V: Capstone I - Research and Schematic Design (Winter 2021); ARCH 406: Architecture Design Studio VI: Capstone II - Comprehensive Design Development (Spring 2021); ARCH 435 Site Plan Development (Winter 2021); ARCH 747 Graduate Architecture Studio IV: Interdisciplinary Focus (Fall 2020); ARCH 798 Graduate Architecture Studio: Thesis I - Developing Concept, Context, and Program (Winter 2020); ARCH 799 Graduate Architecture Studio: Thesis II – Design Detailing and Final Exposition (Spring 2020); DRAW 115: Graphics for the Building Arts (Spring 2021, Fall 2019); DSGN 223 Architectural Fundamentals Studio I: Form, Space, and Order (Fall 2020); DSGN 224 Architectural Fundamentals Studio II: Site as Design Generator (Winter 2021)

Educational Credentials:
M.Arch., architecture, Savannah College of Art and Design
B.F.A., architecture, Savannah College of Art and Design

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah*, GA,* 2004–present
Visiting professor of architecture, University of Hawai'i at Manoa, Honolulu, 2007
Adjunct professor, College of Design, Southern College, Orlando, 1997–98

Professional Experience:
Founder and principal, Jasper Design Studios, 2011–present
Associate and project manager/designer, Burke, Hogue & Mills Associates, Inc., Lake Mary, FL,1998–2003
Project manager/designer, Nudell Architects, Farmington Hills, MI/Mount Dora, FL, 1997–98

Licenses/Registration:
N/A

Selected Publications and Recent Research:
"Disorienting Dilemma." Presented at ACSA/EAAE Teachers Conference, University of Antwerp, Antwerp, Belgium, 2019.
"Five Analogous Elements: A Contextual Pedagogical Approach." Presented at National Conference on the Beginning Design Student, University of Colorado Denver, College of Architecture and Planning, Denver, 2019.
"Polysemic and Monosemic – Image as Agent in the Design Process." Presented at Design Communication Association Bi-Annual Conference, Cornell University, Ithaca, NY, 2018.
"The _torium." Presented at National Conference on the Beginning Design Student, University of Cincinnati, College of Design, Architecture Art and Planning, Cincinnati, OH, 2018.

Professional Memberships:
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Sottile, Christian B.

Courses Taught (2019–20 and 2020–21 academic years)**:**
N/A

Educational Credentials:
M.Arch., architecture, Syracuse University
M.Arch., architecture, Savannah College of Art and Design
B.Arch., architecture, Savannah College of Art and Design

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 1999–present
Dean, School of Building Arts, Savannah College of Art and Design, Savannah, GA, 2011–17
Visiting critic, Syracuse University (Florence Location), Italy, 2003 and 2005

Professional Experience:
Principal, Sottile & Sottile, Urban Design, Savannah, GA, 2000–present

Licenses/Registration:
Georgia, Registered Architect, #RA011289
NCARB Certificate, #81677

Selected Publications and Recent Research:
"Plant Riverside District," *Atlanta Journal-Constitution*, Sept. 2020.
"The Charm, and Challenge, of Savannah," *The New York Times*, Aug. 2019.
"Architects Find Inspiration in Factories," *Architectural Digest,* Feb. 2019.
"The Windrose Hotel," *Dezeen,* Jan. 2019.
"Historic Plant Riverside," *Worth Magazine*, Sept. 2018.
"People Centered Preservation," National Trust for Historic Preservation, May 2018.
"Atlanta Master Plan," *The Atlanta City Design*, Jan. 2018.
"The Atlanta City Design," *The Atlanta Business Chronicle*, Sept. 2017.
"Professional Portfolio," *The Classicist*, The American South, 2017.
"Power Plans," *South Magazine*, June 2016.

Recent and ongoing research includes humanism in planning, environments for aging, human-centric design, new urbanism, and historic preservation.

Professional Memberships:
Board of Directors, AIA Georgia
Board of Directors, Creative Coast
Member, American Planning Association (APA)
Member, National Charrette Institute (NCI)
Member, Congress for the New Urbanism (CNU)
Member, National Council of Architectural Registration Boards (NCARB)
Member, American Institute of Architects (AIA)
Member, National Trust for Historic Preservation
Member, Historic Preservation Commission, Chatham County
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
Strother, Catalina

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 101 Introduction to Architecture (Winter 2021, Winter 2020); ARCH 301 Architecture Design Studio I: Human-centered Design (Fall 2020); ARCH 302 Architecture Design Studio II: Site and Environmental Context (Winter 2021); ARCH 303 Architecture Design Studio III: Structural Applications (Spring 2021); DRAW 115 Graphics for the Building Arts (Spring 2021, Fall 2020, Fall 2019); DSGN 225 Architectural Fundamentals Studio III: Spatial Relationships and Human Response (Spring 2020); INDS 350 Interior Design Studio IV: Collaborative Practice in Design (Spring 2020); URBA 729 Graduate URBA Studio II: The Scale of Town and City (Winter 2021, Winter 2020)

Educational Credentials:
Ph.D., urbanism, University of Architecture and Urbanism 'Ion Mincu,' Bucharest, Romania
M.A., historic preservation, Savannah College of Art and Design
M.S., Conservation of Towns and Buildings, Katholic University of Leuven, Leuven, Belgium
M.Arch., architecture, Ion Mincu Institute of Architecture
B.S., architectural studies, Ion Mincu Institute of Architecture
Fulbright Scholar

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2003–present

Professional Experience:
Consultant, Ogletree Design and Construction, Savannah, GA, 2016–present
Designer, Bazemore Mastrianni Wilson Architects, Savannah, GA, 1999–2002
Partner, Concentric Design Architects, Bucharest, Romania, 1995–99

Licenses/Registration:
NCI Charrette System Certificate

Selected Publications and Recent Research:
"The City Is an *Oeuvre*." Paper presented at UMass Amherst Center for Heritage and Society, Amherst, MA, May 2013.
"The City Is an *Oeuvre*." Poster presented at 16th Annual US/ICOMOS International Symposium, Savannah, GA, May 2013.
"The Next Urban Question, Urbanism and Urbanisation." Paper presented at 4th International Ph.D. seminar, University Iuav Venice, Italy, Oct. 2011.
"William Scarbrough, II, A Research Project for the Museum of Early Southern Decorative Arts and the Ships of the Sea Museum." Presented for graduate internship, Savannah, GA, Aug. 1996.
"The Road Along the Bluff." Presentation for oral history group project, Savannah Historic Foundation, small series publication, Savannah, GA, May 1996.

Professional Memberships:
Associate, American Institute of Architects (AIA)
Member, Order of Romanian Architects (OAR)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Name:
White, Brent D.

Courses Taught (2019–20 and 2020–21 academic years)**:**
ARCH 404 Architecture Design Studio IV: Urban Context (Fall 2020, Fall 2019); ARCH 405 Architecture Design Studio V: Capstone I - Research and Schematic Design (Winter 2021, Winter 2020); ARCH 406 Architecture Design Studio VI: Capstone II - Comprehensive Design Development (Spring 2021, Spring 2020); ARCH 779F Graduate Field Internship (Winter 2021); DRAW 115 Graphics for the Building Arts (Spring 2020, Winter 2020); ELDS 225 Electronic Design I: Digital Communication for the Building Arts (Spring 2021, Fall 2020, Fall 2019); ELDS 704 Electronic Design (Winter 2021)

Educational Credentials:
M.Arch., architecture, Savannah College of Art and Design
B.F.A., architecture, Savannah College of Art and Design

Teaching Experience:
Professor, Savannah College of Art and Design, Savannah, GA, 2019–present
Adjunct professor, Maryland Institute College of Art, Baltimore, MD, 2017–19
Adjunct professor, University of Maryland, College Park, MD, 2014–18

Professional Experience:
Senior project architect, SKA Studio, Annapolis, MD, 2018–present
Design lead, Cannon Design, Baltimore, MD, 2014–18
Architect and designer, SmithGroup, Washington, DC, 2013–14
Digital fabrication specialist, OEC Engineering, Chantilly, VA, 2012–13
Staff architect, Loveless Porter Architects, Manassas, VA, 2007–09

Licenses/Registration:
Georgia, Registered Architect, #0159299
Maryland, Registered Architect, #19620

Selected Publications and Recent Research:
"Physical Computing – Introduction to Arduino." Presented at AIA|DC Technology Committee, 2015.
"Physical Computing in Architecture." Presented at Savannah College of Art and Design, 2012.

Recent and ongoing research includes physical computing in architecture, the iterative design process, healthcare design, and alternative modes of design.

Professional Memberships:
Member, American Institute of Architects (AIA)
Member, National Council of Architecture Registration Board (NCARB)
Member, Freedom by Design (FBD)
Member, Tau Sigma Delta
Member, National Eagle Scout Association (NESA)
Institutional Member via SCAD, Association of Collegiate Schools of Architecture (ACSA)

Appendix 3—Accreditation Letter

The most recent letter from SACSCOC regarding the university's term of accreditation is dated January 7, 2011. As noted in the letter, the university's reaffirmation was originally scheduled for 2020; however, on March 18, 2020, due to the pandemic, SACSCOC President Dr. Belle Wheelan extended SCAD's reaffirmation until December 2021. Both letters are included in this report.

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES
1866 Southern Lane • Decatur, Georgia 30033-4097
Telephone 404/679-4500 Fax 404/679-4558
www.sacscoc.org

January 7, 2011

Dr. Paula S. Wallace
President
The Savannah College of Art and Design
622 Drayton Street
Savannah, GA 31401

Dear Dr. Wallace:

The following action regarding your institution was taken at the December 2010 meeting of the Board of Trustees of SACS Commission on Colleges:

> The Commission on Colleges reaffirmed accreditation. No additional report was requested. Your institution's next reaffirmation will take place in **2020** unless otherwise notified.

Please submit to your Commission staff member a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 15, 2011,** and also should include: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's Web site as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years after their reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date.

We appreciate your continued support of the activities of the Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:cp

cc: Dr. Rudolph S. Jackson

SACSCOC™
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

March 18, 2020

Dr. Paula S. Wallace
President
The Savannah College
of Art and Design
622 Drayton Street
Savannah, GA 31401

Dear Dr. Wallace:

As a result of the health epidemic facing our nation and the world, the Executive Council of the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has given me the authority to delay the reaffirmation of accreditation for your institution for 12 months to December 2021. Your next reaffirmation following that will be December 2030 or nine years later.

The reaffirmation visit scheduled for spring 2020 will be postponed until summer or fall 2020 or spring 2021. The SACSCOC Vice President assigned to your institution will be in touch soon to reschedule that visit. I apologize for the inconvenience and expense you have incurred by this decision but, given all of the restrictions on travel and meeting size, it seemed like the best decision to all involved to stop everything and focus on what was most important right now, the students.

Please let me know if you have any questions. In the meantime, please stay healthy and safe.

Sincerely,

Belle S. Wheelan

Belle S. Wheelan, Ph.D.
President

BSW:rb

cc: Dr. Gokhan Ozaysin, Institutional Accreditation Liaison
Dr. Steven M. Sheeley, SACSCOC Vice President

1866 Southern Lane • Decatur, Georgia 30033-4097 • Telephone 404/679-4500 • Fax 404/679-4558
www.sacscoc.org