

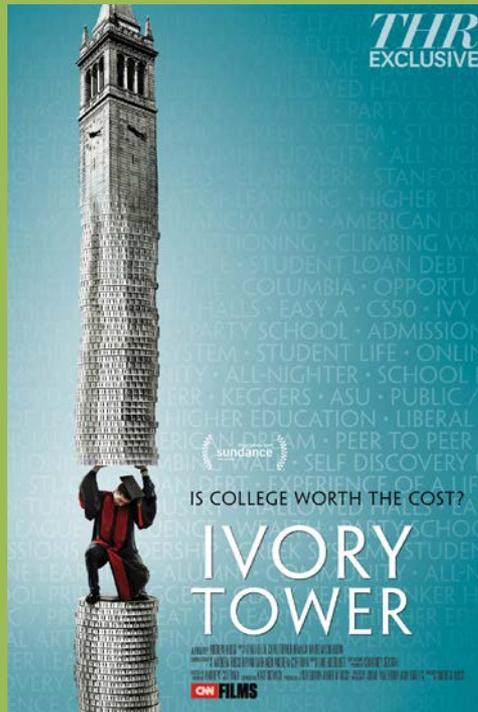
USF School of Architecture & Community



USF SACD: report to the college / august 2014

CRISIS: ivory tower

<https://www.youtube.com/watch?v=BjfwNBuj300>



USF SACD: report to the college / august 2014

SWOT

STRENGTHS

- Curricular rigor
- Student work ethic
- Design studio pedagogy
- Diverse interests of faculty
- Professional community – strong ties to TB AIA
- Committed long-term adjunct faculty
- Two endowed chairs-flexibility
- Strong & growing reputation state-wide
- CoTA colleagues/programs



SWOT

WEAKNESSES

- Modest funding
- High ratio of adjunct/visiting faculty
- Quality of facilities
- Space-no room to grow program



SWOT

OPPORTUNITIES

- Restructuring of Florida Center for Community Design & Research (FCCDR)
- Expansion of SACD to St Petersburg
- Two open faculty lines to search; give new direction to program
- Restructuring of MUCD program
- Economic turnaround- new support from profession
- Future collaborative studio space sharing with the TB AIA
- Relationship with other arch schools- future cooperative efforts



SWOT

THREATS

- Declining undergraduate enrollment-temporary?
- Negative perception of discipline through recession
- Increased competition from existing and emerging architecture programs
- Declining state funding



The New York Times

Want a Job? Go to College, and Don't Major in Architecture

By [CATHERINE RAMPPELL](#) JANUARY 5, 2012 11:00 AM

January 6, 2012 2:20 pm

Say it with me, readers: [College is worth it.](#)

For all the bellyaching about wasted degrees and the many [indebted grads stuck on their parents' couches, recent college graduates are still doing a lot better than their less-educated counterparts. Unemployment for new graduates is around 8.9 percent; the rate for workers with only a high school diploma is nearly three times as high, at 22.9 percent.](#)

The chart below shows unemployment rates sorted by major, based on 2009-10 census data. You can also see jobless rates for graduates of a given undergraduate major who went on to receive further education (not necessarily related to their college major). In the chart, "recent college graduate" refers to workers who are 22 to 26 years old; "experienced college graduate" covers those 30 to 54; and "graduate degree holder" is limited to workers 30 to 54 years old.

Georgetown University Center on Education and the Workforce American Community Survey, 2009-10, pooled sample. Those who majored in less technical subjects, like humanities, arts and social science, had higher unemployment rates.

The unemployment rate for recent graduates was highest in architecture, at 13.9 percent, probably at least partly because of the housing market collapse. Even architecture majors who went on to receive graduate degrees, which usually safeguard workers from unemployment, are doing poorly in the job market. With a jobless rate of 7.7 percent, architecture majors who hold graduate degrees are still more likely to be unemployed than newly minted college grads who studied journalism (!).

Those lucky architecture majors with postgraduate degrees who *do* have jobs are doing O.K., though. Among full-time, full-year workers in this group, median earnings are \$71,000...



SACD: Number 9

1	<u>University of Utah</u>	<u>8.77</u>
2	<u>University of Wisconsin-Milwaukee</u>	<u>8.70</u>
3	<u>University of California-Los Angeles</u>	<u>8.67</u>
4	<u>Parsons The New School for Design</u>	<u>8.60</u>
5	<u>Yale University</u>	<u>8.53</u>
6	<u>University of Washington Seattle</u>	<u>8.50</u>
7	<u>University of Michigan-Ann Arbor</u>	<u>8.49</u>
8	<u>School of the Art Institute of Chicago</u>	<u>8.48</u>
9	<u>University of South Florida</u>	<u>8.45</u>
10	<u>Texas Tech University</u>	<u>8.40</u>
11	<u>Harvard University</u>	<u>8.31</u>
12	<u>Cornell University</u>	<u>8.27</u>
13	<u>University of California-Berkeley</u>	<u>8.22</u>
14	<u>North Carolina State University</u>	<u>8.10</u>
15	<u>University of Colorado Denver (UC Denver)</u>	<u>8.05</u>
16	<u>Rensselaer Polytechnic Institute</u>	<u>8.02</u>
17	<u>Savannah College of Art and Design</u>	<u>7.98</u>
18	<u>University of Southern California (USC)</u>	<u>7.96</u>
19	<u>Clemson University</u>	<u>7.94</u>
20	<u>University of Pennsylvania</u>	<u>7.90</u>
21	<u>Washington University in St. Louis</u>	<u>7.87</u>
22	<u>University of Virginia</u>	<u>7.85</u>
23	<u>University of Illinois at Urbana-Champaign</u>	<u>7.80</u>
24	<u>Rhode Island School of Design</u>	<u>7.73</u>
25	<u>Newschool of Architecture and Design</u>	<u>7.66</u>

- See more at: <http://www.graduateprograms.com/top-architecture-programs/#sthash.b5CijRLI.dpuf>

METHODOLOGY

Graduateprograms.com reaches current and recent graduate students through scholarship entries as well as social media platforms. These program rankings cover a period from September 1, 2012 to April 15, 2014.

Graduateprograms.com assigns 15 ranking categories to each graduate program at each graduate school. Rankings cover a variety of student topics, such as academic competitiveness, career support, financial aid, and quality of network.

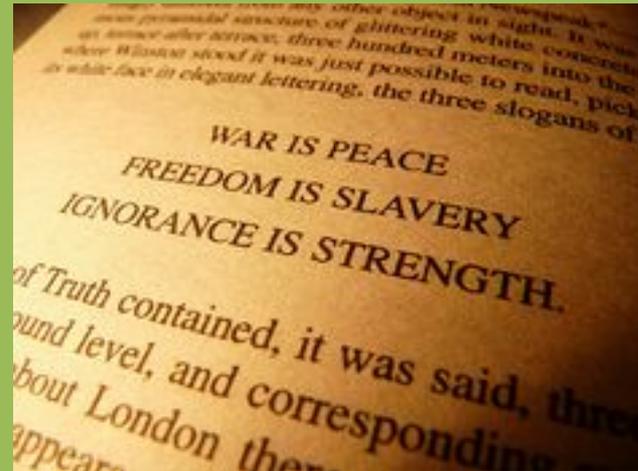
- See more at:

<http://www.graduateprograms.com/top-architecture-programs/#sthash.b5CijRLI.dpuf>

The culture of doing more with less...

LESS IS MORE

Mies van der Rohe



Ministry of Truth -- George Orwell / 1984

USF SACD: report to the college / august 2014

Trajectory

The New 1%

SACD \$ e&g / cf expenditures

\$194,200 (.01) = \$1921

2011: \$ 222,018

\$192,258 (.01) = \$1922

2012: \$ 187,953

\$190,335 (.01) = \$1903

2013: \$ 199,568

\$188,432 (.01) = \$1884

2014: \$ 194,200

\$186,547 (.01) = \$1865

184,681.52

SACD 2007-08: \$1,784,619 budgeted; \$566,284 non-salary; \$354,576 expenses; \$211,708 RSA

\$10k in five years:

Research overhead

Monetized services

Outreach / fundraising

CEU to professionals

New directions of research: healthcare, technology

Expansion of program(s)

Increased SCH production: DL / Innovative Ed

Trajectory

The New 1%

Sources

e&g: \$194,000

INTO: \$7000 - \$14,000 varies (GTA support)

DL: 3-5 GTA positions: \$12,5000

Markborough Chair \$200k = \$80k

Gibbons Chair \$200k = \$80k

RIO: \$25,000 varies / declining

Expenses (non-FT faculty)

Adjunct: \$146,174

GTA: \$92,989

Travel: \$9400

Repairs: 14,634

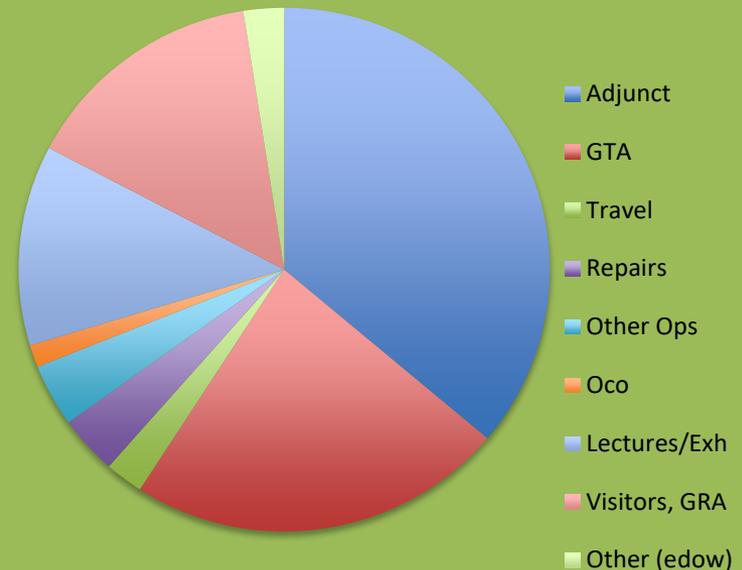
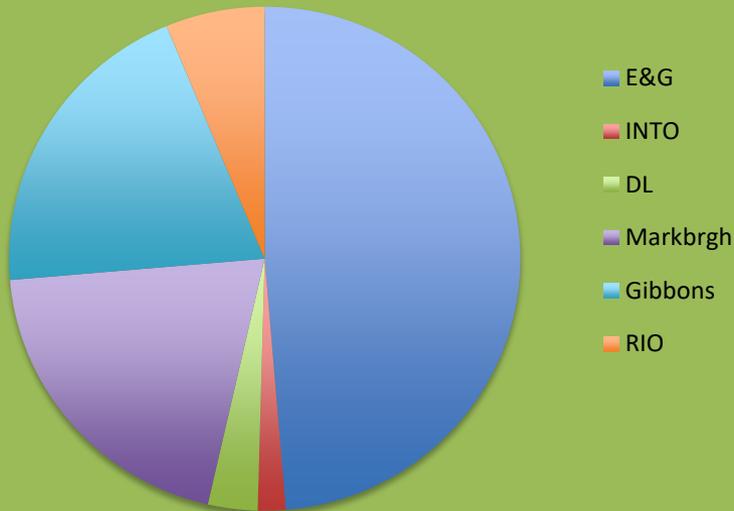
Other Op: \$15,602

Oco: \$5580

Lectures/Exh: \$50,000

Visitors (endow): \$60,000

Other (endow): \$10,000



vision/evolution/dreams/hopes/implementation

VISION:

Our vision is to continue to promote and develop the professional educational mission and, as appropriate, intersect sponsored research, community engagement and scholarly opportunities with the teaching mission.

Academically, the school should strengthen it's engagement with technology in terms of both representation and production.

Our end goal is to provide opportunities to students and assist them in constructing an educational experience that emerges from their interests, skills and ambition.

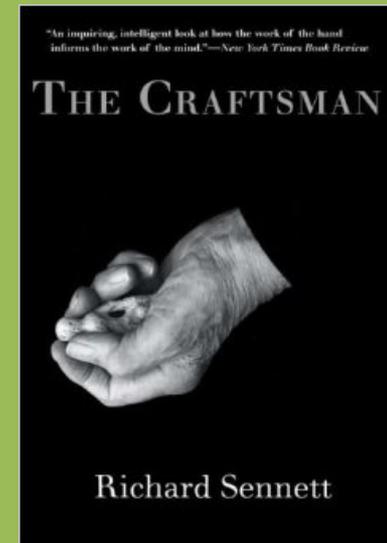
We strive to know who we are and who we *are not*.

We do not try to emulate other programs, but rather, seek to construct an authentic design experience emerging from the passion, talent and critical position of the faculty.

The SACD is a studio intensive program with emphases on design process, the craft of making, urbanism, tectonics, digital fabrication and the cultural influences on architectural space and built form. The design studio is the heart of the school and the place where various technical, theoretical and material coursework is tested in a critical, collegial and hands-on environment.

One might best summarize the character of the SACD by citing our interest in “craft and context”. A visit to our design studios reveals a deep interest, even obsession, with craft and, by extension, the crafting of place and the construction of context. The concerns of material culture are the concerns of craft and context. That is, the value imbued in the making of an object or set of related things. Material culture binds the corporeal -- the physicality of materiality -- with intellectual production and situates the resulting work in a vernacular, place-based logic.

In the **SACD we explore the intrinsic connection between the eye, the mind and the hand**. We seek to make as a means of inquisition. It is quite possible one might not entirely understand a project until it is complete. Indeed, to fully know the project prior to completion is to deny the opportunity for speculation and discovery. **We view making as an intellectual act, a form of thinking.**



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GROWTH

Should we attempt to grow the SACD?

Current two year undergraduate cohort averages 120 (has been higher in years past)
Current four year graduate totals 189; 1st yr: 47; 2nd yr:46; 3rd yr: 48; 4th yr: 48;
MUCD students: 10 +/-.

Two strategies:

1. Adding additional undergraduate students (recruiting and space issue) to bolster application pool (currently 66-70% SACD grads are from SACD undergrad program)
2. Growing graduate school by 14-16 seats (is there demand?)

Space is an issue- studio spaces reqd for all students

Who will teach additional graduate/undergraduate students

Increase summer studios to rotate students through spaces

Off-campus studio space:

- St Petersburg Design Center: satellite studio, 01/2015
- Tampa Downtown Design Studio: collaborative studio space with the TB AIA, 2015
- 4th Floor HMS-Architecture: Renovation- more efficient; higher quality space

Cost v benefit:

16 students@ 105 cr: 1680 SCH

Approx 25% increase in SCH production for SACD

What is the value of a graduate SCH?



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NEW & Revised Programs

Could we add a **Landscape Architecture** graduate degree program?

There are only two graduate LS programs in Florida (UF & FIU)

Compatible with Architecture, Urban Design, sustainability, planning, etc

Not a STEM program

Space issues

Demand ?

MUCD Program: streamlined to increase enrollment and national competitiveness

45 cr hrs to 33 cr hrs (24 for SACD M.Arch grads)

New Bachelor of Undergraduate Studies in Architecture Degree

Awarded one semester prior to M. Arch degree (40-45 degrees annually)

Graduate Certificate Proposal in **Sustainable Placemaking**; CAS-School of Public Affairs & SACD

Healthcare & Architecture:

Proposed on-line certificate and possible future degree program – professional audience

Pre-college summer program: Architecture Experience - 1 or 2 weeks

Similar to Career Discovery, Harvard GSD; Design Exploration, Univ of FL; others

Design Workshops, continuing Ed for architects

University Electives: “Design Culture” large enrollment course.



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July 1, 2014

USF / SACD Healthcare Architecture Certificate / Master's Degree

Prepared by Robert M. MacLeod, Director SACD

Advisors: Sheila Bosch, Gina Berry

This course proposal outlines a set of courses forming the foundation of the proposed USF / SACD Healthcare Architecture Certificate and Master's Degree. The certificate consists of five required 3-credit hour courses for a total of 15 credit hours. These courses form the foundation for the 36 credit hour Master of Science Degree (final total cr hrs tbd).

Course Outline/Preliminary

1. Evidence Based Research & Design

Process driven

EDAC

Case studies

2. Strategic Facility Planning

Service line level of planning

Urban design & campus planning

Thought based approach

Overview of issues at 30,000'

3. Master Planning, Programming & Wayfinding

Dovetails with Strategic Facility Planning

Departmental & circulation solutions

Flow, entry, access

Wayfinding at various scales

One the ground/in the weeds-details

4. The Role of ROI/ Return on Investment in Healthcare Arch

Return on Investment as a touchstone for intelligent design decisions

5. Design and the Healing Process

Proven strategies

Design/experience/memory/healing/public realm

Healing environments

Case studies

6. Knowledge Gaps: selected often overlooked topics of concern

Healthcare IT

Wireless security

Clinical reporting-interface

7. Contemporary Issues in Healthcare Design: selected emerging topics

De-centralized nursing

Mirrored room layouts

Medical Cities

8. Healthcare Administration

Issues linked to design/confronting the administrative process

Linkages to USF Health and similar entities

9. Program Management in Healthcare Facilities

Process driven

10. Focused Healthcare Design Topics

Design for an ageing population aging

Design for Children

Memory issues in design

Hospice design

11. Independent Research Project

Master's research process

Topical guided research

Collaborative with regional healthcare entities

12. Electives: Approved Coursework offered by other Schools (6 – 9 cr hrs)

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FCCDR 2.0 *The Florida Center for Community Design and Research*

Transition of environmental research/water atlas to CAS/Geography

Rebooting the FCCDR

Accounting to CoTA/Cam

In-house grants researcher, writer and manager (housed at FCCDR, serving CoTA)

Renewed emphasis on Urban & Community Design issues: Tampa, St. Petersburg, elsewhere

Revising/Developing Community Atlas

Brownfields Ctr (URP); Civic Engagement / Resilient Cities / Climate Change / MPO

New trajectories of research & scholarship: technology/fabrication (Weston); Healthcare & Arch

(Seeding new research faculty until self supporting 12-18 months (Taryn Sabia)

Mayor' Institute, Community Atlas/Tourism Atlas, Palm Harbor Study

Technology & Fabrication

Weston Pavilion Project- strengthening ties to industry;

SACD/SAAH CNC Router Build

Drone research & mapping

Fundable projects;

Experimental technology;

Engaged with curriculum;

Healthcare & Architecture:

Proposed on-line certificate and possible future degree program – professional audience beyond

SACD/Tampa

Continuing Education Credits

Future collaborative research projects with industry and across USF

New emphasis on awards and publications; prestige for the FCCDR/SACD/CoTA/USF



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BIG Dreams

BUILDING

Current: 27,000sf

Aspirations: 2x space – expansion of programs; new programs; research; fabrication

Renovation of existing + additional space in HMS + new building adjacent space @ parking lot

ENDOWEMENT

1. OPERATING ENDOWMENT

2. ENDOWED CHAIRS:

PROFESSOR OF SUSTAINABILITY & THE ENVIRONMENT

PROFESSOR OF PRACTICE

PROFESSOR OF TECHNOLOGY

HOW?

INDUSTRY

CORPORATE PARTNERS

DEVELOPMENT

FLORIDA



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Fundraising, Outreach and Alumni Relations

1986 – present: 560 M. Arch graduates

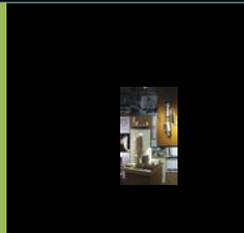
Fall 2009 – Spring 2014: 181 grads: 32% of total

Alumni Scholarship Fund:

50% graduates give \$100.00

280 x \$100: \$28,000 = an endowed scholarship each year

Support for scholarships critical in increasingly competitive environment



A collage of images and text related to the USF SACD report. It features a large, central image of a modern building with a glass facade and a prominent tower. Surrounding this are several smaller text blocks and images, including a group of people in a meeting, a close-up of a building's facade, and a large image of a modern building with a glass facade. The text blocks contain information about the project, including sections like 'VISION', 'DESIGN DESIGN', 'SUSTAINABLE DESIGN', 'TRAVEL', 'CONSTRUCTION STRUCTURE', 'FEATURED SPACES & FACILITIES', 'EXPERIENCED SERVICES', and 'CONTACT INFORMATION'. The 'arch.usf.edu' logo is visible in the bottom right corner.

USF SACD: report to the college / august 2014

positioning the school

Research Output

Rebooting of the Florida Center

Supporting new research faculty as they evolve towards self-supporting

Two new faculty hires forthcoming: 20% of faculty; will shape the

School/impact research-scholarship

Student Research

Promoting student research through Master's Project / Thesis

St. Pete Urban Design Lab: Mayor's Research Fellows – focused work in SP

City of Tampa to follow?

Undergraduate design studio: USF undergrad research efforts

Grants

Multi-valent research agenda through FL Ctr

Collaborative initiatives across campus

STEM-promote and develop Architecture / STEM presence

Fundraising

Alumni outreach / social media

Support from Professional Community

Special project support from Industry

Suppliers, Contractors, Developers

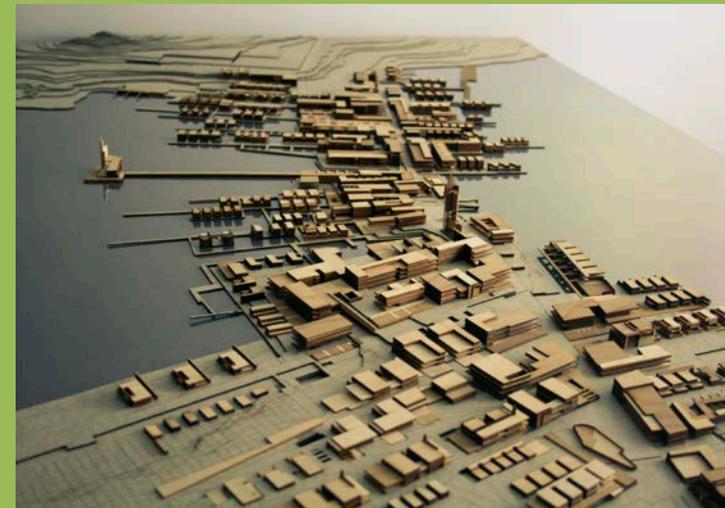
SACD Awards: Young Architect; Alumni (10+yrs); Service

Faculty Awards

Awareness

Individual (professional) and SACD collaborative work frequently noticed throughout FLORIDA, TB AIA, Hillsborough County, others;

National: Young Architects Award



USF SACD: report to the college / august 2014

positioning the school

Enrollment

Concerns for all arch schools short term

Per US Dept of Labor/Bureau of Labor Statistics

ARCHITECTS: Job Outlook 2012-2022: 17% (faster than average)

URBAN PLANNERS: Job Outlook 2012-2022: 10% (as fast as average)

Recruiting

Comm Coll: SPC, HCC, Valencia, MDC, UCF, Palm Bch State

HS: Grtr TB region, Lakeland, Palm Beach, Miami (DASH)

Productivity

Each Semester, fall/spring

All SACD FT faculty teach: 6 cr hr design studio; 3 cr hr lecture seminar; serve as chair for 4-6 MP/Thesis students (5 cr hr course); equiv to 4/4 + rsch, service, etc as assigned

Release Time: to promote scholarship/research, tenured faculty

positioning the school

Revenue

Monetize technology; routers, laser cutters, etc

Design Software Workshops: Rhino, Revit, etc

Continuing Ed

Study Abroad / Continuing Ed travel (linked to summer study abroad)

Additional Output

SACD Building Workshop

Spreading the work about the work: lectures, visitors, social media, assessment (thesis), SACD ARCHive (tumblr)

Distance Learning courses: support Gas; increase in SCH – Exit courses; open to

INTO: M. Arch & MUCD

Career EXPO 2014/2015



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diveristy

SACD 10 faculty

1 wf

1 blk m

6 wm (turk)

2 open lines (loss: 1 wf, 1 asian m)

Visiting (e&g or endowed chairs)

1 hisp m (open line, above)

2 wm (chairs)

Adjunct faculty

5 wm

6 f (1 hisp, 1 asian)

Graduate Students

1st yr: 18 f / 29 m

2nd yr: 19 f / 27 m

3rd yr: 14 f / 34 m

4th yr: 14 f / 34 m

total: 65 f / 124 m

34% / 66%



diveristy

GTA appointments F 2014

8f / 12m

40%/60%

lecture Series

External Reviews- Master's Project/Thesis

3f / 1 m

Nina Hofer, UF

Petra Kempf, Columbia University

Kathryn Dean, Wash U, St. Louis/NY

Paul Lukez, Boston, MA

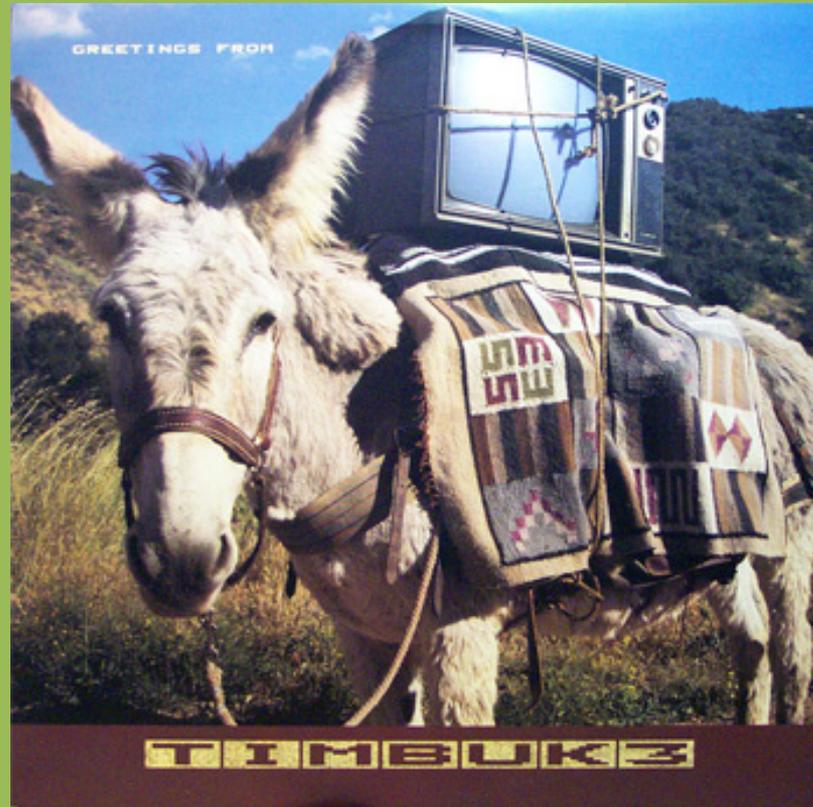
SWIA: Student Women in Architecture



USF SACD: report to the college / august 2014

future

<https://www.youtube.com/watch?v=8qriKcwlY>



I got a crazy teacher who wears dark glasses
Things are going great, and they're only getting better
I'm doing all right, getting good grades
The future's so bright I gotta wear shades

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