

**University of California at Los Angeles
Department of Architecture and Urban Design**

Visiting Team Report

**Master of Architecture
(undergraduate degree plus 126 Graduate Quarter Units)**

The National Architectural Accrediting Board
14 April 2010

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

UCLA is a research institution.

The architecture program at UCLA is designed to be an integration of research and architectural practice. The ongoing success of this depends upon a continuing strong core curriculum, and every studio integrating technology, culture and community into its design approach. A goal of the program is to expand the combination of technology, culture and community to a new, higher level. There is clear evidence of success and movement in this direction. By creating a strong “armor,” the program expands its opportunities by integrating the influence of different forces and people into design investigations.

Students and faculty collaborate with outside entities such as corporations and consulting engineers to broaden the design studio’s focus on client orientation and real-world opportunities and challenges. In an external sense, research studios have provided opportunities for globally-focused experiences. The program has a goal to conduct research-based design that is “thinking ahead” ten years.

Unrelated to accreditation of the program’s principal endeavor, the M.Arch.I degree, architecture’s offerings at the PhD (research) level, M.Arch.II (post professional degree), and the relatively recent Bachelor of Arts in Architectural Studies (a two-year undergraduate degree program built upon two years of education at the community college or university level) help broaden the program’s diversification, richness and effectiveness in the professional community.

Although by comparison to many professional degree programs in architecture, UCLA’s M.Arch.I program is relatively young (established first in 1970) it has garnered a strong reputation for design, research, critical thinking, and technology that clearly continues today.

Students reported their belief that the quality of the faculty makes UCLA the best value in architectural education in the United States, and the quality of the students that come to UCLA’s architecture program are a testament.

2. Progress since the Previous Site Visit

Criterion 12.31, The Legal Context of Architectural Practice (2004): Understanding of *the evolving legal context within which architects practice, and of the laws pertaining to professional registration, professional service contracts, and the formation of design firms and related legal entities.* (Currently criterion 13.33 *Legal Responsibilities.*)

Previous Team Report (2004): As noted in the response to the previous team report, the Visiting Team believes that the *understanding* level established in the *2002 Addendum to the 1998 Conditions and Procedures* will require further effort on the part of the program related particularly to professional service contracts and related legal issues.

2010 Visiting Team Assessment: The 2010 visiting team found that the Professional Practice course AUD 461 was not taught in 2008 or 2009 due to a faculty retirement. However, a new syllabus has been developed and is being taught this quarter. The visiting team is highly impressed with the comprehensive nature of the new course and looks forward to its success.

Causes of Concern taken from VTR dated March 10, 2004:

1. Lack of support of the department within the School of the Arts and Architecture (SOAA), especially for the infrastructure needed by the department to develop necessary financial support and appropriate identity within the university and beyond.

2010 Visiting Team Assessment: The visiting team is impressed with the level of familiarity and detail found at the SOAA administrative level, and financial support while constrained campus- and system-wide has been found to be reasonable. Outside sources of funding (gifts and grants) have increased in recent years and have helped fill the gap caused by lower State of California aid.

2. Uncertainty related to the development of the next chapter of the strategic plan appropriate to direct the continued improvement of the program in all its components and in the richness of its context.

2010 Visiting Team Assessment: Both the School of Arts and Architecture (SOAA) and the architecture program per-se, have clear visions for their preferred futures. Although clouded by economic uncertainty, the program and its broader academic context with SOAA have continued high levels of success without reductions in faculty or technology.

3. Shortcomings in the facilities and equipment that limit the ability of the program, generally and in detail, currently and in its projection.

2010 Visiting Team Assessment: Facility challenges continue. SOAA administrators are fully aware and actively seeking financial resources. The facility's equipment has improved dramatically to a very high level.

3. Conditions Well Met

- 1.4 Architectural Education and the Profession
- 1.5 Architectural Education and Society
- 9 Information Resources
- 13.2 Critical Thinking Skills
- 13.6 Fundamental Design Skills
- 13.16 Program Preparation
- 13.18 Structural Systems
- 13.19 Environmental Systems
- 13.22 Building Service Systems
- 13.24 Building Materials and Assemblies

4. Conditions Not Met

- 13.33 Legal Responsibilities

5. Causes of Concern

- 5.1 **SPC for Practice.** Several of the Student Performance Criteria (SPC) found to have been either Not Met or minimally Met, are expected to be satisfied and enhanced by the new impetus in Professional Practice AUD 461. By way of example, current coursework in AUD 461 has provided sufficient evidence associated with Construction Cost Control, and the course syllabus provides great expectations that other criteria will be satisfactorily addressed during the balance of this quarter.

5.2 **Physical Resources** continue to be a Cause of Concern, especially related to Facilities. A significantly renovated or replacement building for the architecture program continues to be a major issue for the program. Inadequate facilities exist.

II. Compliance with the Conditions for Accreditation**1. Program Response to the NAAB Perspectives**

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met	Not Met
[X]	[]

UCLA is a major urban research university with 10 colleges including The School of Art and Architecture (SOAA), which houses the UCLA Department of Architecture and Urban Design (AUD) that operates the Master of Architecture Program. SOAA includes six academic units with two museums and the Department of Architecture has five degree programs; Master of Architecture I, Master of Architecture II, Master of Arts in Architecture, PhD in Architecture and a Bachelor of Arts in Architectural Studies. The program enjoys a supportive and sympathetic knowledgeable dean. The architecture program is well placed to execute its mission for professional education and has an extensive broad range of academic and practicing faculty and laudable institutional support. The program is held in high esteem across the university and the chair as well as the faculty, is to be commended for their commitment to high academic standards and professional stewardship in the academy.

The architecture program has been a significant contributor across the academic community with open events such as lectures, exhibitions and seminars providing impressive professional and scholarly discourse. The program has also launched a summer design experience program [Jump Start] for potential and/or entering graduate students as well as an undergraduate program that offers increased access, curricular exposure and teaching assistance opportunities for graduate students. The students in the program are also exposed to a rich course work of electives, research options and extra curricular activities that enhance its academic atmosphere with the school as well as the larger university. In the previous VTR the program was encouraged to increase contact and interdisciplinary relationship within the larger university. Through conversations with the dean, chair and faculty it appears that there are indeed significant interdisciplinary projects and invested energies in the further development. It continues to work collegially with other units in the university and contributes to the campus social life.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their

individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Met	Not Met
[X]	[]

The students are a major component of both the mission and identity of the UCLA architecture program, providing diversity, creativity and pride for the success of the UCLA studio environment and to the Los Angeles community.

The core curriculum is “prescriptive” within the first two years to give students the opportunity to fully engage in a comprehensive program. However, the program manages to give students ample opportunity to choose during their elective course selections, advanced studio selection and research studio fulfilled in the third year.

Students appear to be more than prepared for the rigors of the graduate program, including those entering with architecture degrees and those from other disciplines. Some students also contribute to the program with previous professional experiences from both architecture and related disciplines. Several students choose to broaden and expand their professional experiences in conjunction with their schooling by taking part in volunteering and internship positions.

The visiting team found that students are heavily exposed to both national and international contexts of practice as well as the work of the allied disciplines through intense research and design investigation. The marriage between research and design is clearly defined within the core curriculum and the supporting course work where students continue to show continuous dedication. The visiting team encourages students to become more actively involved in the American Institute of Architecture Students (AIAS) at UCLA's local chapter level and at the national level.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[]

Students demonstrate an understanding of the preparation for the transition to internship and licensing, which is largely attributable to the active, professional practice of the majority of faculty members. The syllabus for the new Professional Practice AUD 461 course which is being taught for the first time this spring, promises to provide a formalized presentation of the transition to internship and licensure. The visiting team strongly encourages the program to increase student participation in their annual Intern Development Program workshop.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program’s particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects’ obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[]

The program demonstrates it prepares students for the profession through various means. First, the department clearly has made students aware of the NCARB, AIA and AIAS organizations and their purpose. More directly, the work of the department’s faculty reflects a diverse spectrum of projects both nationally and internationally, thereby bringing that experience into the studio. Also, the program’s emphasis on digital technologies familiarizes students with file to fabrication techniques, which is a future of the profession. Dedicated research programs offer students the opportunity to specialize in a topic that can empower them in the profession. Teaching alliances with many architectural designers, fabricators and engineering consultants outside the department also helps to forge a smoother transition into the profession. The offering of community subjects for the advanced topic studios provides the students with an important outreach component to the society at large while offering them leadership opportunities. These qualities warrant a Well Met.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[]

This condition is Well Met. The Visiting Team found very successful examples of how it prepares students to address social and environmental issues through architecture and urban design. In the core sequence this is accomplished through the close coordination of studio courses and support courses in the core sequence, followed with opportunities for in-depth investigations in the research studios. Societal issues are particularly well met in the Architectural Programming course AUD 291, in parallel with an urbanism

studio. Environmental issues are well met in the building as landscape studio, which is paired with the climatology course.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Met	Not Met
[X]	[]

The visiting team found evidence of several self-assessment procedures developed by the program to expand and fulfill its vision. The program is structured to engage students and faculty regularly to evaluate the curriculum and other needs. In addition, the team also found evidence of engagement with alumni as part of the self-assessment procedures. The university requires yearly re-assessment of the strategic plan and self-reviews of every program every eight years.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met	Not Met
[X]	[]

The *UCLA Architecture & Urban Design 2009-2011* catalog contains the exact language required by NAAB with two minor exceptions: In the third to the last sentence, the word “educational” was omitted in the phrase “...established *educational* standards.” Also, in the second to the last sentence, the word “which” was substituted for the word “that” in the phrase “...professional graduate degree, *that*, when earned...” While the APR is silent on the referral of faculty and students to the NAAB website, its URL is included in the catalog.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met	Not Met
[X]	[]

The visiting team found evidence that this condition is met, particularly with regards to students and staff. Nevertheless, the visiting team strongly encourages the program to more aggressively pursue more imaginative ways to recruit faculty of a more diverse background within the restrictions of California's policies against affirmative action.

5. Studio Culture

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met	Not Met
[X]	[]

The five-studio sequence within the core curriculum, as well as the Advanced Topics Studios and Research Studios, are the true foundation of the program. These studios, in conjunction with supporting coursework, set the tone for a comprehensive studio atmosphere. It is apparent that there is a strong studio culture environment within the program's first, second and third-year studios, as well as with the undergraduate students who are co-located within graduate studios. The use of more desktop computers than laptops creates a fixed working environment that encourages integration, dialogue, and collaborative efforts between students and faculty.

The Studio Culture Policy document provided in the *Architecture Program Report* section 4.2 clearly outlines the meaning and identity of the studio culture within UCLA architecture program. The studio culture document, which is drafted as a way to assess the current studio culture, is also in analysis that helps to alter and improve its current conditions. The document seems to clearly outline an accurate assessment of the studio environment. However, this document needs to become more readily available to students and faculty. It appears that the studio culture document is acknowledged within the department by faculty; however students seem to lack an actually understanding of the policy document and the true meaning of "studio culture." Nevertheless within the architecture program the students are aware of the benefits that collaborations, studio interaction, time management and dialogue can have on a positive work environment.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met	Not Met
[X]	[]

There are currently 150 M.Arch.I students in the program, an increase of 29% since the last VTR. There are 13 full time faculty and 28 part-time faculty members for a fulltime (FTE) of 20.98, and producing a studio student-to-faculty ration ranging from 12:1 to 15:1. With a target class size of 45 with 34% of applicants being accepted the student population is highly selective. Of those entering in 2004 90% graduated or were still in the school in 2008. The team expressed concern

that the FTE support should maintain a proportional relationship to added teaching expectations.

The department administration includes a chair, vice chair and has added an associate vice chair since the last VTR with a seven member staff and 10-14 work-study student assistants. The program has lost one IT specialist, and it is currently searching for a financial specialist. The program anticipates a business-planning director who will assist with career counseling. Administrative support is stable and faculty service, research and teaching loads are adequate. There are 9 students with teaching assistant assignments in the M.Arch.II program and 12 students with assignments as Course Readers.

While the chair should be commended for significant increase in development gifting at the departmental level and the dean’s development office seems sufficiently staffed and structured to support the needs of the program, there was significant concern expressed by all parties - faculty, chair and dean - regarding the need for major gift support for a new building or significant renovation of the current facility.

7. Human Resource Development

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

Met	Not Met
[X]	[]

Development of the staff occurs on several levels. First, design faculty members are moved across the various studio levels offering opportunity for professional and intellectual growth. The faculty is encouraged to devise topics that cover a broad array of subjects or to perform deep dives on particular topics thereby providing these faculty members with similar opportunities – the research studios are a clear example of this. The program promotes its faculty externally through events and activities and encourages them to do so on their own with the program’s support through publications and their respective selection of research topics; this creates the type of symbiotic relationship that is both beneficial for the teacher as well as the program.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[]

Relative to the size of the student body, the department’s facilities are of a size to offer an above average student to square foot ratio. The fabrication shop is quite large and is equipped to fully serve the needs of the students as is the architecture library housed in an adjacent facility. Relative to the last report, the main lecture hall has received the necessary acoustic treatment and all the previous renovation work on the fabrication shop appears to have been completed. However, the facilities still show signs of deferred maintenance and code compliance, including minor ADA breaches as well as structural and weather sealing problems. The dean has mentioned that the school is looking for a significant donor to upgrade the facilities so this subject

is clearly still within the school's consciousness, and we encourage additional vigilance on this subject for the benefit of the program.

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720–29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[]

The team found evidence that this condition was well met. UCLA has a librarian dedicated to architecture, design and digital Services. The 19,000 volume NA collection housed in the Arts Library is extensive; in addition to special collections, rare books and publications. Digital resources are equally impressive.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[X]	[]

The visiting team found that currently the program has financial support comparable to that of other architecture programs of similar size. In addition, the program has been very imaginative in finding outside sources to fund extraordinary experiences for its students such as travel abroad for the research studios. Nevertheless, if the program is to continue to be strong, it will need to be protected from university-wide budgetary cuts.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met	Not Met
[X]	[]

UCLA is a member of the Western Association of Schools and Colleges. The program is set up as a department within the SOAA, with its own chair and complete control over its curricular offerings and budget. This affords the program the level of autonomy necessary to execute its mission.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: 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 electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met	Not Met
[X]	[]

The program fulfills the curricular requirements for the M.Arch.I degree. General studies and electives other than architectural content are fulfilled by the applicant's undergraduate degree, and the M.Arch.I program fulfills NAAB professional studies requirements with sufficient architectural electives to allow students to pursue their special interests.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, writes, listen, and speak effectively

Met	Not Met
[X]	[]

The visiting team has concluded that each graduate student acquires the knowledge and ability to read, write, listen and speak effectively within the core curriculum including both studios and supporting courses. The students show a strong ability to write, especially in the Theory of Architecture AUD 201 and Architectural Programming AUD 291 as well as in the chosen Research Studio AUD 403.

The design studios taken throughout the first and second years help to further expand these skills preparing students for the option of taking advanced electives both in and outside the department of architecture. The Research Studios AUD 403 (A, B & C) act as the culmination of the sequence where students are expected to demonstrate advanced speaking and writing skills.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met
[X]	[]

Critical thinking is the pedagogical backbone of the school and to that it excels. The required Theory of Architecture AUD 201 course has an extensive reader with most if not all of the critical contemporary texts clearly organized around a series of ideas. The design studio projects, from their analysis to execution, reflect a clear understanding of and ability to navigate through complex issues to arrive at solutions that are relevant to the subject and stated problem(s). This level of ability warrants a well met.

13.3 Graphic Skills

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

Met	Not Met
[X]	[]

The student work exhibits extraordinary graphic ability with a level of facility that meets much of the criteria, especially in all areas involving representation. The visiting team encourages increased exploration in the role of freehand drawings and development process documentation.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met	Not Met
[X]	[]

The visiting team found evidence that this requirement is well met. Research is part of the mission of the program and it has been successfully embedded in every studio throughout the studio sequence, which culminates in the Research Studio. In addition, there is ample demonstration of research skills in the critical studies area, the programming course and the sustainability courses.

13.5 Formal Ordering Skills

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

Met	Not Met
[X]	[]

This criterion is met in Introductory Design Studio AUD 411 and Building Design with Landscape Studio AUD 414.

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met	Not Met
[X]	[]

Students show a consistent understanding and ability to execute architectural principles by following “guidelines” that support them in the organizational means and methods of the design studio undertakings. These studios fall under the first and second years of the core curriculum. This ability is expanded by the support of the first and second year required courses and the knowledge gained. Fundamental Skills achieve the level of WELL MET, especially by the time students reach the third year Research Studio AUD 403.

13.7 Collaborative Skills

Ability to *recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team.*

Met	Not Met
[X]	[]

The visiting team found substantial evidence which supports the presence of interdisciplinary design teamwork. The integration of hiring outside structural engineers and building systems consultants provides students with a wealth of knowledge and practical experience that is invaluable. In the core sequence, the students are required to collaborate in early phases of projects. In the upper-level studios, the students have abundant opportunities to participate in team projects.

13.8 Western Traditions

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

Met	Not Met
[X]	[]

Contemporary Western Tradition in architectural theory is a strength of the program. There is also evidence of deep interest in climatic, technological, socioeconomic, and other cultural factors in the advanced studio offerings.

13.9 Non-Western Traditions

Understanding of *parallel and divergent canons and traditions of architecture and urban design in the non-Western world.*

Met	Not Met
[X]	[]

This criterion is met with many indirect methods as there is no required survey course offered to address this requirement. Due to the cultural and geographical nature of the school’s location, the large population of non-western students and faculty in the program, the availability of non-western electives and perhaps more importantly design studios that take on topics in non-western cultures especially in the research studios, this criterion has been met.

13.10 National and Regional Traditions

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

Met	Not Met
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[X]	[]
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It is concluded that the students have an understanding of both national and regional traditions by categorizing methods of construction which use both local and national available resources and traditions to help assist local needs, especially within Comprehensive Design Studio AUD 415 and Building Construction AUD 437. Within the Comprehensive Design Studio students undertake a thorough investigation of architecture, landscape design, urban design and site analysis. With the support of Building Construction AUD 437 students gain a further understanding and learn the importance of striking a balance between the design and construction process.

13.11 Use of Precedents

Ability to *incorporate relevant precedents into architecture and urban design projects*

Met	Not Met
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[X]	[]
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The program incorporates relevant precedents into architecture and urban design projects following thorough investigation of precedent in study assignments in multiple courses.

13.12 Human Behavior

Understanding of *the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment*

Met	Not Met
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[X]	[]
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The visiting team found evidence to support students' understanding of the correlation between human behavior and the physical environment, in a variety of required course offerings.

13.13 Human Diversity

Understanding of *the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects*

Met	Not Met
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[X]	[]
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Evidence was found to support an *understanding* level of accomplishment.

13.14 Accessibility

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

Met	Not Met
[X]	[]

Evidence of this ability was found in various projects, but on an inconsistent level that could use improvement.

13.15 Sustainable Design

Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

Met	Not Met
[X]	[]

This criterion is met in Building Climatology AUD 442 and reinforced in Building Design with Landscape Studio AUD 413 and Environmental Control System AUD 441.

13.16 Program Preparation

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

Met	Not Met
[X]	[]

This criterion continues to be well met. A continual strength of the program, programming is explored in required lecture courses as well as a focused explicit exploration of complex program manipulation in the AUD 414 Major Building Design Studio work. Students are also exposed to broad exploration of program in the advanced topics Studio.

13.17 Site Conditions

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

Met	Not Met
[X]	[]

Students represent the ability to act in response to both natural and built site conditions including characteristics pertaining to topography, building adjacencies, environmental conditions and infrastructure. The Building Design with Landscape Studio AUD 413 incorporates the execution of these responses by integrating a highly intensive research component into the design process. The design process is fully supported through the investigation of case study analyses. The major Building Design Studio AUD 414 taken in

the second year also displays the ability to fully develop and resolve a program taking into consideration the design and contextual issues.

13.18 Structural Systems

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

Met	Not Met
[X]	[]

Well met, and students are performing at the *ability* level.

13.19 Environmental Systems

Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

Met	Not Met
[X]	[]

The visiting team found that this criterion was well met by the Building Climatology AUD 442 and Environmental Control Systems AUD 441 courses. In addition, several studios including the Comprehensive Studio AUD 415 expand the students' ability to apply environmental principles.

13.20 Life Safety

Understanding of *the basic principles of life-safety systems with an emphasis on egress.*

Met	Not Met
[X]	[]

Understanding of the basic principles of life safety and egress systems was observed in Comprehensive Design Studio AUD 415. However, the limited scope and complexity of the Studio (a steel-framed house) limits the exploration and development implied by the criterion.

13.21 Building Envelope Systems

Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

Met	Not Met
[X]	[]

Work in the studio reflects a clear understanding of the principles and appropriate application and performance of building envelope materials and assemblies.

13.22 Building Service Systems

Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

Met	Not Met
[X]	[]

This SPC is well met. The Environmental Controls Systems AUD 441 well supports this criterion and is validated by significant transference in the design courses.

13.23 Building Systems Integration

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

Met	Not Met
[X]	[]

The team was impressed with the articulation and integrative content of Comprehensive Design Studio AUD 415. However, the scale and scope of the given project precludes clear illustration of certain aspects of building systems integration, and the previous core studio courses AUD 413 and AUD 414, while at a sufficient scale and scope, are not structured with the necessary level of building systems integration.

13.24 Building Materials and Assemblies

Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

Met	Not Met
[X]	[]

This requirement is well met not only in required lecture courses and the comprehensive studio, but the proficiency regarding building materials and assemblies in several studio assignments.

13.25 Construction Cost Control

Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

Met	Not Met
[X]	[]

Coursework incorporated in Professional Practice 461 reflects a detailed approach to construction cost estimating and an understanding of life cycle costing.

13.26 Technical Documentation

Ability to *make technically precise drawings and write outline specifications for a proposed design*

Met	Not Met
[X]	[]

Technically precise architectural drawings were clearly in evidence such as in Comprehensive Studio AUD 415 and Building Construction AUD 437 and several of the Research Studios. Evidence of Outline Specifications, however, was not found, but the current Professional Practice AUD 461 has a comprehensive Outline Specification exercise that would clearly meet this requirement.

13.27 Client Role in Architecture

Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

Met	Not Met
[X]	[]

The visiting team found evidence in various coursework supporting students' understanding of the correlation between architect, owner and user.

13.28 Comprehensive Design

Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

Met	Not Met
[X]	[]

The comprehensive design criterion is met in the Comprehensive Studio AUD 415; however, the limited scope and complexity of the Studio (a steel-framed house) limits the exploration and development implied by the criterion.

13.29 Architect's Administrative Roles

Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

Met	Not Met
[X]	[]

Evidence has been presented that meets this criterion. Of particular note is the program's practice of integrating consultants (structural, mechanical, etc) into the studio instruction.

13.30 Architectural Practice

Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

Met	Not Met
[X]	[]

In various assignments and syllabi, this criterion has been met.

13.31 Professional Development

Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

Met	Not Met
[X]	[]

This criterion has been met in Professional Practice AUD 461.

13.32 Leadership

Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

Met	Not Met
[X]	[]

The visiting team has concluded that students have a strong understanding of the meaning of leadership within the role of architect.

13.33 Legal Responsibilities

Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws.*

Met	Not Met
[]	[X]

This criterion has not been met. Due to a faculty retirement, the Professional Practice course was not taught in 2008 or 2009. A new course format has been developed with a comprehensive syllabus which is expected to result in a substantially improved student performance outcome. The new course format is presently being taught for the first time.

13.34 Ethics and Professional Judgment

Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

Met	Not Met
<input checked="" type="checkbox"/>	<input type="checkbox"/>

Evidence has been provided on recognition of ethical values as demonstrated in coursework. However, the visiting team's perception is that this criterion has been only minimally met given that Professional Practice 461 has not been offered in the past two years, until this spring quarter, 2010.

III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2010 UCLA Architecture Program Report.

The University of California at Los Angeles (UCLA) ranks among the world's preeminent universities. Known for academic excellence, many of its programs are rated among the best in the nation and some among the best in the world. Founded in 1919, UCLA is the largest campus in the University of California system, a network of ten campuses linked together by centralized administrative and financial elements, with each campus largely independent with regard to educational responsibilities. UCLA is devoted to undergraduate and graduate scholarship, research and public service.

Some 174 buildings on 419 acres house the College of Letters and Science plus 11 professional schools and serve over 39,000 students. Another major period of campus development is currently nearing completion, providing needed additional space for a new medical center, student housing, engineering, science and technology research programs, and the arts, while several of UCLA's older buildings are being made earthquake-safe through a broad seismic correction program.

The Master of Architecture (M.Arch.I) degree program is offered by the Department of Architecture and Urban Design, one of the largest departments in the School of the Arts and Architecture (SOAA). The SOAA, under the leadership of Dean Christopher Waterman, is dedicated to educating exceptional artists, architects, designers, performers and scholars who are enriched by a global view of the arts and prepared to serve as cultural leaders in the 21st century. In addition to Architecture and Urban Design, graduate degree programs within SOAA are offered by the Departments of Art, Design and Media Arts, Ethnomusicology, Music, and World Arts and Culture. The School is also the home of the Center for Intercultural Performance, the Fowler Museum of Cultural History, UCLA Live at Royce Hall, and the Hammer Museum of Art.

2. Institutional Mission

The following text is taken from the 2010 UCLA Architecture Program Report.

Like other research universities, UCLA's mission is threefold: education, research, and service.

In 2001, UCLA Chancellor Albert Carnesale noted the inter-related nature of these three fundamental activities:

Because these components are synergistic, our contribution to society is one in which the whole is greater than the sum of its parts. On our campus, education, research, and service are not mutually exclusive categories. The same people are engaged in all three activities, and all three endeavors thrive.

The 1974-78 University of California Academic Plan expands upon the meaning of the three-part mission:

The distinctive mission of the University of California is to serve society as a center of higher learning... Providing long-term societal benefits through

transmitting advanced knowledge, discovering new knowledge, and functioning as an active, working repository of organized knowledge. That obligation... includes undergraduate education, graduate and professional education, research and other kinds of public service...

3. Program History

The following text is taken from the 2010 UCLA Architecture Program Report.

The Department of Architecture and Urban Design was originally housed with the Department of Urban Planning in the Graduate School of Architecture and Urban Planning (GSAUP). Two years after Harvey S. Perloff was appointed Dean of GSAUP, the M.Arch.I program was begun in 1970 (with Tim Vreeland as program Head) and has been continuously accredited by the NAAB since 1977.

In 1985, Richard Weinstein succeeded Perloff as Dean of GSAUP. The UCLA Professional Schools Restructuring Initiative (PSRI) in 1994 resulted in the administrative relocation of the Department of Architecture and Urban Design in a new School of the Arts and Architecture (SOAA), while Urban Planning became a Department within the new School of Public Policy and Social Research. In 1996, Sylvia Lavin was appointed Chair of the Department. Under her leadership, the department developed a curriculum that integrated history and theory, fabrication and technology, and design research. In 2007, Hitoshi Abe was appointed Chair of the Department. Building on the legacy first established by Perloff and continued by the active recruiting policies of Weinstein and Lavin, the Department now enjoys a most significant, intellectually and culturally diverse design faculty. A roster of internationally recognized practitioners, including Thom Mayne a Pritzker Prize winner, imbues the program with expert architectural and urban design experience through their commitment to teaching. Real projects from their professional offices, along with the clients, consultants and technical and code constraints they entail are often used for advanced studio projects. The core studio sequence prepares students for this rigorous training by focusing both on traditional architectural skills, such as drawing, model making, the integration of building technologies and document production, as well as on the commitment to progressive design that explains and characterizes the achievements of the UCLA faculty.

This strength of instruction in architecture and urban design has more recently come to be matched by teaching in the areas of critical studies and digital technologies. In the last several years, we have hired two assistant professors in the technology area who have strong ties to professional practice and one assistant professor in critical studies. Many of our design faculty collaborate with the best engineering firms in Los Angeles. Their obligation to UCLA is teaching, but they share with students the advanced expertise acquired through the research efforts of internationally recognized firms such as Buro Happold and Thornton Thomasetti. The rich offerings in critical studies provide students with access to a broad range of material in the history and theory of architecture: together, these courses encourage students to understand the cultural, social and civic importance of their efforts as professional practitioners.

The range of experiences that the Department is currently able to offer students is further enhanced by the rich culture of the urban environment that supports our extraordinary faculty and programs. Frequent visitors to the Department include local and international practitioners, consultants and collaborators, members of government, and researchers and scholars from a vast array of institutions. This broad community often comes together at events that also include the general public. Indeed, part of our community service entails a commitment to assisting members of the public to become effective clients and

consumers of architecture. The Department's engagement with Los Angeles helps make the Department of Architecture and Urban Design (AUD) an ideal place to earn a rigorous, challenging and exciting professional education.

4. Program Mission

The following text is taken from the 2010 UCLA Architecture Program Report.

The primary goal of the M.Arch.I program is to provide an exceptional education that will assist our graduates to become leaders in the field. This goal demands that we not merely meet but exceed the requirements of professional training because the problems and responsibilities facing the architect today have grown to include issues associated with globalization, threats to the environment and promising new developments in the application of the computer to design and construction. These paradigm shifts suggest that research should be given a priority, especially in the context of major university located in a national center of high technology, we are, therefore, engaged in architectural research that moves from the realm of pure experimentation to applied urban design research in the Los Angeles region.

We also believe that our students can contribute significantly to contemporary life through their creative work on the physical environment, their understanding of the civic and ethical importance of their practice and by engaging the historical role of architects as public intellectuals.

This mission is pursued through a studio-centered curriculum in the areas of both architectural and urban design, as well as significant course work in technology and critical studies and history. These three areas of the curriculum are unified not only by the standards of professional excellence and competence but by a consistent emphasis on rigor, innovation and imaginative experimentation.

Indeed, within a world whose economies, natural resources, and emergent global tendencies are in a state of flux, we offer an architectural education that coordinates the teaching of longstanding fundamentals with the new techniques arising out of these powerful, changing conditions. Accordingly, the Department has launched three programmatic initiatives:

1. To expand design culture through the development of cross-cultural programs that also prepare our students for an increasingly international practice.
2. To mediate the transition from an academic environment to practical realities in the field, a program of sponsored applied urban design research on Los Angeles.
3. To explore the relationship between design, new digital and robotic technology, and the environment through partnerships with industry.

Central to the realization of our goals is an outstanding faculty that represents a wide-range of professional models from those that focus on local and community issues, to major international firms with global reputations, to hybrid forms of interdisciplinary practice.

The M.Arch.I program is uniquely situated within both a major research university and one of the world's most significant and yet complex metropolitan centers. Consistent with this setting, the program focuses both on the "real world" challenges our students will face, as they become the next generation's practitioners and on the speculative investigations that permit architecture's development. Building on an excellent and indispensable professional training, the program seeks to steer architecture toward the

technological forefront by preparing students to become expert in sophisticated modes of digital design, generation, visualization and manufacturing. Our students understand that their work today on emergent technologies - many of them generated first within the Southern California Region - will become the basis of significant changes in the production of architecture. At the same time, the program emphasizes the cultural resources provided by the University, SOAA, and Los Angeles as the multicultural nexus of the Pacific Rim. This emphasis promotes commitment amongst our students to the social, aesthetic and urban significance of the design profession.

Approved by Faculty: 08/31/09

5. Program Self Assessment

The following text is taken from the 2010 UCLA Architecture Program Report.

1.5.1 Toward a Vital Platform

In keeping with our mission to provide an excellent professional education and to exceed these demands by producing leaders in the field, the M.Arch.I program has been expanded and intensified in a number of significant ways. In general, we have endeavored to maintain and improve the core curriculum and enrich it through a series of ambitious supporting programs that connect to other departments in the SOAA, to domestic and international professional societies -such as the American Institute of Architects (AIA), to corporate collaborators, and to AUD alumni.

This new web of relations reflects a globalized society that is constantly transforming culture, policy, and the environment. Connected through computational technology, which has itself promoted dynamic, negotiable borders, within and among disciplines, we are also focused on the ways in which these digital environments have affected our own discipline. By examining these changing relations, between cultures, between design and technology, between theory and practice, we seek to bring into focus the forces that are shaping the future of architecture and urban design.

1.5.2 The Three Initiatives and their Interaction (Introduced in the fall of 2008):

The three initiatives (stated above in the Program Mission section 1.4) create and provide: alternative funding, corporate partnerships, collaborations with the professional community, related events such as symposia and exhibitions, special studios, traveling studios, and publications. Each of these initiatives concentrates on different but related areas, in that each has the potential to affect the other. In addition, all three are subject to the influence of a critical milieu and intellectual discourse arising from the study of history and theory that is more subtle but pervasive, and contributes to the energy of the overall creative enterprise. We have expanded our strengths in this crucial area through publications and public programs.

1.5.3 Architecture Studio and the Curriculum

Since 2004, the core curriculum has continued to undergo changes that have reflected the dynamic conditions of global architectural practice. As computation has itself continued to embed itself deeper into all aspects of design, construction, and project management, UCLA has endeavored to be at the forefront of these changes in the classroom. To do so, we have introduced courses in 2D and 3D software in the first two quarters as well as more specific project documentation requirements that employ the machines such as laser cutters, 3D printers, vacuum formers, and CNC milling machines. These techniques are taught alongside the development of sensibilities in more traditional, analogue modes of process and representation such as model building, sketching, and hand drafting.

The convergence of these tools and techniques, in addition to early instruction in hand-based skills, occurs most prominently in the technology seminars and in the 415 comprehensive architecture studio given in the Winter of 2nd year. Further still, the 414 Architecture Studio, a program intensive project often located on pressurized sites, has placed more emphasis on the urban design aspect of architecture and its role in civic responsibility. We have initiated an ongoing experiment that merges the required Programming course with 414 in order to engage community issues more explicitly in the studio.

1.5.4 Perloff Hall and the Physical Plant

Since 2004, several improvements have been made to the physical plant that are necessary to support our mission and to expand our teaching and research goals. We renovated our main public events space, the Decafe, to include a faculty/student designed interior which improves acoustics and creates visually and tactilely stimulating space. We made safety improvements to the shop including improved ventilation, separate spaces for CNC equipment, after-hours locks on all power tools, a spray booth and shop tables for model and prototype assembly. We procured additional laser cutting machines and new vacuum forming equipment. We completed several digital instruction and presentation spaces in the basement and on the studio level. Lastly, we renovated several spaces to provide studio space on the first floor for students in three of our programs. In addition, we recently completed an in-house program assessment of our future space and technology needs with an emphasis on reorganizing our working environment to reflect our use of manufacturing technologies in the architecture studio. Additional improvements are necessary to replace space now used by the Bachelor of Arts in Architectural Studies (BAAS) program and M.Arch.II programs as well as the replacement or repair of the leaking window walls on the studio level. The following large scale improvements are needed:

Technology Center and Shop:

Because of our mission to steer our students toward the technological forefront by training them to become expert in sophisticated modes of digital design, generation, visualization and manufacturing we have developed the first phase of a Technology Center that has for the last three years accommodated instruction in 3-D manufacturing and other emergent forms of digital output and production. Located in a significantly larger space within Perloff Hall, the Technology Center has become vital element in the delivery of new forms of research undertaken in the Department. Together the improvements will stimulate our students in their work in model making and in the manufacture of architecture and components of architecture. The Technology Center will continue to reinforce the objectives of more effectively integrating design and technology that we are also trying to achieve through the curriculum.

Studio:

Of tremendous significance to students is an improved studio facility that would allow us to confront the new realities of architectural production that requires the simultaneous use of drawing, models and computers. Current furnishings and layout do not adequately reflect the real conditions of studying architecture in the 21st century. Better means of facilitating model making in the studio, the storage and use of computer equipment, while also providing more social space for student/faculty interaction, is being sought. In order to practically explore the possible ways in which these improvements may be made, either through renovation, expansion, or building new, the Department will have to secure funding to carry out a feasibility study on these options. As an enhanced learning experience is dependent on students interacting with each other, it would be highly desirable for all students to work in a contiguous space.

Building Structure and Envelope Concerns:

The University is currently investigating foundation settlement issues that have compromised the building's brick cavity wall below and the studio window walls above. In addition to moisture problems, the windows do not operate properly and this poses a safety risk to students working in the studio. Moisture infiltration puts student work and student-owned computing equipment at risk as well as the Information Technology wiring and electrical outlets that run along the studio walls. The results of the structural investigation will help us to plan for either major improvements and repairs to the existing building or the design and construction of a new building to house our expanding department.

1.5.5 Development

The State of California and consequently the AUD are currently facing very substantial budget reductions. The impact of these recent developments is compounded by the fact that they follow upon a period of limited fundraising on behalf of the department, a condition only recently remedied as discussed below. As of Fall Quarter 2009, the cost to attend UCLA will increase significantly due to higher tuition and fees. Although, when compared to the Ivy League schools with which we compete, the AUD program is still considered to be one of the most desirable schools in terms of quality of education for the cost.

As a public University, we are mindful of our obligation to provide an outstanding education to as broad an economic group as possible. In addition to addressing the basic cost of education, more awards and fellowships that can assist continuing students and acknowledge excellence in student accomplishments would permit us to recruit students more successfully and achieve our mission of training professional architects who offer uncompromising service and also lead and direct the field. We consider it important to find more ways to provide direct tuition remissions, support in the form of Teaching Assistantships, readerships, research assistantships and other kinds of student support despite decreasing state and university support.

Toward this end, the department seeks increased financial independence as insurance against unpredictable and decreasing levels of support. As part of this effort, we will proceed 1) to apply a differential professional degree fee that was unanimously supported by the faculty and current student body, 2) to direct further personnel resources to development efforts, and 3) to develop other funding sources in addition to Jumpstart – our career discovery program-such as summer workshops in portfolio design, advanced modeling and fabrication. Begun in 2005, Jumpstart has successfully raised substantial funding that has been used to directly support the department mission.

We plan to increase our development capacity with these efforts:

a) To strengthen cooperation between the department and the SOAA

Chair Hitoshi Abe has worked closely with new SOAA development staff since his arrival. This follows several years of enhanced support by the Dean of the SOAA and his Advisory Board. Together the dean and Chair Hitoshi Abe, assisted by faculty, have raised close to \$1M to support new educational initiatives (described elsewhere). The team attracted private sponsors, corporate partners and various grants to the department. Our department plans to create a new position, the Director of Development, in order to expand the team. The UCLA magazine, distributed across the campus and to alumni, has begun to cover important department accomplishments. In addition, with the support of the Dean's office we have begun to consider substantial renovation and/or new construction of the department's building.

b) To launch project based fundraising

As mentioned in our program self-assessment, three initiatives were introduced in 2008. These are supported with project based fundraising from private sponsors, corporate partners, grants, and professional collaborators. Currently, our two research centers

alone (cityLAB and the Experiential Technologies Center) garner over a million dollars worth of project-based support annually. With further attention to development by department personnel, we hope to expand the reach and effectiveness of project-based fundraising.

c) To strengthen ties to alumni and local professionals

We have made significant progress in improving relations with alumni and local professionals and are working on a number of initiatives currently. Our Director of Special Projects regularly communicates with alumni and local professionals as part of her public outreach announcements. We make a special effort to invite both alumni and professionals to our events including our end of year public exhibition, invited juries of student work, and celebration, called Rumble. Last year we hosted our first annual distinguished Alumnus Lecture and an alumni exhibition. Other contact with alumni and local professionals is made through lunchtime lectures, juries, American Institute of Architecture Students (AIAS) sponsored office visits and part time teaching opportunities in Jumpstart. As a result, these communities have begun to actively support our mission and events. In addition, we are working with the Dean's office to establish an involved alumni association.

d) To actively promote the department's accomplishments and role as a leading center of research and architectural education

The department is initiating various projects to promote itself outside of the University. These include increasing the emphasis on publications, redesigning our department website, and producing a short film on DVD which showcases the work of our research studios in 2006-07. Our publication program focuses on research in a publication series that includes *Thought Matters*, *L.A. Now: Volume Three and Four*, (which was awarded the Progressive Architecture Award in 2005), *Madrid Now*, and *Crib Sheets*. These publications introduce the ideas and aspirations of UCLA to an international architecture and design community and our students to the importance of publications to the evolution of discourse. In addition, several international publications have featured the department, its students and its faculty.

Currently we have several publications in development phase. The first is *Contemporary Plasticity* examining the research produced through the coursework and content in the departments' technology seminars led by former faculty member David Erdman, Assistant Professor Jason Payne, and Assistant Professor Heather Roberge. The second is *Megavoids* led by Professor Neil Denari focusing on future urban scenarios played out across super large open sites that remain undeveloped. The third is a film for *Technology Transfer* led by Professor Greg Lynn in collaboration with Walt Disney Imagineering exploring the impact of new manufacturing and digital technologies from aerospace, naval, automotive, defense and entertainment industries on architectural form.

cityLAB, a research center in our department headed by Professor Dana Cuff and Adjunct Associate Professor Roger Sherman, has become recognized as one of the leading urban think tanks in America, attracting both public project opportunities and research funding that support our graduate students. The Experiential Technologies Center (ETC), Led by Professor Diane Favro, promotes the use of new technologies for experiential research in diverse disciplines including architecture, the performing arts, classics, and archaeology among others while supporting cross-disciplinary collaborative research by faculty and students and fostering partnerships between UCLA and other colleges and universities.

Benefits of Recent Development Funds:

A portion of our recent development funds have supported guest lectures by local as well as internationally recognized practitioners. These funds are also supporting workshops, symposia, traveling studios, and several publications of student and faculty work in the

form of widely distributed illustrated monographs. A recent event of note was an international conference on architectural education, funded by the Japan Foundation, with wide attendance by leaders in the field. These activities have substantially raised our profile both within the University, the Chancellor's Office, and beyond and assisted us with student recruitment.

Our department and our School continue to seek development funds. Given the current and projected state budget situation, development is no longer an optional activity but rather is a requirement for the maintenance of public outreach programs, student and faculty support, and the hiring of visiting faculty and professional consultants. In addition, advanced digital and manufacturing equipment, improvement to the physical plant and funds for publications, lectures, guests, travel and research are on-going requirements of a program such as ours that is part of a major University. Without an adequate focus on these needs, the program is concerned about its capacity to remain competitive especially as tuition continues to rise.

1.5.6 Faculty

By far the strongest feature of our program and our major resource in fulfilling our mission is the quality of our faculty. Particularly noteworthy is the large number of tenured, senior faculty with active professional practices (including a Pritzker Prize winner), many of whom lead the way in the international scene. Balancing the strength of our design faculty is a critical studies faculty of equal repute. The program now embraces the challenge of finding more effective ways to engage faculty in student advising and to take advantage of the professional experience they can bring to the school. During the report period, two studio faculty members, Greg Lynn and Neil Denari, have advanced to regular tenured positions. Recently, a series of task forces have been established with faculty to discuss ways in which our pedagogy can be improved. For example, a team is exploring the complexities of studio culture, with issues ranging from teaching techniques to the effectiveness of jury configurations and the structure of reviews, interaction among studios, and ways to increase awareness of faculty interests outside of studio instruction. One outcome of this has been the establishment of an informal lecture series entitled "Obsessions", giving faculty a chance to speak about their passionate interests both inside and outside of architecture. In all, our goal is to use the broad experiences of our faculty to enrich the general culture of the Department and to produce a greater awareness of contemporary debates among our students.

Our junior faculty is among the best in the country: we are regularly confronted with the need to retain our faculty after they receive attractive offers from other highly competitive schools. Our most recent tenure track hires include one, Michael Osman, in the Critical Studies (History and Theory) area, and two architecture studio faculty members, Heather Roberge and Jason Payne. Since assisting in the professional development of young architects on its faculty is one of the missions of an architectural school in a research university, many measures are currently under discussion for improving our role in this area. Expanding the range of voting rights, finding more opportunities for interaction between senior and junior level faculty, and clarified hiring procedures are currently under discussion.

1.5.7 AUD in UCLA in LA

The department is expanding our engagement with contemporary issues of urbanization by increasing our involvement in southern California projects of concern to the community.

Many of the option studios we offer address the social complexities of Los Angeles as it is, while others focus more on architectural concerns associated with the character of the region and its natural circumstance.

With corporate funding from sources as diverse as Toyota Motor Corporation (2008-09) and Walt Disney Imagineering (2009-10), and with significant private donations, the department has recently expanded its position within the greater Los Angeles community. cityLab, established by two members of the faculty, is one of the school's important organizations focused on pure and applied research in the realm of innovative urban architecture and urban design, and has since its inception in 2005, become a focal point for project and competition based outreach, attracting significant external funding. The department's participation in the campus Arts Bridge program and other activities should also be more prominent.

Professional practice, internships, summer programs and career development: In order to attend to the professional needs of our students and to better integrate issues of professional practice into our program, the department seeks to strengthen areas outside the regular curriculum. Some of our goals are short term while others are more long term. Short term efforts focus on increasing the information available to our students. This can include workshops on professional issues such as the Intern Development Program and licensure, as well as organized discussions with local practitioners. We also want to enhance our students' ability to gain summer employment through better advising, interviewing skills, resume and portfolio creation, as well as advising that assists students with summer employment opportunities. For the long term, we seek greater involvement of UCLA alumni and architectural practices in the region. Strengthening relations with both alumni and local practitioners should make the resources of successful practices available to current and graduating students. These short and long term goals are intended to augment our professional practice teaching within the curriculum, both in specific courses and in terms of our strong studio faculty practitioners.

1.5.8 Diversity

The AUD is committed to the principles of equality and diversity, a fact evident in the large percentage of women (currently 45%) and students of color (currently 25% of the student body) and a culturally-expanded orientation in the curriculum. These numbers are slightly higher than NAAB's reported national averages for M.Arch.I programs (41% female and 21% students of color in the 2008 Report). The department recognizes the need to further increase its diversity, particularly in light of the demographics of the Los Angeles region. Specifically, the department wants to continue to attract more underrepresented students of color, along with maintaining gender balance.

In the wake of Proposition 209, which prohibits state institutions from considering race, sex, or ethnicity, new means of confronting the challenge of developing a more diverse student body and faculty must be found. For students, although no applicant can be evaluated specifically on the basis of race or gender, diversity is fostered by the use of multiple criteria for evaluation with respect to the range of achievements and experiences applicants may hold. Most importantly, however, a concerted recruitment effort must be waged. Particular focus should be placed on recruitment of students through visits by faculty and current students to especially targeted schools and communities. The department recently launched a two-year BAAS undergraduate major. This program admits junior year transfers half of which come from the University of California system and half from California community colleges. The undergrad program has had the benefit of introducing a much more diverse group of students to the graduate M.Arch.I program. The large undergraduate service courses offered by the department have proven to be a useful recruitment tool for interesting students from UCLA's diverse undergraduate population in the profession. SOAA hosts an annual information day and a spring Open House where prospective students from statewide high schools and community colleges are invited to campus to preview our programs. While these efforts will have no immediate impact on graduate recruitment, they have the potential for increased diversity of the profession over the long term.

1.5.9 School of the Arts and Architecture (SOAA)

UCLA's SOAA represents a significant pool of cultural, technological and creative resources. Establishing effective interdisciplinary programs would benefit the program. With the return of the School of the Arts and Architecture to its new home in the Eli and Edythe Broad Art Center, our plan is to vigorously pursue developing a broader sense of shared resources. Several years ago SOAA established Arts Forum, an interdisciplinary grant that three of our faculty members have received. This funding helped establish a productive relationship with faculty in the Department of Design/ Media Arts as well as other campus departments in sensing, computer programming, urban planning, etc. This program helped encourage cross-enrollment in courses in Architecture and Media Arts. Last spring, a technology seminar was offered in association with the Alpert School of Music to design/build an outdoor performance space on campus. The year prior, Architecture, Design/Media Arts, and Theatre faculty and students collaborated to create and install an experimental facade for the Los Angeles Contemporary Exhibitions Gallery using responsive digital technologies. Furthermore, facilities, such as the steel shop and other art making venues, the photo lab, access to classes and cross listing of more courses must be attended to. cityLAB has also become a site for multi-departmental undertakings. In the last year, we have also strengthened our connection to UCLA's Hammer Museum, located in the heart of Westwood Village. The A/Cute Tokyo conference this past spring was a successful collaboration at the Hammer mounted by our Director of Critical Studies and helped broaden the department's audience.

1.5.10 Student Life

Increasing communication amongst students and between students and faculty is always our goal since the collective life of a school revolves around human communication and interaction. Events are central to student life by opening the department to the public, the profession, an international and local array of practitioners, and the combined efforts of many individuals making contributions to the discipline and profession. Events include workshops, symposia, evening and lunchtime lectures, exhibition openings, student gatherings and travel opportunities. As a way to summarize the yearlong efforts of the students and faculty, Chair Hitoshi Abe proposed Rumble in 2008, the school's year end review / celebration. For the last two years, the event has brought together the best architects, critics, journalists and alumni to this day-long event where juries are held in various venues around the school.

The publications program has been significantly expanded with the introduction of Thought Matters, a book and video form review of studio work from 2005 and 2007, Crib Sheets, and forthcoming books on Technology Seminar work, an A+U edition on the Tokyo studios, and on the work produced in last year's inaugural Suprastudio work with Toyota. Also launched within the last year, the new AUD website has furthered our role in communication both externally and internally.

Finally, the Student Government group has been extremely active in the school with representatives engaged in discussions with the Chair, faculty, and staff over ways to improve services, expand the education mission of the school, and to foster a greater sense of community. Students from every year and every program elect student representatives that meet with the Chair a minimum of once a quarter and a minimum of three times for Rumble preparation. Student interest in initiating their events has resulted in Obsessions, a series of lunchtime lectures and the continuation of Friday night barbeques in Perloff's courtyard. The department has made significant efforts to showcase student accomplishments with an expanded exhibition program that includes three Currents exhibitions and a year-end exposition called Rumble. The exposition uses all of Perloff Hall's spaces: studios, hallways, classrooms, galleries, and more. Faculty

and students engage in the shifting edge of contemporary critical thinking and design innovation through this school wide project presenting their work to the Los Angeles community and guest jurors in June of each year. The exposition includes 7,500 square feet of year-end studio and program installations that redefine the provocative opportunities confronting the next generation of architects. During the exposition's opening night, students are on site to discuss the ideas and aspirations behind their projects with visitors (over 800 this past year.) Rumble effectively expands communication between faculty and students, students and one another and the department and the professional and public communities of Los Angeles and beyond.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

Saturday, April 10, 2010

- 6:00 PM Team Dinner with program administration
- 7:30 PM Team Orientation Meeting

Sunday, April 11, 2010

- 8:00 AM Team Breakfast
- 9:00 AM Team Room Orientation
- 10:00 AM Team Review of Matrix, working session
- 1:00 PM Lunch with selected faculty
- 2:30 PM Tour of facilities
- 3:30 PM Team working session
- 6:30 PM Team Dinner
- 7:30 PM Team working session

Monday, April 12, 2010

- 8:00 AM Team Breakfast with selected faculty
- 9:00 AM Entrance Meeting with Dean, SOAA
- 10:00 AM Tour of Library
- 11:00 AM Team working session
- 12:30 PM Lunch with selected faculty
- 2:00 PM Team observation of design studios
- 3:30 PM Team working session
- 4:30 PM Entrance meeting with faculty
- 5:30 PM Team Dinner
- 6:30 PM Team working session
- 7:30 PM Faculty and alumni exhibition and reception
- 8:30 PM Team working session

Tuesday, April 13, 2010

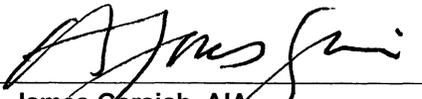
8:00 AM	Team Breakfast with program administration
9:00 AM	Team meeting with selected faculty
10:00 AM	Team meeting with selected staff
11:00 AM	Entrance meeting with students
12:00 PM	Team Lunch with selected students
1:30 PM	Team working session
7:00 PM	Team dinner
8:00 PM	Team working session

Wednesday, April 14, 2010

8:00 AM	Exit Interview with program administration
9:00 AM	Exit interview with Dean, SOAA
10:00 AM	Exit interview with Executive Vice Chancellor
11:00 AM	Exit interview with students, faculty, and staff
12:00 PM	Team departure

IV. Report Signatures

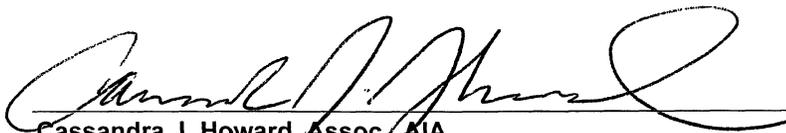
Respectfully submitted,



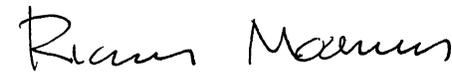
A. James Gersich, AIA
Team Chair
Representing the AIA



Nathaniel Q. Belcher
Team member
Representing the ACSA



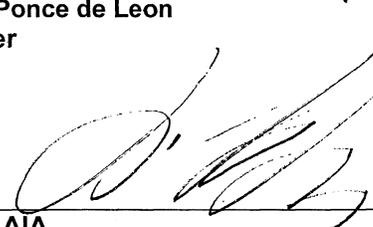
Cassandra J. Howard, Assoc. AIA
Team member
Representing the AIAS



Richard Moorhead, NCARB, AIA
Team member
Representing the NCARB



Monica Ponce de Leon
Observer



Li Wen, AIA
Observer



Dorothy Preston
Observer

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