Architectural Program Report

Submitted to the National Architectural Accrediting Board (NAAB) for

The Master of Architecture (M.Arch.I)
First Professional Degree Program

Department Of Architecture and Urban Design
School of the Arts and Architecture
University of California, Los Angeles

September 3, 2009
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1.
INTRODUCTION TO THE PROGRAM

1.1
History and Description of the Institution

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.
1.2
Institutional Mission

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...

1.3
Program History

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, imbue 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 Thorton Thomasetti. The rich offerings in critical studies provides 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 an ideal place to earn a rigorous, challenging and exciting professional education.
1.4 Program Mission

The primary goal of the M.Arch.1 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, the School of the Arts and Architecture, 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

1.5 Program Self-Assessment

1.5.1 Towards 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 School of the Arts and Architecture, to domestic and international professional societies -such as the 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 tactively 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 BA 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 Tech Center has become a vital element in the delivery of new forms of research undertaken in the Department. Together these
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 IT 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 Department of Architecture and Urban Design 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 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 TA-ships, 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 School of the Arts and Architecture

Chair Abe has worked closely with new SOAA development staff since his arrival. This follows several years of enhanced support by the Dean of the School of the Arts and Architecture and his Advisory Board. Together the Dean and Chair Hitoshi Abe, assisted by faculty, have raised close to $1,000,000.00 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, 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 PA 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 Megavoid 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. (Please see Appendix A-6.) 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. (Please see Appendix A-7.)

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, 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, 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 Department of Architecture and Urban Design 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.1 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 Bachelor of Arts in Architectural Studies undergraduate major. This program admits junior year transfers half of which come from the UC 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 Master
of Architecture 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 façade 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.
2. PROGRESS SINCE THE PREVIOUS SITE VISIT

In the 2004 Visiting Team Report, the team noted the general excellence of faculty, students, and curriculum. Only one condition was rated Not Met, "12.31 The Legal Context of Architectural Practice". From the 2004 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."

2.1 Summary of Responses to the Team Findings

Responses to Conditions Not Met:

The Legal Context of Architectural Practice (12.31)

Following our last NAAB accreditation review, the primary course responsible for this condition, Professional Practice AUD 461, has undergone three syllabus revisions in an effort to improve student understanding of the legal context of practice including laws pertaining to professional registration, professional service contracts and the formation of design firms. Major changes to the course include the addition of the AIA Architect's Handbook: Student Edition, published by Wiley, as a required textbook and source of course lecture material as well as faculty assignment to an experienced, practicing architect. The M.Arch program guides students through the transition from education to internship, licensure and practice. This is accomplished through specific pedagogy in the required Professional Practice course, as well as by the pervasive and active involvement of local practitioners in all levels of the M.Arch.I curriculum. The professional practice course explains the various roles of the California Architects Board, NCARB and professional organizations like the AIA. The Intern Development Program, Architect Registration Exam, and the employer-intern relationship are presented with lectures. Various models of practice, types of legal entities and contracts are presented in lecture format. Students interview local practitioners to explore how professionals begin, manage and guide their practices, respond to legal responsibilities and manage risk. Legal responsibilities are
discussed through readings and case studies presented by practicing architects. The range of firms represented is especially helpful in illuminating professional development in contemporary architectural practice. In addition the course includes a seminar on licensing and registration presented by representatives of the local chapter of the AIA. A wide range of topics is presented by practicing architects and faculty to raise a variety of legal issues including building codes, zoning, accessibility, construction, and public health and safety. The readings and case problems analyze the ways laws, legislative contexts and regulations affect practice and design.

In the options studios that students select during their final year of the M.Arch.I program, over half the problems given are derived from the work of architect-teachers. These “real world” problems are specifically encouraged because they focus on the relationship between design and questions of legal responsibility, among others. Finally in AUD 415, our Comprehensive Design Studio, a building design problem of manageable scope is undertaken so that students can integrate technology and professional practice with design. Building codes and regulations, planning guidelines, construction documents and specifications, and accessibility are brought into focus through a final core studio project. Some aspects of project delivery are covered in the required course on programming (for example, how programming and evaluation fit into the overall delivery and contracting of architectural services); other aspects have been addressed by the professional practice course. This course will be taught in Spring 2010 with a revised syllabus, see attached Section 4.3.1.

Responses to Causes of Concern:

The previous team found that not only had the department "arrived at the point of excellence, but strongly indicates its ability to maintain and to continue to improve its quality to a level of preeminence in the company of the very best programs accredited by the NAAB." The team identified several concerns related to the maintenance and improvement of the level of quality they found. These were 1) the administrative infrastructure of the Department within the School of Arts and Architecture; 2) physical facilities; and 3) financial resources.
a) Response to 1st Concern

Since 2004 the Dean of the School of the Arts and Architecture and his Advisory Board, have made the department a priority. Working with a reorganized fundraising team within the Dean's office and with Chair Abe, close to $1,000,000.00 has been raised or pledged to support new educational initiatives (as stated in the Program Self Assessment, section 1.5) that have contributed to our identity both inside and outside of UCLA. These resources have contributed to design research on architecture and urbanism in Tokyo and Southern California and has given rise to productive relationships with corporate and professional sponsors. The products of these relationships further connect the department to the communities within which it resides. This is happening through expanded press coverage, publication efforts, improved web presence and strong support by the Dean's office. The UCLA magazine distributed across the campus and to alumni has begun to cover aspects of the department's work, and an international conference funded by the Japan Foundation on architectural education, with wide attendance by leaders in the field, was recently held at Tokyo University. The department's visibility to the broader University community has also improved with the introduction of two new programs, JumpStart and a two year undergraduate major offering a Bachelor of Arts in Architectural Studies. With the support of the Dean and the Chancellor, Thom Mayne, our students and the Make It Right Foundation will complete the design and construction of Float House, a prototype floating residence to be occupied by a family in flood prone New Orleans. In addition, the department's building is being evaluated by the University for substantial renovation and/or new construction, and funds are being raised for a feasibility study to follow this initial engineering assessment. In total, these activities have substantially raised our profile both within the University, the Chancellor's Office, and beyond.

b) Response to 2nd Concern

With the Dean's support, the department has made significant improvements to Perloff Hall. While these improvements do not address the building as a whole, they have improved the learning environment in important ways. A number of renovations and equipment purchases have occurred to make existing spaces more compatible with our educational mission. We altered our main public events space, the Decafe, 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. Finally, the University is conducting an engineering assessment of the building to determine the scope of future alterations or replacement of the structure.

c) Response to 3rd Concern

The current global and state economic situations impact the department's response to this third concern. However, the department is better prepared to deal with projected budget shortfalls now more than ever. This is a result of the administration's proactive approach to increasing financial independence (as stated in the Program Self Assessment section on Development). State funding of the University and subsequently the department has steadily decreased over the past decade. In 2005 the department began JumpStart, a summer career discovery program. JumpStart has generated significant revenue in the last four years. In addition, it has provided student and alumni support in the form of teaching assistantships, readerships, and lecturer positions. While not directly increasing revenue to our professional degree program, our new undergraduate program has generated much needed financial support for our students with a significant number of additional teaching assistantships. Lastly, as described above, our fundraising proceeds have increased dramatically due to the strenuous efforts of both the Department and School of Arts and Architecture administrations.

2.2 Summary of Responses to Changes in the NAAB Conditions

Several changes in the NAAB conditions directly impact the evaluation of our curriculum. The first is the increase in all awareness levels of accomplishment to understanding levels (12.12, 12.13, 12.9, 12.30, 12.32 and 12.33.) In addition the 37 areas of achievement have been reordered, combined and revised to make 34 areas. Lastly, a studio culture policy is part of the
required supplemental information. Our studio task force drafted a policy and implemented procedures for its periodic review and amendment.

12.12 Human Behavior
At the last accreditation this criteria was considered met at the required level though in the faculty's assessment our curriculum already met the *understanding* level.

12.13 Human Diversity
At the last accreditation this criteria was considered met at the required level though in the faculty's assessment our curriculum already met the *understanding* level.

12.9 Non-Western Traditions
At the last accreditation this criteria was considered met at the required level though in the faculty's assessment our curriculum already met the *understanding* level. Significant research and analysis of non-western traditions are encouraged through courses that focus on such areas as Bedouin nomadic tent structures in Dubai, Japanese culture and urbanism in Tokyo, or a center for healing in post-earthquake China. These and similar research and analysis topics have been taught in the period since the last review specifically through advanced topics and research studios as well as related seminars.

12.30 Architectural Practice
At the last accreditation this criteria was marginally met at the required level of *awareness*. Our professional practice syllabus has been revised to demonstrate understanding level achievement in practice organization, financial management, business planning, time and project management, risk mitigation, mediation, etc. This *understanding* level is demonstrated with quizzes and tests. In the past, awareness was met through interviews with local practitioners and presentation by faculty in lecture format. Our overall curriculum places appropriate emphasis on trends in practice such as globalism (our center for cross cultural studies is an international leader in this discussion,) outsourcing, project delivery, diversity, etc. Several of our faculty head practices that respond to and indeed, shape, these trends. Their experiences are presented on an ongoing basis to our students.
12.33 Legal Responsibilities

At the last accreditation this criteria was not met at the required level of awareness. The required achievement is now understanding. Since our last review, the administration, course faculty and the New Practice faculty committee have made a collective effort to revise the content of AUD 461 to reflect changes to the performance criteria and feedback from the last visiting team report. We have formalized content on registration, building codes, contracts, zoning and other regulations with readings from a required text, lectures and quizzes to assess understanding.

12.32 Leadership

At the last accreditation this criteria was considered met at the required level though in the faculty's assessment our curriculum already met the understanding level. The department expects that students approach all parts of the curriculum from the position of future leaders in the field and as such expects critical thinking and analysis on issues related to design, construction, growth, development and aesthetics.

Several criteria have been renamed or revised to reflect changes in practice and societal values.

12.15 Sustainable Design

Our faculty believe that issues of sustainability are fundamental design values and as such discuss environmentally responsible design decisions in addition to other performance criteria. We believe sustainability is best integrated into the studio environment rather than taught as a freestanding technical course. We do, however, offer a cross-listed course with urban planning called CM247A/CM153. Introduction to Sustainable Architecture and Community Planning. Several of our recent advanced topics and research studios have foregrounded sustainable design including AUD 401, Payne, Beit al-Sha'r: House of Hair; AUD 401, Inaba, Things Will Get Worse Before They Get Better; and AUD 403, Denari, Vertical Futures: Chicago vs. The World.
3. COMPLIANCE WITH THE CONDITIONS FOR ACCREDITATION

3.1 Program Response to the NAAB Perspectives

3.1.1 Architecture Education and the Academic Context

The UCLA Department of Architecture and Urban Design is strongly influenced by its setting within a major research University. The three-pronged mission of the university – commitment to teaching, research and community service – is reflected in the departmental mission and choice of its faculty. Both our full time and adjunct faculty are internationally respected educators with the highest levels of creative achievement – in architectural practice, theory and more traditional university research. The academic mission and quality of the program is closely monitored by the University through a system of internal and external reviews. The most recent Academic Senate Review of the Department (2006-07) described the strength of our faculty and endorsed the department's academic goals.

The Department of Architecture and Urban Design has five degree programs, serving a total population of 236 students. The two professional programs, the M.Arch.I and the M.Arch.II, emphasize professional practice in architecture and urban design, while the two academic programs, the M.A. and the Ph.D., stress advanced scholarship and research in architecture. Lastly, our recently formed B.A in Architectural Studies program is a balance of theory and practice to introduce undergraduates to the field. Although each degree program has an independent set of objectives, there is overlap in many subject areas allowing for interaction among the highly varied groups of students through studios, advanced and specialized seminars, research projects, and multidisciplinary teamwork on complex and large scale projects. The interdependence with advanced work in the other programs is a major strength of the M.Arch.I education at UCLA.

Students admitted to the M.Arch.I program come from the most selective undergraduate institutions in the country and have a diversity of experiences. Approximately 50% of our students have no background in architecture, which broadens their approach to the discipline,
enriches the educational climate for their fellow students, and provides a basis for interaction with other departments in the University. We provide students without a background in architecture with the strongly recommended opportunities to take a 6-week summer program with courses in Design, History and Representation (JumpStart) and a 3-week intensive digital workshop during the summer preceding their matriculation. By the end of the first year, with rare exception, the learning curve is so great for all our students that those with background and those without are virtually indistinguishable. AUD students take courses in a number of allied disciplines both within the School of the Arts and Architecture and across the campus. Many of the faculty have academic affiliations with other departments – Urban Planning, Design, and Art History – and are regularly solicited for participation in a wide range of academic competition, exhibitions, publications, conferences, lectures, and reviews within the university and across the United States. There is an active exhibit program in the department’s gallery, a lecture series on alternate weeks attended by all students, an informal lunchtime program with local and visiting architects and artists, and works in progress presentations by the faculty. Making students, the university community, and the general public aware of the latest developments in architectural practice and research is a fundamental component of the department’s mission and a key element of our service to the community.

3.1.2 Architecture Education and the Students
Along with the faculty, the students are clearly a major asset to the program. They enthusiastically take full advantage of the Department’s low student-to-faculty ratio while maximizing the resources of a large university. Our students are mature, articulate, traditionally outspoken, and active participants in their own education.

Students contribute to the operation of the program through several formal and informal mechanisms. As part of the formal governance of the department, student representatives are elected from each year of the M.Arch.I program as well as from the M.Arch.II, MA, and PhD, and Bachelor of Arts in Architectural Studies programs. These students attend regular meetings with the chair and provide a conduit for the flow of information to and from the student body. In addition, all students have a variety of opportunities to participate in the operation of the program through task-force committees, quarterly evaluations of courses and faculty, and assisting the
Admissions Committee in reading and evaluating files of prospective students. Students also serve as assistants in the shop, computer lab and media center, providing a consistent means of access to these resources for their colleagues. In these ways, a tradition of activism and collaboration is passed down to subsequent generations of students while creating a more supportive community and intense climate for studio work. Students also independently organize a wide range of academic and social activities. These include the formation of a critical studies discussion group, the organization of informal lunch-time lectures by local or visiting practitioners, a series of visits to new eateries throughout the Los Angeles area, and barbecues on Friday evenings. Students often participate in independent research with one another, often under the guidance of faculty.

As a more formal way for students to be exposed to national and international practices across the three-year curriculum, intensive workshops with leading-edge architectural and design professionals take place each year. Recent workshops have been led by Ron Witte of WW Architecture; Sousuke Fujimoto, Kumiko Inui, Makoto Yokomizo, and Yasutaka Yoshimura, from Japan; and Petra Blaasie of Inside-Outside from the Netherlands. While including students from all levels of the program, these workshops effectively expose students to an array of approaches and contexts for practice, which go beyond their normal curriculum. Students also learn to balance the demands of long-term projects and short-term deadlines as they occur in the real world of professional practice. At the commencement of these workshops and following each lecture in the public lecture series, students have the opportunity to attend dinner with the guest to promote exchange and increase students’ exposure to prominent practitioners within the discipline. The Department regularly hosts students and faculty from other international institutions to promote exposure to different cultures as well as pedagogical methods. In addition, students travel to national and international destinations with the support of the Charles Moore Traveling Grant and often work closely with academics, professionals and students from other cultures. Recent travel destinations include Tokyo, Dubai, Basel, London, Las Vegas, Chicago, Vienna, Munich, and Barcelona, among others. This collaborative form of practice occurs within the department regularly as well. In both studio and other courses, students are often asked to work in teams for varying lengths of time, thus developing collaborative skills that will aid them in their careers outside of school. Through these various modes of collaboration,
students are successfully empowered to learn from other students through a setting of openness and exchange.

The department has taken several steps to extend our role in the lives of students by actively engaging our alumni. Our Director of Special Projects is charged with facilitating alumni relations and our graduate advisor responsibilities include recruitment and outreach activities. An alumni lecture series as well as four alumni exhibitions (which featured the work of over 150 graduates) have been successful vehicles for creating alumni interest in the department. Many alumni have been hired as instructors for our Jump Start Summer program, and more recently for our Summer Workshops. We have also created a section of our website specifically for alumni, which allows them to post their work and any relevant news items. Alumni were invited and encouraged to attend our recent RUMBLE exhibition where there was also a small alumni exhibit included as part of the larger exhibition. Finally, we are trying to create an alumni association for our graduates to further the efforts we have already begun.

3.1.3 Architecture Education and Registration

The M.Arch.I program at UCLA guides students through the transition from education to internship and licensure. The required professional practice course has been reorganized to cover the internship, the Intern Development Program, and the employer-intern relationship, through readings and case studies presented by practicing architects. The range of firms represented is especially helpful in illuminating professional development in contemporary architectural practice. The course also includes a seminar on licensing and registration presented by representatives of the California State Board of Architects. Students began a chapter of the AIAS in 2007 which provides an additional, less formal conduit for registration and internship information. This organization also provides vital links to the profession with an expanded relationship to the AIA Los Angeles.

Perspectives from NCARB and the architectural registration boards are maintained by monitoring requirements for licensing examinations and ensuring that these are covered in the M.Arch.I curriculum, as is evident in the success of M.Arch.I students in passing these licensing exams. From 1998 to 2003, 120 graduates have taken one or more registration exams with an
average pass rate across all exams of 75%. The highest pass rates are in Lateral Forces (97% pass), Materials and Methods (86%) and General Structures (80%). Our graduates exceeded the pass rate of California schools combined in 7 of the 9 examination areas. We are currently conducting an Alumni Survey to collect more recent data and will provide this information to the NAAB visiting team.

3.1.4 Architecture Education and the Profession
Because the profession of architecture evolves ever more rapidly, it is critical that architectural education prepare the next generation of practitioners for increasing diversity, shifting regulatory and client contexts, and an expanding knowledge base. The approach to the education of an architect at UCLA emphasizes to students that professional life is a process of life-long learning and continuing education rather than an end in and of itself. Our students are offered the opportunity to develop critical abilities and learning skills that will enhance their capacity to master new spheres of knowledge throughout their careers. Given the swift developments occurring in the field of architecture, and the new roles being assigned to architects, the Department is preparing students to face the uncertainties of the future, the problems of the near-future and providing them with a broad range of technical and intellectual skills to shape the profession. UCLA’s Department of Architecture and Urban Design prepares its students in two principal ways: through extensive contact with a range of contemporary practitioners and through coursework.

Contemporary practitioners are well represented at UCLA largely because of the Department’s location in one of the most vital architectural markets in the country. For example, of the eleven regular faculty who taught studio in Spring of 2009, all have active design practices, and all have received national or international recognition for their work (i.e. publications, awards). Unlike schools in other geographic regions, UCLA has the built-in advantage of a ready supply of active, diverse, and exemplary architects and firms ranging from critical and conceptual practices, to well-established and more traditional offices. That range is represented in the UCLA studio faculty, among both tenured and visiting teachers, who build into their studio projects the exigencies of their own projects. Between 30-50 percent of juries during and at the end of the term include actual clients and consulting engineers, who offer the sort of feedback that students
rarely receive on studio problems. In addition to accommodating diverse client constituencies, students in the Department are taught that the successful architect relies on a range of consultants and collaborators in order to develop strong projects. This is explicitly instilled in regularly offered studios and workshops where faculty from other disciplines participate (engineering consultants in the core studios; joint lab between architecture and planning; architecture faculty and design and manufacturing experts in fields including automotive, boat and aerospace design.)

The practitioners’ perspective is also integrated into the M.Arch.I program by faculty participation in the American Institute of Architects. Our ability to assist students in gaining summer employment is enhanced not only by faculty integration in local professional practice, but also by UCLA’s strong reputation within the LA area. For these reasons, UCLA has not found it necessary to have formal internships as programs in smaller market areas require.

In terms of coursework, connections are established between the worlds of academia and practice. Most regularly, this exchange happens while students are in studio and, in the other direction, when members of the professional community are invited to teach, lecture, and attend reviews and conferences at the school. The everyday character of this interface is supplemented and made an object of reflective knowledge by specific required and elective coursework. As part of the Professional Practice course, for example, a case study method is employed that allows students to undertake fieldwork comparing a variety of office types. This empirical approach is enhanced by developing an understanding of organizational models deployed in other businesses and professions. Students are made aware that the architect at times must act as a mediator for diverse constituencies, must proactively develop alternative economies, and in some cases, must produce a demand for a service where no market currently exits. Similarly, in the required Programming course students engage in reading, discussions, and workshops that concern questions of client responsiveness, ethical responsibility, and professional leadership. Program becomes a vehicle for exploring the conflicts and opportunities that the practice of architecture entails as a creative, collaborative enterprise.
Overall, UCLA’s Department of Architecture seeks to overcome the explicit division so commonly assumed between education and the profession. While officially mandated by such requirements as the AIA’s continuing education units, more informal mechanisms convey that the education of an architect is a life-long endeavor that university training initiates. Chief among these indications is the example and inspiration of faculty and professional mentors. Students are in fact explicitly invited into this process, as they understand that for many practicing educators the academic studio is precisely a field of investigation – students work with faculty who are in part testing out new technologies and experimental approaches. UCLA prides itself in demonstrating that architecture is a continuing form of research and the success of this message is indicated by the high number of students who want to combine teaching with practice in the future.

In the end, however, perhaps the greatest contribution that can be made by an academic program is to provide a dynamic context within which architectural issues are hotly contested, to instigate a passion for the field and its paradoxes. Without this core enthusiasm and investment concerning the importance of architecture, no amount of tactical coaching on the demands of practice will compensate for the felt experience of the day-to-day struggle.

3.1.5 Architecture Education and Society

UCLA’s M.Arch.I program recognizes that it is educating future architects who must be prepared to participate responsibly in pluralistic cultural settings with finite resources. Courses in all areas – design, technology, and critical studies – emphasize the interactions of contexts, agents and systems that characterize contemporary society. The expertise, experience, and enthusiasm of a nationally recognized faculty in this area (including Dana Cuff, Kevin Daly, Roger Sherman, Richard Weinstein and Ben Refuerzo) infuses the academic context with a socially progressive and proactive model of professional design education. Numerous seminars and design studios focus on solutions to problems of concern to society at large, often exploiting Los Angeles as a case study for the late twentieth century global city. Over half of the studio projects deal with real sites with active commissions in Los Angeles. Students are engaged in the social and political dynamics associated with these projects, meeting with both client and community groups as well as city planning and transportation officials. A recent example is the
Thom Mayne studio project which designed a floating house that is currently being built in New Orleans. In the Architectural Programming class, students consider the architectural program in light of increasing cultural diversity, changing building uses, and mobile populations. Increased enrollment in the concurrent degree program between Architecture and Urban Planning provides expanded opportunities for exploring architecture as a social mission. The Department also maintains an active role in the local community through its faculty and alumni.

In another initiative, the ArtsBridge program allows UCLA students to teach architecture and urban design in under-performing elementary and high schools. Through this program AUD students are immersed in the complex social realities of Los Angeles while simultaneously providing positive career and role models for inner-city children; some ArtsBridge assignments have resulted in student-built design projects, including a recreational area at a local high school.

3.2 Program Self-Assessment Procedures

3.2.1 The Self-Assessment Process
The Department of Architecture and Urban Design employs a variety of self-assessment procedures to ensure the ongoing strength of its professional and academic degree programs. Our faculty is strong, with members of distinction in architectural and urban design practice, and in architectural scholarship and research. Further, our professional and academic graduate degree programs continue to attract the highest quality of students who are challenged by the program, graduating into positions of professional and academic responsibility.

The University requires a yearly reassessment of the strategic plan for all Schools and Departments, which is implemented through the Dean in consultation with the Chair. This strategic reassessment differs from the 'professional program strategic plan' outlined in this document because it concentrates on the implementation of our vision and therefore on budget requests, student projects, faculty allocation, capital programs, etc. It is also broader in that it encompasses all our degree programs, rather than focusing on the M.Arch.I professional degree program alone. Nevertheless, the University’s requirement of the strategic plan for budget purposes requires a continuous rethinking and reevaluation of our mission and direction.
Institutional Requirements for Self-Assessment:

In addition to the accreditation process, the primary formal self-assessment mechanism is the Eight-Year Review carried out by the UCLA Graduate Council which follows an initial Self Review by the Department which describes and assesses its various degree programs, teaching, research, and community service activities. The last Self Review was completed in July, 2006, and the subsequent report for the Academic Senate Review was submitted in April, 2007, (see Appendix A-5). The Department successfully received approval for the full eight year cycle.

The next full Graduate Council Review is scheduled for 2013-14. In preparation for this review, the department will again prepare a thorough self-review, external reviewers from the field will be asked to participate, and a full site visit will be conducted.

Other pertinent information:

In addition to regular faculty meetings to discuss and approve curricular and staffing issues, occasional faculty retreats have been held to focus more specifically on departmental governance and the coordination, integration and reorganization of the core curriculum. For more focused discussions, Task Forces have been formed to advance specific areas of the curriculum (Studio Culture, Professional Practice, Critical Studies, and Technology) as well as other governance and academic issues that are ultimately brought to the faculty as a whole. The Chair meets with student representatives at a minimum of once a quarter to discuss issues of concern to the student body.

While individual course and instructor evaluations which the students complete for every course at the end of each quarter give limited feedback on the fulfillment of our mission, they are nevertheless a valuable indicator of the quality of the course, its relevance within the curriculum, and the students’ progress. These assessments play a significant role in the advancement of individual faculty members as well as in the refinement of the curriculum.

3.2.2 Progress Relative to Program Mission

We remain committed to the basic goal of our previous mission statement, “to provide an exceptional education that will support our graduates in becoming leaders in the field.” (Sept
2003)." We continue to pursue this mission 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. In the six years since the last accreditation visit, significant progress towards this goal has been made as stated in the Program Self Assessment, section 1.5.

The quality of students in our incoming classes has progressively improved, strengthening the overall program. We have a stable roster of adjunct faculty that work extraordinarily well together and provide a balanced array of opinions to complement our world renowned permanent faculty. We have made significant strides in fund raising through our own initiatives. Both private and corporate donors and partners have made multi-year commitments in the range of $1,000,000 total to support our research and educational mission. The faculty recently voted to adopt a differential fee that will generate funds anticipated to more than cover the shortfall in UC funding. Most professional schools at UCLA have already implemented these fees.

One of the strengths of our professional M.Arch.I program is its opportunity to draw on resources and activities of the M.Arch.II, MA, and PhD program. We have expanded opportunities for exchange between these programs through our lecture series, exhibitions, workshops, and an all-school design charrette, to name a few. Opportunities have also been increased for both international and national exchange programs. All of these opportunities enrich the academic milieu and provide a stimulating teaching environment for our faculty and a unique place of learning for our students.

3.3
Public Information

The Department of Architecture and Urban Design catalogue, as well as the University General Catalogue, and the department website, contains the required NAAB text for the M.Arch.I professional degree program (reference page 18 of the 2009-11 AUD catalogue; http://www.registrar.ucla.edu/catalog/).
3.4 Social Equity

The University of California system is committed to the principles of equality and diversity and provides an education for a diverse population of students. Following State and Federal law, the University does not discriminate on the basis of race, color, national origin, religion, sex, disability, age, medical condition, ancestry, marital status, citizenship, sexual orientation, or veteran status. Moreover, the Department of Architecture actively seeks diversity among its students and faculty. Given State policies against affirmative action, however, the Department has had to become even more imaginative in maintaining and extending the diversity of its students and faculty. A particular effort has been made to fill adjunct faculty positions with women and persons of color. 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 which respect the range of experiences applicants may hold. To enhance diversity, the University and Department offer graduate fellowships specifically to those who have experienced social, economic, or other disadvantages that they have had to overcome. The program has increased its connection to students in the local community by launching a Bachelor’s degree in Architectural Studies which is open to transfer students, and also through our summer institute which provides an introduction to the field to undergraduate and community college students.

Within the Department of Architecture and Urban Design, overall responsibility for governance is shared by the faculty under the leadership of the Chair. Several faculty committees serve in an advisory capacity to the Chair: Studio Culture, New Practice, New Criticism, and Technology. The Chair meets with the Student Representative Committee regularly to discuss department issues. All members of the Department’s community are invited to attend general faculty meetings including students and staff.

3.5 Studio Culture

The department has adopted a written studio culture policy that is provided to students and faculty annually. See Section 4.2 for a copy of the policy.
3.6 Human Resources

3.6.1 Students
There are 150 M.Arch.I students out of a total of 236 in Architecture and Urban Design. Each year, approximately 45 students begin the M.Arch.I degree program. Typically, they come from a wide range of undergraduate universities, majors, geographic regions in the U.S., ethnic origins, and worldly experiences. For the last six years, the program has averaged 372 applications per year with 125 applicants being admitted, for a selectivity rate of 34%.

Approximately half the entering students have a major in architecture. Of the 243 students who entered the M. Arch I program between Fall, 2004, and Fall, 2008, 219 or 90% have either graduated or are still in the program. Of the 216 students entering the program between Fall, 2001, and Fall, 2006, 202 or 94% completed the program in three years.

3.6.2 Faculty
There are 14 full-time faculty and 27 part-time faculty for an FTE of 20.98, producing a studio student to faculty ratio of 12:1. Students are given an opportunity to evaluate every studio, course, and instructor. Given the small nature of the program, faculty are expected to contribute a modest amount of time to Departmental service in addition to their teaching requirements. As evidenced by the recognition and national visibility given to the various individual achievements of the faculty, time for the conduct of scholarship and professional practice is encouraged and in balance with other responsibilities.

3.6.3 Administration
The Department has a full time Chair, Hitoshi Abe. In addition to his primary administrative responsibilities, Abe continues to teach and to maintain his own professional work. He is assisted primarily by the Vice-Chair, Neil Denari, and Associate Vice Chair, Heather Roberge, who provide administrative service in addition to their teaching and professional responsibilities. The Chair is advised by several faculty committees: Studio Culture, New Practice, New Criticism, and Technology. The Chair meets regularly with the Student Representative
Committee to work on topics of interest. Specific responsibilities may be delegated to individual faculty members and committees.

3.6.4 Staff. The Department has a well developed support staff which contributes to the academic and research programs, administration, and community relations. In particular, the full-time staff includes a Management Services Officer, an Assistant to the Chair, a Student Advisor, an Admissions Assistant, a Director of Special Projects, a Shop Supervisor, and a Director of Technology. The department also plans to recruit a Finance Specialist. Further support is provided by the Dean’s Office Staff as well as 10-14 part-time student assistants. Over 85% of staff effort is expended in support of the department’s administrative mission.

3.7 Human Resource Development

3.7.1 Students. Many support services are provided to students so that they have the best opportunity to complete the M.Arch.I program successfully. They are given information and advice regarding academic progress, standards and requirements by a Student Advisor (a staff member) who works in conjunction with assigned faculty advisors. The Student Advisor administers policies for studies and programs, answers inquiries from students, and provides information on enrollment (required, recommended, and elective courses each quarter) as well as all other matters pertaining to student affairs. The Student Advisor maintains all official student records and handles related transactions with the University administration, including grade checks, add/drop petitions, advancement to candidacy, student petitions, as well as financial aid, scholarships, fellowships, and award programs internal to the Department.

As students proceed through the program the Student Advisor keeps them informed about specific graduation requirements and their compliance with degree criteria. Students are warned of any potential problems, and various solutions are discussed as necessary. Questions regarding financial assistance are dealt with by the Student Advisor who works with the Department’s Student Support Committee and Chair, who are responsible for the disbursement of available funds. The Student Advisor also refers students as needed for personal advising to the Office of
International Students and Scholars, the Office of Residential Life, the Office of Psychological Counseling Services, or Student Health Services. In addition to the Student Advisor, all M.Arch.I students have a faculty advisor who is responsible for monitoring the student’s general progress, giving academic and career advice as needed, and discussing the student’s program of study as needed. Since the program is relatively small and tight-knit, and as the student-faculty ratio is low, more informal mentoring and advising relations often develop between faculty and students as well.

There are many sources of financial support for graduate students, including fellowships and grants, teaching assistantships, graduate student research positions, non-resident tuition fellowships, and financial aid funding. Much financial assistance is provided through the Financial Aid Office at UCLA, along with an array of in-house awards. The latter includes “Name Awards” which consist of fellowships donated by private individuals, firms, or foundations. In 2009, for instance, $36,000 was awarded in 12 fellowships through the Name Awards Program. A number of travel opportunities are offered the M.Arch I students through fellowship-related funding or through exchange programs.

3.7.2 Faculty

Procedures for faculty appointments, promotions and tenure are fixed by university policy stipulated in “The Call,” and by custom within the Department of Architecture and Urban Design. Tenure decisions are made on appointment or promotion to associate professor. All appointments, promotions, and tenure decisions involve an extensive review in three categories: 1) teaching, 2) creative and scholarly work including professional activity, and 3) University and community service. These reviews are conducted by the Staffing Advisory Committee which consists of all tenured faculty members. Teaching evaluations are made on the basis of peer and student letters and on student course evaluations. Creative and scholarly work, and university and community service are evaluated on the basis of peer review including outside letters of reference. Once the Staffing Advisory Committee reaches a decision on appointment, promotion, or tenure case, it conveys its recommendation to the faculty for further discussion and a confidential vote. The faculty decision is then reviewed by the Chair and Dean who forward the faculty’s views and their own comments to an independent University committee, the
Council on Academic Personnel (CAP). CAP makes a final review and recommendation to the Chancellor who has ultimate responsibility for appointments, promotions and tenure decisions. Appointments, promotion, and tenure at UCLA is an involved process that is taken very seriously. Every effort is made to ensure fairness and the very highest academic and professional standards.

A number of development opportunities are available to UCLA faculty. First, the University provides annual Academic Senate grants by which a simple proposal can be awarded up to $10,000 seed money for research, and faculty can reapply on a regular basis. These grants are almost assured to junior faculty members. Second, prior to tenure, junior faculty are assisted in two direct ways: they are excused from teaching one course of the normal five-course load in order to give them time to produce the work needed for tenure, and as a tenure submission approaches, they can apply to take a leave with pay (or receive a one-ninth summer salary) as part of UCLA's faculty career development program. Sabbaticals are also granted on a regular basis: faculty are eligible for a one quarter sabbatical at two-thirds pay after every six quarters of full-time teaching. Sabbatical time can also be accrued in order to receive full pay for up to one year. SOAA encourages research activities of all types among its faculty, and provides grant writing assistance and administration. Finally, the Architecture and Urban Design Department recognizes that a vital faculty of architectural professionals will need flexibility so that they can maintain their demanding and dynamic practices. To the extent possible, the program offers leaves of absence and arranges teaching schedules for its ladder rank faculty, adjunct faculty, and lecturers, so that both the Department and the individual teacher/practitioner benefit.

3.7.3 Lectures

The Department sponsors a popular lecture series which brings internationally recognized architects, designers, historians, critics and theorists to the Department each quarter, as listed below:

**Fall 2004**
Monday, October 4, 2004
Philip Ursprung
Swiss Federal Institute of Technology (ETH) Zürich, Switzerland
Monday, 14, 2004
Ron Witte
Partner WW, Somerville, Massachusetts; Harvard Graduate School of Design

Monday, November 8, 2004
Dagmar Richter
Principal, DR_D; UCLA Department of Architecture and Urban Design

Monday, November 15, 2004
Neil Denari
Principal, NMDA, Los Angeles; UCLA Department of Architecture and Urban Design

Monday, November 22, 2004
Carlos Jimenez
Principal, Carlos Jimenez Studio, Houston; Rice School of Architecture, Houston

Winter/Spring 2005
Monday, January 24, 2005
Terence Riley

Monday, January 31, 2005
René Peralta
Principal, Generica, Tijuana; UCLA Department of Architecture and Urban Design visiting faculty

Monday, February 7
Tom Wiscombe
Principal, Emergent, Los Angeles; Senior Designer/ Project Partner, Coop Himmelb(l)au, Vienna

Monday, February 28
Mark Linder
Associate professor, Syracuse University School of Architecture; UCLA Department of Architecture and Urban Design Visiting Faculty

Monday, March 7
Michael Maltzan
Principal, Michael Maltzan Architecture, inc. Los Angles

Monday, April 11
Dan Neil
Los Angeles Times auto critic

Monday, May 16
Thom Mayne
Principal, Morphosis, Los Angeles; UCLA Department of Architecture and Urban Design
Monday, May 23
Julia Czerniak,
Associate Professor, Syracuse University School of Architecture; UCLA Department of Architecture and Urban Design Visiting Faculty

Fall 2005
Monday, September 30, 2005
Hitoshi Abe
Professor, Graduate School of Architecture and Building Science, Tohoku University, Sendai, Japan; Principal, Atelier Hitoshi Abe, Sendai, Japan

Monday, October 3, 2005
Toshiko Mori
Robert P. Hubbard Professor in Practice of Architecture and Chair, the Department of Architecture, Harvard Design School; Principal, Toshiko Mori Architect, New York

Monday, October 24, 2005
Michael Speaks
Visiting faculty UCLA Architecture and Urban Design Department

Monday, November 3, 2005
Charles Jencks
Architecture critic

Monday, November 7, 2005
Hernan Diaz-Alonso
Principal, Xefirotarch, Los Angeles

Monday, November 28, 2005
Anthony Vidler
Dean, Irwin S. Chanin School of Architecture, The Cooper Union, New York

Winter 2006
Monday, January 30, 2006
Thomas Levin
Associate Professor, German Intellectual History, Media and Cultural Theory, Princeton; UCLA Department of Architecture and Urban Design visiting faculty

Monday, February 6, 2006
J. Meejin Yoon
Associate Professor, Department of Architecture, Mass. Institute of Technology, Boston

Monday, February 2, 2006
Elizabeth Diller
Partner, Diller Scofidio + Renfro, New York

Spring 2006
Monday, April 17, 2006
Marcelo Spina
Principal, Patterns, Los Angeles; Design Faculty SCI-Arc, Los Angeles

Monday, April 24, 2006
Jeff Kipnis
Professor, Austin E. Knowlton School of Architecture, Ohio State University, Columbus

Monday, May 1, 2006
Paola Antonelli
Curator, Department of Architecture and Design, The Museum of Modern Art, New York

Monday, May 8, 2006
Denis Cosgrove
Alexander von Humboldt Professor, UCLA Department of Geography

Monday, May 15, 2006
Dana Cuff
Professor, UCLA Department of Architecture and Urban Design

Fall 2006
Monday, October 16, 2006
Peter Frankfurt
Managing Partner, Imaginary Forces, Los Angeles

Monday, October 16, 2006
Nader Tehrani
Principal, OfficeDa, Boston; Adjunct Associate Professor of Architecture at the Harvard Graduate School of Design

Monday, November 16, 2006
Mark Mack
UCLA Architecture Professor, Principal of Mark Mack Architect(s)

Monday, November 13, 2006
Jesse Reiser
Assistant Professor, Princeton University School of Architecture; Partner in the firm Reiser + Umemoto, New York City

Monday, November 23, 2006
Bruce Nichol
Founding partner, Front Inc., New York City

UCLA Architecture and Urban Design
Winter 2007
Monday, January 8, 2007
Keller Easterling
Associate Professor, Yale University School of Architecture, New Haven

Monday, February 5, 2007
Mirko Zardini
Director, Canadian Centre for Architecture, Montréal

Monday, February 26, 2007
David Grahame Shane
Professor, Columbia University Graduate School of Architecture, New York

Monday, March 5, 2007
Teddy Cruz
Associate Professor, Public Culture and Urbanism, University of California San Diego Visual Arts Department

Spring 2007
Monday April 9, 2007
Doug Aitken
Artist

Monday, April 16, 2007
Deborah Richmond
Principal, Touraine Richmond Architecture, Los Angeles

Monday, May 2, 2007
Jurij Sadar
Principal, Sadar Vuga Arhitekti, Slovenia

Monday, May 7, 2007
Edwin Chan
Partner, Gehry Partners, Los Angeles

Monday, May 14, 2007
Masamichi Udagawa
Co-Founder, Antenna Design, New York

Fall 2007
Monday, October 1, 2007
Kivi Sotamaa
Visiting Professor, UCLA Department of Architecture and Urban Design; Principal, Sotamaa Design, Los Angeles

Monday, October 8, 2007
Yoshiharu Tsukamoto  
Co-principal, Atelier Bow Wow, Tokyo

Monday, October 15, 2007  
Kaichiro Morikawa  
Architectural Theorist; Author, Learning from Akihabara: The Birth of a Personapolis (Gentosha)

Monday, October 29, 2007  
Kyong Park  
Associate Professor of Public Culture and Urbanism, Visual Arts Department, UC San Diego; Director, International Center for Urban Ecology, Singapore

Monday, November 19, 2007  
Shunji Yamanaka  
Principal, Leading Edge Design, Tokyo

Monday, November 26, 2007  
Philippe Rahm  
Principal, Philippe Rahm Architects, Paris

Monday, December 10, 2007  
Toyo Ito  
Principal, Toyo Ito and Associates, Tokyo

**Winter 2008**  
Monday, January 14, 2008  
Tatsuya Matsui  
President, Flower Robotics Inc., Tokyo

Monday, February 4, 2008  
Klaus Bollinger  
Principal, Bollinger + Grohmann, Frankfurt; Professor, University of Applied Arts Vienna, Austria

Friday, February 8, 2008  
Jean Nouvel  
Principal, Ateliers Jean Nouvel, Paris

Monday, February 12, 2008  
Sousuke Fujimoto  
Principal, Sou Fujimoto Architects, Tokyo

Monday, February 12, 2008  
Yasutaka Yoshimura  
Principal, Yoshimura Yasutaka Architects, Tokyo
Tuesday, February 13, 2008
Makoto Yokomizo
Principal, aat + makoto yokomizo, architects Inc., Tokyo

Tuesday, February 13, 2008
Kumiko Inui
Principal, Kumiko Inui, Tokyo

Monday, March 3, 2008
Mutsuou Sasaki
President, SAPS/ Sasaki and Partners, Tokyo; Professor, Hosei University, Tokyo

Spring 2008
Monday, April 7, 2008
John Hoke
Vice President, Global Footwear Design, Nike

Monday, April 21, 2008
Taira Nishizawa
Principal, Taira Nishizawa Architects, Tokyo

Monday, May 5, 2008
Eric Owen Moss
Principal, EOM Architects, Los Angeles

Monday, May 19, 2008
Jean-Philippe Vassal
Director, Lacaton & Vassal Architects, Paris

Monday, May 28, 2008
Lars Spuybroek
Principal, NOX, Rotterdam; Professor and Ventulett Distinguished Chair in Architectural Design, Georgia Institute of Technology, College of Architecture, Atlanta

Fall 2008
September 29, 2008
Bjarke Ingels, Principal, Bjarke Ingels Group, Copenhagen

October 20, 2008
Lecture Stefano Boeri, Editor, Abitare, Milan

October 27, 2008
Greg Lynn
Principal, Greg Lynn FORM, Los Angeles; Professor, UCLA Architecture and Urban Design
November 17, 2008
Jan and Tim Edler, Principals, realities: united, Berlin

November 24, 2008
Jürgen Mayer H.
Principal, J. Mayer H. Architecture, Berlin

**Winter 2009**
Friday, February 6, 2009
Christopher Bangle
Director of Group Design BMW, Berlin, Germany

Monday, February 23, 2009
Enric Ruiz-Geli
Principal, Cloud 9, Barcelona, Spain

Wednesday, March 4, 2009
Billie Tsien
Partner, Tod Williams Billie Tsien Architects, New York
Distinguished Alumnus lecture

Monday, March 9, 2009
Peter Ebner
Principal, Peter Ebner and Friends,

**Spring 2009**
Monday, April 13, 2009
Jean-Louis Cohen
Visiting Professor, UCLA Architecture and Urban Design; Sheldon H. Solow Professor in the
History of Architecture, Institute of Fine Art/New York University, New York

Monday, May 4, 2009
Jun Aoki
Principal, Jun Aoki & Associates, Tokyo, Japan

Monday, May 11, 2009
Benjamin Ball
Lecturer, UCLA Architecture and Urban Design, co-principal Ball-Nogues Studio, Los Angeles

**Fall 2009**
Monday, October 12
Kazuyo Sejima
Co Principal, Sanaa, Tokyo, Japan

Monday, November 9
Neil Denari
Principal, NMDA, Los Angeles; Professor, UCLA Architecture
Thom Mayne
Principal, Morphosis, Los Angeles; Professor, UCLA Architecture

Monday, Date (fall)
Winy Maas
Partner, MVRDV, Rotterdam

Winter 2010
Monday, January 11
Distinguished Alumnus lecture*
Hsinming Fung
Director of Graduate Programs, the SCI-Arc, Los Angeles; Co-director, Hodgetts+Fung, Los Angeles

Craig Hodgetts
Professor, UCLA Architecture and Urban Design; Co-director, Hodgetts+Fung, Los Angeles

Monday, Date (winter)
Andreas Ruby
Visiting Professor UCLA Architecture and Urban Design

Spring 2010
Monday, April 12
Hernan Diaz-Alonso
Principal, Xefirotarch, Los Angeles, Faculty, Sci-Arc, Los Angeles
Jason Payne
Principal, Hirsuta, Los Angeles; Assistant Professor, UCLA Architecture and Urban Design

Monday, Date (spring)
Sylvia Lavin
Professor, UCLA Architecture and Urban Design
Greg Lynn
Principal, Greg Lynn FORM, Los Angeles; Professor, UCLA Architecture and Urban Design

Monday, April 26
Michael Meredith
Associate Professor, Harvard Graduate School of Design, Cambridge, Massachusetts; Principal, MOS, Cambridge, Massachusetts
Hilary Sample
Assistant Professor, Yale School of Architecture, New Haven, Connecticut

Monday, Date (spring)
Alfredo Brillembourg
Principal, Urban Think Tank, Caracas, Venezuela
3.7.4 Exhibitions

The gallery in Perloff Hall is staffed by a Director of Special Projects who organizes a number of exhibits each quarter connected to the diverse teaching and research interests of the students and faculty. The events range from work by Department faculty and students, to guest curated shows on topics relevant to the Department's orientation, to traveling international exhibitions.

**Winter 2004**
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“GNUFORM: Hairstyle”, January 30 – February 27, 2004

“Past Present Future: Alumni work”, March 9 – April 9, 2004

“Ambiguity of Space: Petra Blaisse”, May 17 – June 11, 2004
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**Fall 2004**
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“Gray, Green, and Brown: Contemporary State of the Los Angeles River”
    July 12 – August 13, 2004

Currents: Summer Studio 04, October 1 – October 20, 2004

Open Figures, October 25 – December 10, 2004
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**Winter 2005**
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“Currents: Fall 04”, January 3 – January 28, 2005

“Notes on Micromultiplicity: Work of Tom Wiscombe”, February 7 – April 8, 2005
    (Alumnus)
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**Spring 2005**
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“Neil M. Denari Architects”, March 14 – April 1, 2005
    Small Space Gallery

“Currents: Winter 05”, April 15 – April 29, 2005

“Greg Lynn FORM”, April 22 – May 3, 2005
    Small Space Gallery

“Architecture Etcetera: Photographs by Thomas Hines”, May 19 – June 3
    Small Space Gallery

“Frank O.Gehry: Millennium Bridge”, May 5 – June 10, 2005

“Currents: Class of 2005”, June 17 – September 9, 2005

“Drawn: An Alumni Exhibition”, June 8 – 24, 2005
```
Fall 2005
“Currents: Summer Session 05”, September 23 – October 7, 2005

“Fresh Morphosis: The work of Thom Mayne”, November 14 – Dec. 23, 2005

“Jean Prouve: A Tropical House”, November 14 – December 23, 2005
In collaboration with the Hammer Museum
Small Space Gallery

“Kumamoto Artopolis: Architecture Through Communication”, November 18 – December 23, 2005

Winter 2006
“Currents: Fall 05”, January 9 – January 20, 2006

“Manifold Destiny II”, January 25 – February 24, 2006

“Extreme Porosity”, February 27 – March 24, 2006

“Armed Surfaces: Recent Work by Dagmar Richter”, March 3 – March 17, 2006
Small Space Gallery

Spring 2006
“Currents: Winter 06”, April 3 – April 21, 2006

“Critical Mass at the Fringe”, April 3 – May 5, 2006
Small Space Gallery

“We Città Pulpa and Other Stories: Ming Fung (alumna) and Craig Hodgetts”, May 8 – June 7, 2006
Perloff Main Hallway

“Chaos or Control”, May 1 – June 7, 2006

“Currents: Class of 2006”, June 16 – September 13, 2006

Fall 2006

“Currents: Summer Studio 06”, September 29 – November 3, 2006
Perloff Main Hallway


Winter 2007
“Currents: Fall 06”, January 12 – February 2, 2007


Spring 2007
“Currents: Winter 07”, April 2 – April 6, 2007


“Currents: Class of 07”, June 15 – August 1, 2007

Exhibition Outside UCLA
“Superficial Superglow: Channeling the Stars”, August 22- November 22, 2007

Fall 2007
“Currents: Summer Studio 07”, October 21 – October 5, 2007


“Madrid Now”, January 11 – February 1, 2008

“Currents: Fall 07”, January 11 – February 1, 2008


“Currents: Winter 08”, March 31 – April 18, 2008

Spring 2008


“Currents: Class of 2008”, June 13 – August 1, 2008

Exhibition Out of Town:


Fall 2008
“Suprastudio: Monocoques, Semi-monocoques and Superleggera “, September 26 – October 27, 2008

“realities: united!”, November 17 – December 12, 2008

UCLA Architecture and Urban Design
Winter 2009
“Enric Ruiz Geli: A Green New Deal...Cloud 9”, February 23 – April 24, 2009

Spring 2009
“Currents: Winter 09”, March 30 – April 24, 2009

“A/cute Tokyo”, May 4 – June 3, 2009

“RUMBLE”, June 8 - 13, 2009

Fall 2009

Exhibition Outside UCLA
Ace Gallery Los Angeles

Winter 2010
“Currents: Fall 08”, January 8 – March 19, 2009

Spring 2010
“Currents: Winter 09”, March 29 – May 28, 2010

“Ben Ball Installation “, Date – Date, 2010
Schoenberg Hall

3.7.5 Publications
Students participate in publication projects in multiple ways. We have created an emerging model for the conceptual framework that begins with a deep analysis of the existing demographic, cultural, and infrastructural issues within each studio topic creating an impressive array of animations, graphs, statistics, photos, images, drawings and models. We have been able to integrate our studio methodologies into a publication format. First, we involved our students in the development and production of our award winning book series Thought Matters that reflects the students’ interest in research, production methodologies, and publications. Students worked directly with their research studio faculty member and the designer to develop each studio’s section. Second, students played an integral role in creating the focus for the DVD that accompanied Thought Matters II with filmmaker David Fenster through the development of scenes that would tell the story of how research is conducted and studio work is produced. In 2009 I.D., the international design magazine, awarded Thought Matters II with a Design
Distinction Award in Graphics. Third, our M.A./Ph.D students were involved in the conception and development of *Crib Sheets*, investigating the contemporary state of architecture that includes a broad range of faculty and professional work, both in writing and in design, with faculty member Sylvia Lavin.

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 with the Toyota Motor Corporation focusing on future urban scenarios played out across super large open sites that were classified as MEGAVOIDS, those sites that for one reason or another, 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.

Students also engage in our publication projects when their work is included in publications that are about a studio’s work. The department had the opportunity to continue Thom Mayne’s well-received book *L.A. Now*, that largely focuses on the urban design work of UCLA, with the publication *L.A. Now Volume Three and Four*. Thom Mayne and his UCLA students won the 2005 PA Award for *L.A. Now Volume Three and Four*. In collaboration with *Future* magazine, *Madrid Now*, the work from Thom Mayne’s 2006-2007 research studio, was published in 2008. *Madrid Now* continues the inquiries and aspirations of the L.A. Now studios, exploring the current discourse in urban planning and design, with a focus on real urban projects in new Madrid. Student work was also included in books documenting the Venice Biennale, where UCLA represented the United States in the American Pavilion, in the publication *Greg Lynn and Hani Rashid: Architectural Laboratories*, the first Rotterdam Biennale in the publication *Mobility: A Room with a View*, and the 2006 and 2008 Beijing Architectural Biennale publications *Emerging Talents, Emerging Technologies*. 
3.8
Physical Resources

The Department of Architecture and Urban Design occupies Perloff Hall (a 54,000 sf structure) at the north end of the UCLA campus. The building is in compliance with ADA and is fully accessible and secure. Perloff Hall is conveniently located near the Arts Library as well as student facilities such as a book store, cafeteria and other amenities. Over the last five years major improvements and renovations throughout the building have incorporated the opportunities offered by new technologies in the classroom while offering a more dynamic educational and social environment for the study of architecture.

Perloff Hall contains 11,400 sf of architecture studios where students have adequate space to be assigned permanent drafting/computer tables and personal storage areas. The majority of students now bring their own computers to the studio where they have full access to the department's digital resources via wireless and hard-wired connections. Two separate rooms are set aside in the center of the second floor studio space, one for special printers and large scale plotters, and the other a 12-seat digital lab. A range of software is provided for use in the studios, lab, and shop including Autocad, Maya, Rhino, Adobe CS3 Suite, Open Office, Surfcam, Magics, and Digital Project.

The main floor contains the Department and administrative offices, several faculty offices, and five classrooms set up as lecture or seminar spaces. Each is equipped with a digital projector, computer, and wireless access. These spaces can also be used as additional exhibition space when required.

The DeCafe' is a 2,300 sf multipurpose space that acts as a lecture hall, informal gallery, review space, and general meeting room. It is equipped with wireless network access and has full Audio Visual capabilities. The room was renovated as a studio project under the direction of faculty members, Heather Roberge and Jason Payne. Adjoining the DeCafe is a Reading/Resource Room as well as a 1,100 sf Gallery, both designed and completed under the direction of faculty members. The location of the DeCafe, Resource Room, and Gallery provide easy access to the general public and all are in immediate proximity to the landscaped courtyard which is used for
casual gatherings and formal events. In addition there is 630 linear feet of pin-up space throughout Perloff Hall and a Media Center, which offers technical support in a variety of areas to faculty and students.

The primary formal review space is a double-high room located on the basement level that opens above into the main level corridor and extends across the basement into the space formerly occupied by the old shop. Students throughout the building can observe reviews in progress without interrupting the procedure, thus making a diversity of ideas open to the entire Department. Also on the basement level are classrooms, faculty offices, and the shop, which is perhaps the most highly used facility in the building. The shop currently occupies 5,300 sf and contains traditional shop resources as well as Computer Numerically Controlled (CNC) milling machines, 3D printers, vacuum formers, and laser cutters. Such equipment, although increasingly central to the fabrication of building components, is rarely part of the array of academic resources and UCLA is one of the first programs to be able to provide students with hands-on access to these advanced techniques. Students routinely participate in research into rapid prototyping and the production of 3-D physical models and building components generated from digital files.

The MA/PhD room is located to the east side of the basement to provide research and study areas for advanced students. The former shop located across from the building's double high space is now a large digital presentation and pinup space. Finally, B320, the primary lecture room for large technology and critical studies classes, has been upgraded, and the area that formerly housed the slide library has been reconfigured as a small seminar space.

3.9
Information Resources

Context and Institutional Relationships

The UCLA Library supports the university’s mission and educational objectives through its research facilities, collections, access services, user education programs, reference services, as well as through appropriate staffing. The Arts Library is a branch unit of the UCLA Library.
which together with the Charles E. Young Research Library, the College Library, the Louise M.
Darling Biomedical Library, and subject libraries in management, music, science and
ing engineering, and East Asian studies, comprise the UCLA Library. Ranked among the top ten
research libraries in North America, the collections of the UCLA Library encompass more than
eight million volumes as well as important collections of archives, audiovisual materials,
corporate reports, government publications, manuscripts, maps, microforms, oral history
transcripts, photographs, technical reports, and other scholarly resources. Nearly 80,000 serial
titles are received regularly. The Library also provides access to a growing collection of digital
resources including hundreds of databases, general reference works, electronic journals, and
other full-text titles. The library’s catalog is web-based, allowing discovery from any Internet
accessible workstation. UCLA plays a leadership role in a number of UC system-wide initiatives
including the University of California’s eScholarship Repository
(http://repositories.cdlib.org/escholarship/).

Part of the mission of the Arts Library is to support the Department of Architecture and Urban
Design in fulfilling its teaching, research, and public service goals, including educating
individuals for effective life-long learning. Materials currently collected by the Arts Library
meet the curricular needs of the School’s programs and special collection holdings enable faculty
and graduate students to undertake original research projects. Other UCLA Library collections
of interest to architecture researchers are located in the Science and Engineering Library, the
Hugh and Hazel Darling Law Library, the College (Undergraduate) Library, the Charles E.
Young (Graduate) Research Library, and the Richard C. Rudolph East Asian Library. Rare
architectural books, including classics such as Serlio’s Il primo libro d’architettura (1545) and
Palladio’s Il quattro libri dell’architettura (1570) are located in the Charles E. Young Research
Library Department of Special Collections, as are collections of architectural archives, including
those of important Southern California architects such as Richard Neutra, Lloyd Wright, and A.
Quincy Jones. The Department of Architecture and Urban Design maintains a separate Resource
Room which holds up to date journals from around the world and faculty papers and
publications, and a visual resources collection that supports the School’s instructional needs.
Library and Information Resource Collections

1. Goals: Collections in the Arts Library provide support for the mission, goals, and curriculum of the Department of Architecture and Urban Design. Collection development policies are reviewed and revised as needed.

The Architecture, Design, and Digital Services Librarian is responsible for selecting library and information resource materials in support of the Architecture and Urban Design programs, monitoring expenditures, and monitoring the effectiveness of approval plans that automatically supply new publications in subjects collected by the library. The Librarian anticipates collection needs by monitoring changes in the curriculum, discussing needs with faculty, reading book reviews, reviewing publishers' catalogs, attending conferences and examining materials on exhibit, monitoring listservs, and more.

2. Collection Description: The Arts Library collects materials on all aspects of architecture and urban design, as well as art, art history, design, media arts, photography, theater, television, and film studies. The architecture collections include titles on design, history, criticism, theory, preservation, professional practice, case studies, and technology. The library houses over 270,000 volumes, including bound periodicals, professional reports, an extensive reference collection, and a significant collection of rare or scarce architecture books (including the Elmer Belt Library of Vinciana). The UCLA Library houses over 40,000 volumes in the Library of Congress NA classification; almost 19,000 of these are housed in the Arts Library. Subscriptions to over 100 architectural periodical titles are maintained as are subscriptions to online databases and indexes such as the Avery Index to Architectural Periodicals and ARTstor. Current collecting emphases mirror the curriculum's focus on contemporary practice, design, technology, and critical studies (history and theory).

a. Books: Arts Library collections are at the instructional support level or above in each area collected. As defined by David L. Perkins (1979, p. 3-5), architectural subjects collected by the Arts Library at the "Study" level include: architectural history, theory, and criticism, architectural education and practice, architectural design, urban design, and building technology. Subjects collected at the "Basic Information" level include historic preservation, interior design, landscape architecture, and decorative arts.
Every attempt is made to keep the collections up-to-date, especially with respect to reference sources and standard texts, and in appropriate formats (whether print or electronic media). The UCLA Library provides access to numerous electronic books. A recent search retrieved 1103 entries using the subject keyword “architecture,” limiting to “Online Resources.” Reference sources such as dictionaries and handbooks are sometimes available both in print and electronic format.

Current and retrospective collecting emphases by the Arts Library continually adapt to meet the changing needs of the faculty and students. Taking the entire UCLA Library collections into consideration, the collections have been more than sufficient to meet the needs of the program and the number of students. Uneven coverage of some areas is compensated by free access to interlibrary loans, through cooperative collecting efforts with other University of California campus libraries, and through participation in national collecting efforts such as those of the Center for Research Libraries.

b. Serials: Purchases of online journals, databases, and electronic resources by the UCLA Library and system-wide purchases by the University of California have kept the UCLA Library among the highest ranked public academic libraries in the country. The library maintains subscriptions to the Avery Index to Architectural Periodicals, Art Full Text, Art Index Retrospective, Oxford Art Online, The Bibliography of the History of Art, Design and Applied Arts Index, and numerous other periodical indexes and databases that facilitate architecture research. The library’s decision to fully subsidize inter-library loan borrowing leverages the increased knowledge of architectural content with a more effective program of delivering resources not available on the UCLA campus.

The library holds subscriptions to 100% of the titles listed in the Association of Architecture School Librarians’ Core List of Periodical Titles for a First-Degree-Program in Architecture (for Architecture Libraries in North America). The library’s serials collection includes rare items (notably Southern California modernist material) and titles which are not available in any other library in the United States. As a result, the library serves as a resource to researchers throughout Southern California and beyond.
The most pressing need is to fill in gaps from lapsed serials (which resulted when the library changed library catalog systems twice since the last accreditation visit), and to increase the number of current serial subscriptions (to subscribe to newer titles that were not picked up when the architecture librarian position was vacant). The library administration is committed to continued efforts to improve these aspects of the collection, but the current downturn in the California economy and resultant budget cutbacks will necessitate a slow-down in retrospective collecting this fiscal year, in order to concentrate on purchasing current imprints.

c. Visual and non-book resources: The Architecture and Urban Design Department has a separate Visual Resources Collection that serves its instructional needs. As a result of a collaborative effort the UCLA Digital Library Program provides a web presence for digitized content from this collection, and provides storage, backup and digital preservation support. Additional UCLA digital image collections are available from the UCLA Digital Collections Portal.

In addition, the University of California subscribes to image databases such as ARTstor, provides access to Luna Insight digital image collections, and develops image collections and shares them across the University of California system through UC Shared Images (a system-wide project, hosted on ARTstor). Architectural content in UC Shared Images includes digital images from Archivision and from UC Berkeley's College of Environmental Design's Visual Resources Center.

Archival collections are acquired by the Charles E. Young Research Library, primarily through donation. Because of her subject expertise, the Architecture, Design, and Digital Services Librarian has been asked to provide input on decisions related to potential gifts of architectural archives. The Arts Library also acquires non-print resources such as DVDs.

d. Conservation and Preservation: Collections are cared for according to professional standards. Particular attention is made to insure that special collection materials are housed and handled according to appropriate preservation standards. A centralized Preservation Program offers in-
house preservation treatment and repair, contracted bindery services, and disaster planning and recovery services.

Services

1. Reference: Reference assistance and research advice is available on a drop-in basis in the library Monday-Friday from 11:00 to 4:00, or, by appointment, as well as by telephone, through correspondence, and via e-mail. Because of the strengths of our collections, we frequently answer reference queries from individuals that are not affiliated with UCLA. Our goal is to answer electronic reference questions within two workings days of receipt. Questions from UCLA students and faculty take precedence over external users. The Arts Library has web pages outlining services and collections.

2. Information Literacy: Architecture, Design, and Digital Services Librarian Janine Henri offers a full range of library instructional services. She participates in the new architecture student orientation at the beginning of the academic year. Faculty may request general tours or course specific orientations, as well as classes on research methods, effective database searching techniques, evaluating information sources, the use of specific databases such as ARTstor, and more. The Arts Library has a web page with a section on Essential Resources for Architectural Research, and additional research guides are produced as needed. Online tutorials have been developed to allow self-paced learning. A successful research methods class for a spring 2009 seminar resulted in a request to provide an in-depth orientation session for entering PhD students during fall orientation. The librarian also offered to provide an orientation for new teaching assistants and to come to studios as needed.

The UCLA Library also offers library classes on a drop-in basis. Several of these courses are targeted to faculty or graduate students.

3. Current Awareness: The Architecture, Design, and Digital Services Librarian sends announcements of interest to specific faculty or graduate students as well as general notices for posting to the department’s internal mailing lists. New acquisition lists are available from the library’s website and as an RSS feed. Librarians mount several exhibits a year in the Arts

UCLA Architecture and Urban Design
Library. The Arts Library publishes an annual newsletter which is distributed to faculty and posted on the Arts Library's website.

4. Access to Collections: The majority of the library's collections are directly accessible to users. Cage material, reserves, materials from the Elmer Belt Library of Vinciana, and materials in off-site storage are paged by staff members. Course reserves are provided through several means: library and personal faculty books and course readers are placed on limited loan behind the Circulation Desk. Electronic reserves, including scanned articles and links to online resources are available through the library’s website. In addition, links to several library resources are provided directly from Moodle courseware.

Library hours have been stable until this year; State budget cuts have necessitated a reduction in library hours for 2009/2010. Arrangements are being made to place the Arts Library's print-based course reserves in the Charles E. Young Research Library in order to take advantage of their longer hours.

Library collections are cataloged according to national standards, (AACR2 rules using MARC format), to facilitate access, and records are loaded into the OCLC WorldCat database, the Melvyl UC Libraries catalog, as well as the UCLA Library's catalog. Collection-level records for archival collections are included in the online catalog and full archival collection descriptions are provided in finding aids. Finding aids are coded using the Encoded Archival Description (EAD) standard, and made available through the library's web page and through the Online Archive of California, to facilitate discovery. Cataloging of purchased materials is timely and users may request expediting of any title listed in the catalog as 'in process.' Inventorying and cataloging gift materials is less timely with inevitable backlogs when large collections are received.

Circulation policies and procedures are standardized throughout the Libraries. Users can renew and recall materials online, obtain electronic lists of materials checked out to them, and submit inter-library loan requests through an online query form.
The library’s Information Technology division manages online catalog system development and support, library computing, and library web services. Most electronic resources are available to faculty and students from any Internet-accessible workstation, 24 hours a day.

5. Cooperative Agreements: Special consortial agreements allow faculty and student borrowing and inter-library lending between University of California libraries. The California Digital Library also provides access to databases licensed system-wide. These agreements enrich the range of architecture materials available to UCLA users and extend the Library’ purchasing power.

Staff

1. Structure: The Architecture, Design, and Digital Services Librarian reports to the Head Librarian, Arts and Music Libraries, who reports directly to the Associate University Librarian for Public Services. The Associate University Librarian reports to the University Librarian who reports to the Executive Vice Chancellor and Provost. Although not on the faculty of the Department of Architecture and Urban Design, the Architecture, Design, and Digital Services Librarian attempts to participate fully in the activities of the department. The Head Librarian, Arts and Music Libraries will be retiring in October 2009, at which time reporting lines may be revised.

The Arts Library benefits from the expertise of staff throughout the UCLA Library: from Print Acquisitions, Cataloging and Metadata Center, Digital Collection Services, the Digital Library Program, Web Services, Information Technology, Financial/Enterprise Services, Development, and more.

2. Professional Expertise: One major way that information resources are effectively managed in support of the department’s mission is through appropriate staffing. The Arts Library librarians have graduate degrees in library and information science and Janine Henri has an extensive background in architecture and design librarianship. Janine is an active participant in professional associations and regularly attends regional and national conferences, recently serving as President of the Association of Architecture School Librarians. Job descriptions have
not been updated since the original hires, but Work Plans are written as part of the annual review process.

Improvements to the Arts Library’s professional staffing levels have been made over the last two years from 2.5 FTE librarians in 2006/2007 to the present 3.5 FTE librarians. The previous architecture librarian left UCLA in September 2004 for a position as Head of the Architecture and Urban Planning Library at the University of Washington. This position remained vacant until September 2007 when Janine Henri, formerly Head of the Architecture and Planning Library at the University of Texas at Austin was hired.

3. Support Staff: Library Assistant Linda Warren (Circulation Services Supervisor) is a long-time staff member that has developed a high degree of expertise in her areas of responsibility. Students enrolled in the Graduate School of Education and Information Studies often fill part-time reference desk assistant positions or undertake internship positions in the Arts Library.

The library recently has had reductions in para-professional staff, with the departure of a library assistant and transfer of a half-time computer technology assistant, positions that were eliminated due to budget cutbacks. Thus, the library now relies more on temporary part-time student workers and on librarians.

4. Compensation: Librarians, library assistants, and administrative assistants at the University of California are represented by unions, and salaries and contracts are commensurate with comparable positions on other University of California campuses. Professional development opportunities are funded whenever possible. The current librarians’ contract includes a $705 professional development allotment, but the UCLA Library also provided Janine Henri with additional conference travel support during the past two years. The State budget cutbacks have necessitated a temporary elimination of travel funding for 2009/2010. Nevertheless, UCLA provides numerous opportunities for both professional and support staff to attend workshops or other training sessions on campus.

Facilities
1. **Space**: The Arts Library is currently housed in the Public Affairs Building, in a space formerly occupied by the Management Library. This location is centrally located between the various departments it serves and near Perloff Hall which houses the Department of Architecture and Urban Design. This space was meant to be temporary and a study will be undertaken during the 2009/2010 year to examine possible alternatives. The current stacks are filled at capacity and older low-use materials are regularly sent to the storage facility in order to accommodate newer receipts. Despite these space constraints, several recent improvements to the library have resulted in a welcoming environment for users with elegant display cases for library exhibits.

2. **Environmental Factors and Security**: Every effort is made to insure that the building’s environmental conditions are appropriate for the preservation of library materials. A mold outbreak in the Elmer Belt Library of Vinciana several years ago necessitated an abatement project and thorough stacks cleaning. Environmental monitoring is now in place in order to avoid a recurrence. Reader space is available behind the Circulation Desk in order to monitor use of materials housed in the locked cage and in the Belt collection.

3. **Equipment**: Library equipment is available whenever the library is open. Equipment, software, and furniture are purchased by the library as needed (within available funds), for efficient access to collections and for preservation of materials. Publicly accessible computer workstations were recently upgraded, and students also have access to the wireless network throughout the library. Staff workstations and a laptop in the instruction room are on a regular schedule for upgrading. An overhead scanner was installed in 2008, facilitating scanning of fragile and oversize materials.

**Budget, Administration, and Operations**

1. **Funds**: The majority of library acquisition monies are institutional funds, although gifts and endowments have also been made available. The Architecture, Design, and Digital Services Librarian is responsible for selecting architecture and urban design materials and for monitoring those expenditures. A special endowment for architecture materials supplements the state funds and additional enhancement funds have been made available for special purchases during the last
two years. This next year will be a challenge as our allocations for library materials from State funds have been cut back by 25% on a temporary basis.

The Associate University Librarian for Collection Management and Scholarly Communication allocates the materials budget for the Arts Library annually. The Head Librarian, Arts and Music Libraries is responsible for allocating the Arts Library materials budget to the library's subject selectors. Janine Henri is responsible for selecting architecture and design materials and for monitoring those expenditures. Librarians often share the cost of acquiring expensive interdisciplinary materials. Special funding requests are sometimes submitted through The Associate University Librarian for Collection Management and Scholarly Communication, depending on availability of funds.

The Architecture, Design, and Digital Services Librarian represents the Arts Library selectors on the UCLA Library Collection Development Committee where UC System-wide collection development efforts are coordinated, interdisciplinary database purchases are prioritized, and the needs of Arts Library researchers are communicated to the administration.

The Associate University Librarian for Research and Instructional Services allocates the wages budget for hourly student employees annually. This budget is usually based on the previous year's allocation, with adjustments for salary increases. The State budget cut-back for 2009/2010 will necessitate a reduction in Arts library hours for the fall quarter and a study will be undertaken to examine needs and options for future operations and services.

2. Efficiency of Operations: Arts Library employees are committed to providing the highest standard of service, while seeking to maintain a friendly and welcoming environment for all of their users. Centralization of technical services since the last review has standardized policies and procedures throughout the UCLA Library in order to improve operations and achieve efficiencies.

Until this year, the Arts Library has been open 69 hours a week during the academic quarters, with reduced hours during summer sessions and inter-sessions. Longer hours are available in the
Charles E. Young Research Library and the College Library. Most electronic resources are available 24 hours a day from any workstation with access to the Internet.

3. Participation of Faculty and Students: The Architecture, Design, and Digital Services Librarian met with the Architecture and Urban Design Department Chair her first year at UCLA and has gradually been trying to meet individually with faculty to discuss collection goals and library services. She consults faculty prior to acquiring materials that are out of the ordinary or expensive, and faculty are notified of database trials, potential serial cancellations, and other library matters that may be of interest. Purchase recommendations and comments are also sought through forms on the UCLA Library website.

UCLA Academic Senate members are represented on the university-wide Committee on Library and Scholarly Communications. University Librarian Garry Strong is an ex-officio member of this committee. The UCLA Library has also conducted usability testing and user satisfaction surveys to gauge needs for improvements and to assist with strategic planning.

Selected URLs

UCLA Library web page
http://www.library.ucla.edu/

Arts Library web page
http://www.library.ucla.edu/libraries/arts/

Architecture and Design web page
http://www.library.ucla.edu/libraries/arts/9733.cfm

Architecture and Urban Design E-resources
http://www.library.ucla.edu/search/1489.cfm?su=9

Arts Library News
http://www.library.ucla.edu/libraries/arts/9736.cfm

UCLA Digital Collections
http://www.library.ucla.edu/libraries/digital.cfm

California Digital Library
http://www.cdlib.org/

Online Archive of California
http://www.oac.cdlib.org/

UCLA Architecture and Urban Design
3.10 Financial Resources

The 2009-10 Permanent Budget including benefits expense is shown below. Impending state budget cuts are anticipated in the range of $350,000. Department expenditures from state funds and other fund sources for the past six years are shown in Appendix A-3.

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Salaries</td>
<td>$2,646,115</td>
</tr>
<tr>
<td>Administrative</td>
<td>507,114</td>
</tr>
<tr>
<td>Student Services</td>
<td>77,378</td>
</tr>
<tr>
<td>Student Recruiting</td>
<td>3,000</td>
</tr>
<tr>
<td>Faculty Support</td>
<td>3,000</td>
</tr>
<tr>
<td>Shop</td>
<td>75,272</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>202,794</td>
</tr>
<tr>
<td>Lecture Series</td>
<td>15,000</td>
</tr>
<tr>
<td>Gallery Exhibits</td>
<td>12,000</td>
</tr>
<tr>
<td>Publications</td>
<td>10,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$3,551,673</strong></td>
</tr>
</tbody>
</table>

In addition, various gifts, grants, and endowments, such as the S. Charles Lee Chair and the Harvey S. Perloff Chair, and the Charles Moore Fund provide valuable financial support and enable the program to bring internationally distinguished architects to the Department for various studios, guest lectures, and workshops.

With regard to comparative data with other programs in the institution, statistics for permanent state support per major within the School of the Arts and Architecture are shown below:

<table>
<thead>
<tr>
<th>Major</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>$13,204</td>
</tr>
<tr>
<td>Art</td>
<td>$10,317</td>
</tr>
<tr>
<td>Design/Media Arts</td>
<td>$11,794</td>
</tr>
<tr>
<td>Ethnomusicology</td>
<td>$21,984</td>
</tr>
</tbody>
</table>
3.11 Administrative Structure

One of America’s most prestigious and influential public universities, UCLA is accredited by the Western Association of Schools and Colleges (WASC). The Department of Architecture and Urban Design (AUD) is an autonomous academic unit with the School of the Arts and Architecture (SOAA). The Department is administered by a Chair, who is responsible for faculty, curriculum, budgetary matters and external relations, and who reports directly to the Dean of the School of the Arts and Architecture. This structure is similar to that of the UCLA Urban Planning professional MA program which is housed as a Department in the School of Public Policy and Social Research. In addition to the M.Arch.I professional degree program, the Department of Architecture and Urban Design also offers a B.A. in Architectural Studies, M.Arch.II, MA and PhD programs.

3.12 Professional Degree and Curriculum

The M.Arch.I program focuses on a 5-quarter core curriculum. The center of this sequence is the design studio that is organized by a series of themes: Discipline, Technique, Ground, Urbanism, and Practices. Each of these studios corresponds to additional required and elective offerings. The core sequence is followed by advanced topic studios, additional required and elective offerings and the research studio which students take over the course of the third year in conjunction with other classes. Unlike many studio programs that move from simple sites and programs to complex sites and programs, the UCLA curriculum emphasizes those aspects of the field that must always be present in professional design, whether a project is large or small. Insisting that our students have a continuously rigorous approach to technology, an inventive attitude toward program, and an appreciation for the diversity of architectural needs and cultural values, regardless of the scale of their projects, is central to our mission. We seek to train architects who can work effectively in a variety of contexts, who can take advantage of the most
recent developments in the field, and who are able to adapt to the quickly changing demands on an evolving profession.

*Discipline*, the first studio, uses four different exercises to introduce students to the logic of architectural composition and to the ideas and histories that make architecture both part of and more than basic construction. Each exercise anticipates themes that are explored in further depth later in the curriculum. Students learn drawing, orthographic and isometric projection, model-making and basic CAD skills. As a complement to the goals of the first design studio, students are simultaneously enrolled in the first of three structures courses, *Introduction to Building Construction and Introduction to Computers*.

*Technique* relies on the organizational skills acquired by students in the first quarter to focus on tectonic realities and the integration of building technology. Structural forces and construction principles are emphasized for their capacity to generate overall organizational systems of building design. Students work on three projects that are as short as a one-week case study analysis to as long as a five-week long design that, because of the regional context, focuses on a lateral bracing project. Students learn construction methods and materials, construction assemblies and wall section detailing. Students are simultaneously enrolled in the second of three structures courses and *Introduction to Theory*.

*Ground* introduces students to the important role of landscape in architecture. Students are confronted with a large terrain that they must make into architecture through minimal building mass but a rich understanding of program, spatial organization and environmental conditions. Natural forces are understood as elements that can work with building design but that are inevitably mediated by building design. Topography, grading, drainage, accessibility and advanced perspective and animation modeling are taught. Students are simultaneously enrolled in building climatology and the final structures course.

*Urbanism* shifts the attention of students from the large and open terrains that often confront architects working in suburban areas to a dense urban core. A hybrid civic and commercial building both introduces students to ideas of typology but encourages them not to be
unnecessarily limited by convention. Two weeks are devoted to research and RFP while eight weeks are committed to the development of the design. Site analysis, space planning, program documentation, elevation studies, building and zoning code compliance and an understanding of context are all required. During this quarter students are simultaneously enrolled in the Theory of Architectural Programming.

Practices is our Comprehensive Design Studio. The project has typically been a steel construction housing complex or a single-family residence located on a city edge. Students here integrate comprehensive building systems in a design that understands the economics of construction, works with and sometimes beyond the building industry, and that comprehends the legal context of building design and construction documentation. The studio is supplemented by site visits, a team of consultants and emphasizes the professionalism of the final projects. Students are simultaneously enrolled in Environmental Systems as well as electives.

After completing the core studio curriculum, students finish the rest of their required courses while also taking advanced topic and research studios. These opportunities allow students to use their new knowledge and skills in more exploratory contexts. Faculty often bring projects to the studio from their professional offices in this part of the curriculum, allowing students to participate in the realities of the design process. At the same time, students are encouraged to use these topic studios to develop their own architectural agendas and to determine how they want to practice upon the completion of their education. Because of the restrictions of the 10-week quarter system, students also take a Research Studio that adds two-quarters of preparatory research to a 10-week design problem. While the research phase demands relatively modest amounts of student time – they are able to take other studios concurrently – the opportunity to consider a single problem over the course of a year adds significantly to their overall training.

The UCLA curriculum offers students a balanced and integrated training in architecture. Because the curriculum is under the constant scrutiny of a faculty that is committed to ensuring that the program reflects the constantly changing realities of the profession, it has undergone significant revision in recent years. In its current state, the curriculum well reveals the impact on architecture of new technologies, of proliferating forms of professional practice, of the cultural
requirements of an increasingly diverse society and of the more unchanging traditions that remain both of importance and of use. By harmonizing these many and often conflicting demands into a well coordinated program, the Department prepares students in accordance with our mission to meet and exceed the requirements of professional training and to prepare them to become leaders in the field.

The detailed requirements for the M.Arch.I program are given on pages 18-20 of the Department’s 2007-2008 catalog (Appendix A-8). An outline of the program of study is shown on the next page followed by a set of charts illustrating the logic of the curricular organization of the core, the contents of the core studio sequence, and the range of elective options.

3.13

Student Performance Criteria

Individual required courses correlated to the 34 Performance Criteria are displayed on the Student Performance Criteria Matrix following Section 3.14.

3.14

Program of Study

Please see next page.
# M. ARCH I STUDY PROGRAM – ENTERING CLASS 2008-2009

## FIRST YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>411</td>
<td>Intro. Design. Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>220</td>
<td>Introduction to Computing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>436</td>
<td>Introduction to Bldg. Construc.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>431</td>
<td>Structures I</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>412</td>
<td>Building Design Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>M201</td>
<td>Theory of Architecture</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>432</td>
<td>Structures II</td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td>413</td>
<td>Building Design Studio w/ Landscape</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>442</td>
<td>Building Climatology</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>433</td>
<td>Structures III</td>
<td>4</td>
</tr>
</tbody>
</table>

## SECOND YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>414</td>
<td>Major Building Design Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>291</td>
<td>Theory of Architecture Programming</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective*</td>
<td>4</td>
</tr>
<tr>
<td>Winter</td>
<td>415</td>
<td>Comp. Design Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>441</td>
<td>Environmental Control Systems</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective*</td>
<td>4</td>
</tr>
<tr>
<td>Spring</td>
<td>401</td>
<td>Advanced Topics Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>437</td>
<td>Building Construction/Design Devel.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>461</td>
<td>Professional Practice Elect.</td>
<td>4</td>
</tr>
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</table>

## THIRD YEAR

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>401</td>
<td>Advanced Topics Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>403A</td>
<td>Research Studio (IP)</td>
<td>2</td>
</tr>
<tr>
<td>Winter</td>
<td>401</td>
<td>Advanced Topics Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>403B</td>
<td>Research Studio (IP)</td>
<td>2</td>
</tr>
<tr>
<td>Spring</td>
<td></td>
<td>Elective*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Elective*</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>403C</td>
<td>Research Studio</td>
<td>6</td>
</tr>
</tbody>
</table>

**TOTAL UNITS:** 126

* Three of these (12 units minimum) must be in the area of Critical Studies in Architecture Culture
<table>
<thead>
<tr>
<th>COMPETENCE DESIGN</th>
<th>LANDSCAPE</th>
<th>URBANITY</th>
<th>TECTONICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate complex, programmatic building systems with physical, historical, and urban issues. Develop building and urban design strategies that embrace the dynamic interface between architecture and urbanism.</td>
<td>Investigate the dynamic interference between architecture and urbanism through programmatic and spatial expansion into the landscape.</td>
<td>Develop ability to see and develop different types of order through the organization and transformation of urban and architectural spaces.</td>
<td>Introduce structural forces and construction principles as a tool to analyze and develop typological and programmatic strategies.</td>
</tr>
<tr>
<td>Concept development</td>
<td>Site analysis</td>
<td>Site planing and interior layout</td>
<td>Case study analysis</td>
</tr>
<tr>
<td>Concept and Schematic Design</td>
<td>Research &amp; Design Project</td>
<td>Building and landscape model</td>
<td>Building and landscape interface</td>
</tr>
<tr>
<td>Concept and Development</td>
<td>Design Documentation</td>
<td>Building and landscape interface</td>
<td>Design documentation</td>
</tr>
<tr>
<td>Construction documents</td>
<td>Construction documentation</td>
<td>Construction documentation</td>
<td>Construction documentation</td>
</tr>
<tr>
<td>Construction documentation</td>
<td>Construction documentation</td>
<td>Construction documentation</td>
<td>Construction documentation</td>
</tr>
</tbody>
</table>

**SCALE**
- Site Analysis: 10,000 sf (low FAR)
- Conceptual: 100,000 to 200,000 sf (High FAR)

**THEMES**
- Impact of cultural forces on design
- Relationship of building to ground
- Building and landscape interface
- Site analysis and model making

**PRACTICAL KNOWLEDGE AND SKILLS**
- Construction methods and materials
- Site planning and interior layout
- Building and landscape model
- Building and landscape interface
### STUDENT PERFORMANCE CRITERIA MATRIX

**Ability**
- Understanding

#### REQUIRED COURSES

<table>
<thead>
<tr>
<th>Course Name</th>
<th>Code</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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**Ability** means the skill in using specific information to accomplish a task, in correctly selecting the appropriate information, and in applying it to the solution of a specific problem.

**Understanding** means the assimilation and comprehension of information without necessarily being able to see its full implication.
4. SUPPLEMENTAL INFORMATION

4.1 Student Progress Evaluation

Students in the M.Arch.I program are required to be in residence at UCLA for three years and undertake nine quarters of work. It is a university requirement that all graduate students must maintain a 3.0 (B) grade-point average. In addition, the Department of Architecture and Urban Design requires that M.Arch.I students maintain a 3.0 (B) grade-point average in studio. Failure to complete required courses on a normal schedule or failure to complete prerequisites for admission to a required course on a normal schedule may make it necessary to take more than three years to complete all degree requirements. A minimum of 126 units of coursework is required for graduation. The graduate advisor maintains a degree check list sheet for each student and meets individually with all continuing students each spring quarter to discuss the student’s course of study, ensuring that s/he is progressing in a satisfactory manner and advising the student of any possible deficiencies in her or his program.

Students who can demonstrate that they already have adequate background in topics covered by specific required courses may petition to waive those courses and replace them with electives. Students who wish to waive a required course are referred to the proper faculty member for consultation. Permission to waive a required course does not in itself reduce the minimum 126 units required for the M.Arch.I degree nor does it reduce the nine-quarter residence requirement.

Approximately 0-2 incoming students are granted advanced placement each year. There is no transfer of credit procedure, as credits do not transfer at UCLA at the Master's level. Advanced placement students begin in the second year of the M.Arch I program and are waived out of the 411, 412 and 413 studio courses. The number of units required for graduation is reduced to 84, and the student goes through the normal course waiver procedure to waive out of other first year required courses.
Grading and grade point averages are used as indices of academic progress in the normal way. These convey relatively little detailed information, however, and extensive use is made of other techniques, the most important being:

a) *Advising*. Advisors are responsible for monitoring M.Arch I students' progress and discussing it with them. Close and effective working relationships typically develop between students and their advisors and other members of the faculty and provide students with good indications of their progress.

b) *Written evaluations*. A written mid-quarter evaluation is provided for each student in the M.Arch.I studio courses. The evaluation is meant to assess the student's progress to date, to indicate areas of weakness, and to predict chances for successful completion of the studio.

c) *Design juries*. At the completion of each design studio class in the M.Arch.I degree program, student projects are presented at a public review to a panel of faculty members and invited outside professionals. The discussions of each project which take place provide students with evaluations of their developing abilities to integrate skills and knowledge in the performance of professional tasks. In addition to final juries, less formal progress reviews are important events to aid in the design development throughout the quarter.

Students whose overall cumulative grade-point average or design studio cumulative grade-point average falls below 3.0 are warned in writing by the Student Advisor and placed on academic probation (the Graduate Division will also warn students in writing when the overall cumulative grade-point average falls below a 3.0). Any student on academic probation must have bi-weekly meetings with their faculty advisor and the Student Advisor and be assigned a student mentor. Students are free to choose their own advisor with the latter's consent. The Department wants students to excel and succeed. Probation is intended to identify weaknesses and help students move forward. Support and remedial action is made available.

Students whose overall GPA falls below 3.0 in two consecutive quarters or whose studio average is below 3.0 and who receive an additional grade below a B in studio are subject to termination.
A task force recently clarified our termination and probation procedures and made the process more transparent to the student body. A committee, in consultation with the students' instructors and advisors, determines which students are to be recommended for termination and which are to continue on probation. All recommendations for termination, along with any appeals proceedings, must satisfy the Graduate Division as being fair, just, and nondiscriminatory; need to show that the student has received constructive counseling to help overcome the poor academic performance; and need to prove that such counseling has been unsuccessful.

New Procedures for 2009-10 Academic Year:
The purpose of this review is to fairly evaluate student progress and insure that all students have the needed skills to move on to second year studios. Also, this will give students and the department an opportunity to digitally archive student work. This will be beneficial to both the student and the department to have this work available for future use. The review will take place following the Spring quarter of the first year. Students at that time will have completed three studio courses (411, 412, 413). All first year M.Arch. I students will participate in this process. In addition, students having difficulty in studio will be notified during the Winter term to give them time during the Spring to improve their work. The deadline for students to submit their work will be the Friday after finals week of the Spring quarter. The portfolio itself would be submitted to the office in hard copy form and submitted digitally in pdf form. A template will be provided to the students to make the preparation of this portfolio easier for students, as well as easier to review for faculty.

For the actual review, there will be a subcommittee of faculty, appointed by the chair, that will look over the submitted portfolios to identify those that have clearly passed into 414 and will not need to be held over for review by the larger faculty group. The smaller subset of portfolios that are held over for discussion will then be available for faculty to review over a two week period. After this time period, a meeting will be scheduled for faculty to openly discuss these portfolios. Instructors who taught in the core that year will be required to be present. Ladder studio faculty who did not teach in the core will also be present for this meeting. They will provide a fresh, unbiased view of the work presented. A student who receives a negative review will be required to repeat core studio, thereby setting them back in their progress towards their degree. The
students will also receive feedback from the faculty committee as to the basis of their decision. This will give the student the choice to continue in the program but will not allow those students that have not shown adequate design skills to continue to the 414 studio. This review process is being implemented for the first time for the 2009-2010 academic year.

4.2 Studio Culture Policy

2009-10 / UCLA Department of Architecture and Urban Design Studio Culture Policy:

In 2007, a committee consisting of faculty and student representatives was appointed by the Chair of the Department to explore new ideas and techniques for teaching, reviewing, presenting, and debating within the studio format that is central to the education of our students. At UCLA, the studio is not only the heart of the formal curriculum of architectural study, it is also a space where the academic mission of the school meets the social and cultural phenomena that surrounds architectural education. The following document is the latest version of our work to assess our current studio culture, the ways it can be improved in the near term, and the means by which the effectiveness of this policy can be monitored and updated.

Introduction:

The faculty and students of the UCLA AUD are committed to the continuation of the studio-centric model of architectural education. Our goals are to foment the spirit of lively discourse, to support the diversity of opinions and outlooks within our field, to create an environment that is conducive to the development of a strong work ethic, and to engage, as much as possible, a wider audience with regard to the dissemination of our research and production.

Intellectual Diversity:

With a wide variety of backgrounds, the members of our AUD community constitute a rich, intellectually diverse group. We place enormous value and respect upon the unique perspective that each individual brings, allowing these complex experiences to further enhance our academic environment. All members of our community will conduct themselves with the highest ethical principles and regard for others.
Studio Attendance / Work:

Beyond dutifully reporting for studio hours (2:00pm-6:00pm MWF), students are encouraged to spend as much time as possible in the design studio. The studio is offered as a collective, open environment where the sharing of ideas and opinions is, among both faculty and students, supported as a crucial element in the personal development of each member of the community. This can only happen if there is a critical mass of energy, both during and beyond studio hours, so that a world of dialogue may be fostered.

The AUD maintains the philosophy that the best work is produced in an atmosphere where respect for both the physical and intellectual conditions of the studio are met with curiosity, communication, and introspection. As such, the studio is taught to be treated like the studio of an architect where drawings, models, books, computers, etc. are produced, used, or maintained with utmost care. Indeed, each student is encouraged to be organized, thoughtful, and motivated by this atelier like setting.

Studio Content / The Fundamental and the Experimental:

In the development of the core curriculum, and in the offering of advanced research in the final year’s studios, close attention should be paid to the particular content of each studio, especially as it reflects the mission of the school to educate students with the most innovative tools, techniques, and concepts available today. As such, faculty are expected to teach the core fundamentals of the discipline and the conventions of representation but at the same time, it is imperative that they also urge students to work toward the expansion of those very limits. This blending of the technical expertise of architecture with an experimental / conceptual approach demands both a rigor of teaching method and a willingness on the part of the student to think equally rigorously. The course material presented should be based on subject matter that reflects a keen understanding of both historical and contemporary issues and how they relate to the architectural problem at hand.
A Collaborative Approach:

Due to its scale and complexity, architecture is understood to be a field that benefits from all forms of collaborative effort. The Design studio should promote learning experiences of a collaborative nature by developing both research and design components that use team building and collective scenarios as means to reflect the profession’s reliance on cooperation. In addition, design studios should continue to encourage the active engagement of other disciplines both from within the UCLA community and from the wider professional community such as corporations, institutions, and civic agencies.

Within the school, students and faculty are urged to seek opportunities to work together more closely on issues that affect the School of Architecture, its curriculum, policies, and programs (exhibitions, lectures, publications, etc).

Studio to Studio Interaction:

Because of the pressures to produce work for continuous deadlines, a studio may collectively become somewhat disengaged with the larger studio collective, discouraging students from exploring the research being carried out in other design studios. Given the close, boundary free proximity of most studios in Perloff Hall, it is important that we take advantage of this openness through the creation of joint studio events, both formal and informal. Beyond the group reviews set up between studios in the core years, faculty are encouraged to invite colleagues from other levels and disciplines (within the Department) to deliver mini-lectures or conversations on diverse topics for their respective students. These smaller studio-to-studio “events” give students the opportunity, within the context of our studio setting, to be introduced to material that may inspire new conversations and new avenues of research that benefit the student and the school. In turn, faculty can also learn from colleagues outside of the conventional formats of pin ups and reviews. To this end, all-school charrettes, with teams formed from different years, will be organized.

Time Management:

As architecture is a demanding, time consuming curriculum, it is necessary for students to quickly develop an understanding of time management relative to workloads and deadlines. With
a clear understanding of course requirements and expectations, students will be better equipped
to deal with the factor of time across each quarter. To accomplish this, faculty must arrive to
studio on time and be prepared with course material and instruction that is appropriate to the
scope of work at hand. In addition, faculty should provide a detailed weekly schedule and advice
on how to spend time wisely during the design process. Students are urged to avoid working
continuously through the night as it leads to physical and mental exhaustion

Studio Etiquette:

Along with the expectation that students understand the value of working in studio, there is also
an expectation that each group should clearly understand that a certain etiquette is necessary to
ensure a respectful, civil working environment. In terms of communication and common
discourse, everyone should listen, consider, and respond with respect to others and their ideas.
Respectful debate is at the heart of education and it should be held within generous and
supportive conditions.

In terms of building facilities, students should be considerate of their classmates, and of others in
the building. Individual and shared work spaces should be kept clean and organized as well as
studio folders on the AUD server. Circulation spaces used for casual exhibition of work should
be shared with all studios and pinned up with care in consultation with respective faculty.
Support facilities such as the shop, resource room, seminar and review spaces, and computer labs
should be scheduled for use ahead of time where necessary and should be left in a clean fashion.

At the end of each quarter, students are responsible for removing from the studios everything
they have brought into the building.

Process / Critiques:

The work done in studio is understood to be cumulative, i.e. not entirely focused on the outcome
of the final review. As such, it is imperative to understand that continuous production is central
to the development of conceptual and technical skills. Faculty should stress the value of
preliminary studies produced for intermediate pin ups and weekly desk crits. These one on one
critiques give students a chance to review work on close inspection with faculty and are often set
up through voluntary lists or scheduled meetings in studio. Students are expected to be prepared
with all necessary information and questions prior to the desk crit. Pin ups may involve all or a few of the students, but are intended to create an open, informal forum for students and faculty to discuss various projects.

The Review Process:

Throughout the quarter, each studio will schedule mid-term and final reviews that are intended to create benchmarks for the completion of work, and more importantly, to offer each student feedback that is critical to their development as designers. These reviews then are to be regarded as not only a culmination to 10 weeks work, but also as a chance for students to demonstrate and improve upon their verbal and graphic skills used for presenting work. With a panel of invited critics, students have the opportunity to receive and process educated opinions about their work. Moreover, it is encouraged that students and faculty discuss the content of the review in group and individual settings as a way to further elaborate on divergent observations and possible ways to interpret / incorporate this feedback.

All faculty are required to stage formal reviews in a public setting so that the work and the discussion has the maximum amount of exposure and impact in the Department. Students are required to attend, present, and participate in all design reviews organized by their instructor. Students are encouraged to participate judiciously in reviews and when not engaged in their own, are also urged to sit in on those of other studios.

Public Presentations:

RUMBLE, the Department’s year end review/celebration was instituted in 2008 as an event that would bring together all of the studio final reviews of the Spring Quarter on a single day. All faculty and students shall collaborate on an installation of the studio’s work in designated spaces throughout the building. This event coalesces the work of the studios and allows all members of the community to gain a complete, comprehensive overview of the Department. It is UCLA’s mission to engage a wide audience with its research and to present it in a compelling format. Students and faculty are expected to conduct themselves in a committed, passionate, open, supportive, and respectful way during public reviews of student work.

Community Responsibilities:
The UCLA AUD constitutes a community within the larger community of the School of the Arts and Architecture and the University. It should be recognized that the work and actions of the members of the AUD reflect the integrity of the larger community and that there is a mutual responsibility to create an environment of trust, respect and comfort for all members of the community.

Members of this community should not engage in unfavorable behavior that undermines the ethics of the community or of individuals within it. Instead, complaints, concerns and dissatisfactions of either students or faculty should be dealt with openly and with the appropriate administrative personnel.

Studio Culture Policy Evaluation, Progress, and Implementation:

To ensure the effectiveness and implementation of the Studio Culture Policy—as well as to create the opportunity to amend or change policies outlined therein—the UCLA AUD Studio Culture Policy will undergo review every two years by the Studio Culture Task Force and the Student Representatives from each year. The Studio Culture Policy will also be reviewed periodically in an open forum that invites the participation of all students and faculty members.
4.3

Course Descriptions
Course Name and Number
10A. History of Architecture and Urban Design.
(Formerly 101A and 194A)

Catalog Description
Lecture, three hours. Consideration of architectural and urban projects in relation to their theoretical, philosophical, and sociopolitical contexts, including issues of gender and diversity. Introduction to history of architecture and urban design from prehistory to age of mannerism. Discussion of world at large, analyzing synchronic architectural and urban solutions.

Course Objectives
The goal is to provide students with a basic knowledge and understanding of western architecture and urban design in the period before 1600. In addition, the course is designed to teach students how to critically analyze and evaluate built projects from a variety of perspectives, and how to communicate ideas in writing.

Course Requirements
- Examination #1
- Written Assignment
- Attendance/participation/quizzes/extra credit
- Examination #2

Prerequisites
No academic prerequisites. This lower division course is aimed at UCLA undergraduates as a recruitment tool. M.Arch. I students are expected to have already completed a similar course as a prerequisite for admission.

Dates Offered

Faculty
E. Branda
D. Favro
L. Hart
Course Name and Number
10B. History of Architecture and Urban Design.
(Formerly 194B and 101B)

Catalog Description
Lecture, three hours; Discussion, one hour. Proceeding through a chronological review of major movements in architecture from the seventeenth century to the present, this course will analyze key works to develop an understanding of specific relationships between the organization, configuration, and articulation of buildings and the historical, conceptual, and cultural arguments with which they are associated.

Course Objectives
1. To develop an understanding of the functional, structural, and aesthetic principles associated with major stylistic and ideological movements in 17th-20th century architecture.
2. To investigate the formal, organizational, and material strategies characteristic of these periods.
3. To interrogate the specific meanings and effects associated with the organization, configuration, and articulation of buildings and building elements.
4. To develop a coherent written, spoken, and graphic vocabulary with which to interpret and analyze these works.

Course Requirements
Attendance/participation
Required reading
Weekly writing assignments
Mid term exams
Final exam

Prerequisites
None.

Dates Offered

Faculty
H. Furjan
T. Gannon
L. Hart
P. Singley
Course Name and Number
CM153/CM247A. Introduction to Sustainable Architecture and Community Planning.

Catalog Description
(Formerly numbered CM191.) (Same as Environment M153) Lecture, three hours. Relationship of built environment to natural environment through whole systems approach, with focus on sustainable design of buildings and planning of communities. Emphasis on energy efficiency, renewable energy, and appropriate use of resources, including materials, water, and land. Concurrently scheduled with course C247A. Letter grading.

Course Objectives
Gain a contextual understanding and overview of (the):
- Environment and Sustainability applied to the Built Environment at century’s end.
- Potential for Innovative Architectural Programming, Design and Community Planning... with exciting yet appropriate land use; socio-Institutional benefits for the environment, generations unborn, and the world, national, regional as well as local communities; development of form, creative detail, materials use that is supportive of program, concerns for the environment, users, client, and instructive for future practitioners.
- Environmental constraints as opportunities for innovative design... leading to real economic benefits (e.g. "greening the bottom line").
- Appropriate technologies and their application; alternative renewable energy (solar, wind, photovoltaics); water, waste, and materials recycling, and a means to conceptually organize the integrative holistic systems - ways to evaluate current technologies and those yet to be created that will confront you as practitioner or consumer.
- Enough History of “How We Got Here” to appreciate the potential of those technologies and avoid their mis-use as well as that of systems yet to come.
- Implications and Opportunities for the Practice of Architecture and Those Who are About to Enter the Profession. New, more satisfying modes of practice. Also, parallel career opportunities of equal importance to Sustainable Environments.
- Scope of the Literature and the Individuals and Organizations (government, institutional, academic, societies) that got us to this point and are key in developing future opportunities and technologies.

Will see projects / developments first hand, via field trips and presentations by active participants in the field.

As upper division undergraduates, can apply credit for this course at any time in the future, to the full graduate sustainable design sequence should you apply and be accepted to the M.Arch. I or M.A. programs.

Course Requirements
- Attend all seminars & field trips; complete reading assignments; participate in class discussions.
- Midterm (take-home) exam.
- Propose, create and submit for evaluation by the last week in the quarter, a Course Project: a Case Study of a Sustainably-Designed and Constructed Building or an Overview of a Sustainably planned and developed (historic or modern) community or development.

Prerequisites
Upper Division Undergraduate Status, any program at UCLA.
Dates Offered

Faculty
T. Bardacke
R. Schoen
W. Wels
Course Name and Number
M201. Theories of Architecture.

Catalog Description
(Formerly numbered 201 A) Lecture, three hours. Exploration of the conceptual and historical structures that shape current issues in architectural theory. Readings in primary texts serve as a framework for understanding the nature of speculative inquiry in an architectural context.

Course Objectives
The course seeks to introduce students to the texts and ideas that together constitute the tradition of discourse in architecture. Students explore issues of technology, culture, sexuality, ethnicity, language and form. Issues presented range from historical to contemporary.

Course Requirements
Assigned Readings
Presentations
Papers (Four 5 page essays)
Projects
Lecture Attendance
Participation

Prerequisites
Consent of instructor.

Dates Offered

Faculty
S. Lavin.
R. Somol
M. Speaks
Course Name and Number
220. Introduction to Computers

Catalog Description
Lecture, 90 minutes; laboratory, 90 minutes; outside study, three hours. Introduction to basic concepts, skills, and theoretical aspects of computer-aided architecture and design. Applications selected are commonly found in professional offices. Two- and three-dimensional representation. Letter grading.

Course Objectives
The course will develop skills in visual literacy and communication through the use of digital media. Considering one of the primary roles of Architecture in the late twentieth century that of a designer and organizer of information, the course develops basic digital modeling and drawing skills in conjunction with the examination of contemporary presentation techniques developed by established architects and their projects. The course will principally examine four pieces of software, Rhinoceros and Maya for modeling, AutoCAD for drawing and Adobe Illustrator for layout and graphics.

Course Requirements
• Modeling Exercises
• Final Boards

Prerequisites
Consent of Instructor.

Dates Offered

Faculty
A. Guida
A. Holder
K. Terzidis
Course Name and Number

Catalog Description
(Same as Design/Media Arts CM241.) Lecture, three hours, outside study nine hours. Introductory course in logic of computing through experiments in computer graphics programming. Investigation of both procedural and object-oriented approaches to programming. May be repeated for credit with consent of adviser. S/U or letter grading.

Course Objectives
This course will provide an introduction to object oriented programming using the JAVA programming language within the Processing development environment. Through a series of programming exercises illustrating the basic constructs of a programming language, students will learn to think about graphic composition in computational terms. The course will also introduce the fundamental concepts for developing interactive software applications in Architecture and Urban Design.

Course Requirements
• Students will complete a series of weekly programming exercises and a final project.
• In addition there will be at least 3 in-class quizzes.

Prerequisites
None

Dates Offered

Faculty
R. Liggett.
Course Name and Number

Catalog Description
(Formerly numbered CM191.) (Same as Environment M153) Lecture, three hours. Relationship of built environment to natural environment through whole systems approach, with focus on sustainable design of buildings and planning of communities. Emphasis on energy efficiency, renewable energy, and appropriate use of resources, including materials, water, and land. Concurrently scheduled with course CM153. Letter grading.

Course Objectives
Gain a contextual understanding and overview of (the):
• Environment and Sustainability applied to the Built Environment at century's end.
• Potential for Innovative Architectural Programming, Design and Community Planning...with exciting yet appropriate land use; socio-institutional benefits for the environment, generations unborn, and the world, national, regional as well as local communities; development of form, creative detail, materials use that is supportive of program, concerns for the environment, users, client, and instructive for future practitioners.
• Environmental constraints as opportunities for innovative design...leading to real economic benefits (e.g. "greening the bottom line").
• Appropriate technologies and their application; alternative renewable energy (solar, wind, photovoltaics); water, waste, and materials recycling, and a means to conceptually organize the integrative holistic systems -ways to evaluate current technologies and those yet to be created that will confront you as practitioner or consumer.
• Enough History of "How We Got Here" to appreciate the potential of those technologies and avoid their mis-use as well as that of systems yet to come.
• Sustainable Practices and Techniques of Land Development and Building Construction.
• Implications and Opportunities for the Practice of Architecture and Those Who are About to Enter the Profession. New, more satisfying modes of practice. Also, parallel career opportunities of equal Importance to Sustainable Environments.
• Scope of the Literature and the Individuals and Organizations (government, institutional, academic, societies) that got us to this point and are key in developing future opportunities and technologies.

Will see projects / developments first hand, via field trips and presentations by active participants in the field.

As upper division undergraduates, can apply credit for this course at any time in the future, to the full graduate sustainable design sequence should you apply and be accepted to the M.Arch. I or M.A. programs.

Course Requirements
• Attend all seminars & field trips; complete reading assignments; participate in class discussions.
• Midterm (take-home) exam.
• Propose, create and submit for evaluation by the last week in the quarter, a Course Project:
  a Case Study of a Sustainably-Designed and Constructed Building or an Overview of a Sustainably planned and developed (historic or modern) community or development.

Prerequisites
Upper Division Undergraduate Status, any program at UCLA.
Dates Offered

Faculty
T. Bardacke
R. Schoen
W. Wells
Course Name and Number
271. Elements of Urban Design.

Catalog Description
Lecture, three hours. Introduction of basic knowledge of elements and methods of urban design. Multidisciplinary approach leading to understanding of political, socioeconomic, and technological framework of urban systems and its dynamic interrelations.

Course Objectives
Introduction to basic principles and issues of urban design. Awareness of urban design as a context for architecture and a discipline by itself.

Course Requirements
Extensive readings emphasizing history and theory of Urban Design from 1900 in Europe and the United States, and related writings from other fields to establish the cultural context of the discipline.. Questions required for each class session to promote discussion and a concluding original essay.

Prerequisites
Consent of instructor.

Dates Offered
Fall 2004, 2005
Winter 2004

Faculty
J. Lang
R. Weinstein
Course Name and Number
M272. Real Estate Development and Finance

Catalog Description
(Same as Urban Planning 272.) Lecture, three hours; workshop, three hours; outside study, eight hours. Introduction to real estate development process specifically geared to students in planning, architecture, and urban design. Financial decision model, market studies, designs, loan package, development plan, and feasibility study. Lectures and projects integrate development process with proposed design solutions which are interactively modified to meet economic feasibility tests. S/I/U or letter grading.

Course Objectives
To demystify the real estate development process by providing students with the opportunity to expand and integrate their understanding of such areas as finance, land-use planning, and development politics. The class will focus primarily on mixed-use development which will include multifamily housing, retail and office. Students will be required to work in teams which include both architects and urban planners to produce real estate research, including, site and context analysis, market studies, and economic feasibility plans.

Course Requirements
All students are required to attend class meetings, submit homework assignments, mid-term assignment and final development research.

Prerequisites
Consent of Instructor

Dates Offered

Faculty
R. Liggett
N. Richman
R. Rodino
Course Name and Number
286, Roman Architecture and Urbanism.
(Formerly 286B)

Catalog Description
Lecture, three hours. Study of architectural developments from the Roman Republic through the late Roman Empire. Examination of ancient buildings as functional constructs whose appearance was determined by aesthetic, religious, social, political, urban, and technological factors.

Course Objectives
The course aims to give students the ability to identify and analyze historical architecture and urban design created during the Roman period. Examples of both major monuments and vernacular traditions from throughout the Roman world are presented. Special emphasis is given to the urban development of Rome, including its exploitation as a symbol of cultural unity, experiential analysis, legal constraints on design, and urban rituals. Students are encouraged to adopt progressive approaches to the analysis of ancient environments to underscore the continuity between the past and present. In addition to the built objects, the course considers the roles played by patrons, builders, and users, as well as architects, with a special examination of Vitruvius and his writings. On the pragmatic side, the course promotes the development of good research, writing, and critical thinking skills.

Course Requirements
- Short Assignment/Quiz
- Midterm
- Final
- Paper
- Attendance/participation

Prerequisites
No academic prerequisites. The course is open to majors (M.Arch. I, II, M.A., Ph.D.) as well as to the general student body.

Dates Offered
Fall 2005, Spring 2008

Faculty
D. Favro.
Course Name and Number
288 Renaissance Architecture and Urbanism.
(Formerly 288A & 288B)

Catalog Description
Lecture, three hours. Examination of European architecture from the 15th to 17th century, with primary focus on the developments in Italian peninsula. Examination of Renaissance structures contextually, exploring changing cultural and theoretical values as well as aesthetic characteristics.

Course Objectives
The course aims to give students the ability to identify and analyze historical architecture and urban design created during the Renaissance period. Though the emphasis is on Italian examples, the course considers contemporary developments throughout the world. Rather than emphasizing stylistic categories, the course considers Renaissance structures contextually, examining physical siting and the cultural environment which helped to shape and determine built form. Among topics explored are the use of color, formal configurations, site-planning, patronage, theoretical applications, status of the architecture, preferred building types, urban scenography, and stylistic historiography. Examples of both major monuments and vernacular traditions are included. Special emphasis is given to the role and status of both the architect and the patron. On the pragmatic side, the course promotes the development of good research, writing, and critical thinking skills.

Course Requirements
- Midterm
- Final
- Paper
- Attendance/participation

Prerequisites
None, though it is recommended students have completed an art or architectural history survey course sequence.

Dates Offered
288A:
Fall 2003

288:
Fall 2006, 2008

Faculty
D. Favro.
Course Name and Number
289. Special Topics in Architecture and Urban Design

Catalog Description
Selected academic topics initiated by students, student teams, or faculty and directed by a faculty member. May be repeated for credit. (2 to 4 units).

"Inside Architecture," Winter 2009, S. Lavin

Course Objectives
This course reconstitutes the inside of architecture by considering the history of thinking about the interior, reflecting theoretically on its role in the architectural discipline and its contemporary reformulation, and speculating on the interior's potential as a model for both design and as object of scholarly inquiry. Weekly sessions will cover such topics at the invention and representation of the interior, interior ecologies, as well as the production of architectural effects within the interior.

Course Requirements
The final project for this seminar will consist in a proposal for an exhibition on the architectural interior. This format differs from a research paper in that it extends beyond the reach of conventional research: each student will become an expert on whatever interior is selected by creating and confronting the parameters of the interior as an exhibitable object.


Course Objectives
This course explores themes from three hundred years of architectural discourse to address the problem of modernism. Lectures will cover theoretical debates over style, technology, history and material among others. These topics will be placed within the context of the buildings, technologies of their production as well as representation to locate specific moments in the development of architectural modernism. We will explore texts and buildings closely to address the question: what makes architecture modern?

Course Requirements
Students are required to attend the weekly lectures that will frame the cultural and historical territory for a discussion focused on a significant project in modern architecture with the aid of assigned texts. Each week, a group of students will be responsible for assembling a well-edited and clear visual and oral presentation of an assigned project from original sources as well as their own analysis (in drawings and/or models). The final paper should develop from the group presentation to locate a specifically modern "object" as defined by the course.

"Between the Sheets: Developing Thermoformed Aluminum with Plastic," Spring 2007, H. Roberge

Course Objectives
Digital design has given rise to formal experimentation that outpaces advancements in construction methods. This technology seminar attempts to choreograph formal experiments in step with computer aided manufacturing processes such that the two are linked from the outset. Rather than translating a pre-existing design proposal as a reaction to technical and material constraints after schematic design, this technology seminar will incorporate manufacturing specifications as agents of design innovation. Additionally the department's technology equipment will be used at multiple design scales with an emphasis on 1:1 scale prototyping. The seminar will primarily use CNC milling and vacuum forming to test and assess designs for formed aluminum panels. Students will design and prototype thermoformed aluminum panel arrays for use in building envelopes. In order to incorporate highly crafted, custom panel manufacture, the design proposals will limit tooling costs...
by limiting unit types. The unit will be understood as a tessellation unit capable of drawing
topographic fields with geometric rhythm.

Course Requirements
Students will design, draw, develop and prototype a panel system in small groups over the course
of the quarter. Drawings will range in scale from ¼" to 3" = 1'-0". The system will be prototyped in
plastic at one to one scale and will be no smaller than 6' x 10'. Students must use drawings to
explain their tessellation and manufacturing methods and to describe the attachment of the
panels to a waterproof substrate.

Prerequisites
Consent of instructor.

Dates Offered

Faculty
H. Abe
B. Ball
J. Cohen
D. Cuff
S. Deters
D. Erdman
D. Favro
D. Gerber
M. Gow
J. Inaba
J. Lang
S. Lavin
T. Levin
M. Linder
G. Lynn
M. Mack
B. Myers
M. Osman
J. Payne
S. Phillips
G. Rand
D. Richter
H. Roberge
R. Schoen
A. Seligmann
M. Speaks
R. Weinstein
Course Name and Number

Catalog Description
Lecture, three hours. Exploration of concepts and methods of architectural programming and its interrelation to design process; planning of design process; various techniques for determination of program contents, basic conditions, resources, and constraints; identification of solution types for given situations.

Course Objectives
Critical evaluation of the role of the program in contemporary design. Examination of theory and practice related to notions of clients, users and subjects. Awareness of "architects' people", social and psychological conceptions of others which hold architectural consequences. Examination of certain paradoxes of programming present in design undertakings. This course examines the definitive ways the program has been conceptualized, and the resultant implications for practice. The course will wed theory and practice so that a critical stance can be taken in relation to the program in contemporary design. Techniques used in the course will allow students to question the definition of the architectural program, understand the place of the program in the overall development of an architectural or urban project, and illuminate dilemmas inherent to the creation of a program. A significant emphasis will be placed on the ways codes and building regulations work within programming and design.

Course Requirements
- Three-week workshop focused on an actual programming problem that will introduce the range of programming issues from codes and regulations to feasibility studies and conceptual design. Students will work in groups to create a program and conceptual design. This workshop is directly tied to the students' studio design problem, in order to demonstrate the role of programming in the design process. Studio faculty coordinate with Programming faculty to create an integrated set of exercises at the beginning of the term, and a programming document at end of the term.
- Weekly readings related to the subject at hand. The readings and related assignments will be discussed each week in a seminar fashion. All students will be expected to participate regularly in discussion.
- Three provocations essays and responses to stimulate debate in discussion sessions.
- Building Program: For the final project, each student will select a building that extends or redefines the idea of program, to present to the rest of the class.

Prerequisites

Dates Offered

Faculty
D. Cuff
R. Sherman
Course Name and Number
293. Politics, Ideology, and Design.

Catalog Description
Lecture, three hours. Exploration of cultural and political context of architecture and planning work. Examination of theory and practice from variety of perspectives applied to a set of varied physical environments and to a set of current spatialized concepts. Consideration of theoretical propositions that are shaping present urban and architectural debate and concrete case studies where politics and ideology shape design process.

Course Objectives
- To better understand the political, cultural, and ideological contexts that frame architectural and planning action
- To determine ways good urban and architectural work can emerge from today's complexities
- To explore contemporary theory related to the politics of culture and to develop critical faculties through discussion and writing about this theory
- To introduce students to a significant literature form political theory, philosophy, anthropology, social theory, as well as design criticism
- To examine public sector participation in decision-making about the physical environment, particularly at the local level
- To critically examine the architect's role in the debate about the built environment

Course Requirements
- Participation
- Seminar/Topic Report
- Issue Papers

Prerequisites
Consent of Instructor.

Dates Offered
Spring 2006, Winter 2008

Faculty
D. Cuff
Course Name and Number
401 Advanced Topics Studio

Catalog Description
Studio, twelve hours; outside study, six hours. Students may choose (through a lottery) from a number of different projects focusing on special topics in architecture and urban design to be offered by faculty members. May be repeated for credit. Letter grading.

"Extreme Lounge, A design build project competition", Fall 2006 M. Mack

Course Objectives:
To create an free standing, temporary shelter and space definition for the artist entry at the new Red Bull Musical Recording Studio in the new HQ Building of Red Bull. Design a Shade giving and inviting structure to relax between musical sessions and to form an identity for the buildings artist entry. The structure is of temporary nature and shall last from six to 12 month. It shall incorporate and advance the ideals of the Red Bull Company such as energy, flight and innovation.
The ideas expressed and their realization shall advance the spatial and material understandings of current architectural thinking and create an exciting and relaxing opposite to the activities of the existing building. Ad intentional requirements included that the winning design must be completely functional and meet Red Bull's needs for the space. And that the design shall not require ongoing maintenance by Red Bull.
The Structure or part of it shall shelter at least 6 people from the sun, rain or wind. The design shall not require Santa Monica Architecture Review Board approval, and shall qualify as a temporary structure under Santa Monica development regulations.
The design cannot rely on any structural support from the building and cannot have a conventional foundation and Pre-fab construction design is preferred to speed overall schedule and downtime.

Course Requirements
This design build studio was limited to 15 students at AUD @ UCLA and will run like an internal competition among the students in the class with the goal to find a winning design which can be built and erected for a donated price by Red Bull.
The jury to choose the winning design will be comprised of faculty, outside practitioners and client representatives. The jury will convene in the review week and will have authority to award the winning design with the obligation to built it on the designated site.
The studio instructors are guiding all participants to create a design which can be priced and constructed either as a design build object or as a specified bid project.
The Instructors will ensure compliance to code and clients restrictions.


Course Objectives
This studio’s primary objective is to promote the technical, material, and contextual ingenuity of Bedouin tent architecture. Through this work students and critics will gain deep appreciation for the formal, structural, and atmospheric beauty of these structures and recognize their relevance for contemporary design. This will be accomplished through travel to Dubai and analysis of Bedouin architecture as well as through research into new materials and methods emerging in tent design in general.

This studio’s secondary objective involves engaging in the current discourse on Dubai’s relevance for global architecture and, specifically, on ways in which the emirate’s current and controversial direction toward increasingly de-contextualized alienation might be shifted through the recognition of the real relevance of its own rich past. This will include proposals for ways in which tensile and other surface-
oriented structures might be introduced within Dubai's ongoing development. This objective is intentionally secondary to avoid the studio becoming mired in the politics and rhetoric of the ongoing debate over Dubai's construction. Architecture's ability to engage politics has always been indirect and only ever effective when the engagement happens through form first, discourse second.

**Course Requirements**
This is a comprehensive studio with full attention paid to process and product. As such, a complete set of documentation is produced, including all relevant drawings (plans, sections, elevations, etc.) at a relatively large scale (3/4"=1'-0" and larger) as well as a series of physical models. Moreover, this studio is a traveling studio (receiving significant financial support through Moore Traveling Studio funding.) Travel to the United Arab Emirates is required of all students and involves significant in-situ research on the context of Bedouin culture both historically as well as its current position vis a vis contemporary Emirati culture.


**Course Objectives**
Squashed Platonics will be strictly and exclusively employed in the processes and design of a 1000 seat theater / auditorium with full ancillary functions, including multi-purpose spaces, external plazas, and parking. The client is CSUN, the Cal State University Northridge department of Theater Arts and Music, funded by alumni of the department. Our search for clear, graphically sublime form is simply the geometric initiative of the project. In fact, as much as it is an effort to learn about specific formal typologies, it is also an expediter, as it lays out structural and programmatic organizations at the moment the Platonic solid is developed. Indeed, at the core of the studio is the idea that geometry, spatial genres, functional schemas, structural logics, and material systems should be developed in a parallel fashion rather than a linear one. In this, no speculation in the studio will be carried out autonomously, but rather always within the tangencies of dimensional tolerances, material and structural depths, and with an intense focus on human occupation.

**Course Requirements**
This is a comprehensive studio with full attention paid to process and product. A complete set (all plans, relevant elevations, 2 sections, etc) of precisely drawn 2D documents at 1:50 scale will form the center of the submission. These drawings will indicate structure and major material layers. One wall section at 1:20 and a 1:20 elevation detail of the envelope will also be required. The 3D model will be used for various rendered views and should include a model of the structural components of the project. Evolutionary formal process will also be documented. A 3D print of the project will also be required at a scale to be determined.

**Prerequisites**
Satisfactory completion of intermediate-level studios (courses 412, 413, 414) or M. Arch. II student.

**Dates Offered**

**Faculty**
H. Abe
K. Daly
N. Denari
Course Name and Number
403A,B,C Research Studio.

Catalog Description
Studio, 12 hours. Beginning with an in depth research phase (403A,B) and resulting in an advanced studio project (403C), this research studio focuses on a number of different special topics in architecture and urban design.

Course Objectives
The objective of the course is to permit advanced students of design to strengthen their studio work by building upon research conducted in a seminar setting. This course will meet as a 2-unit seminar in Fall and Winter quarters at which time research into a number of different special topics in architecture and urban design will take place. This preliminary work will then serve as the foundation for studio design work that will take place in the Spring. Topics explored by prior Research Studios include innovative urban design interventions in Los Angeles and Orange County and the use of new digital design tools and techniques in design.

Course Requirements
Seminar work will generally require reading, analysis of case studies and precedents, development of design principles, and familiarization with design tools such as GIS and new digital technologies. The spring quarter studio will require the development of a design project at the building or urban scale.

Prerequisites
Satisfactory completion of 411,412,413,414 and 415 or M.Arch II standing.

Dates Offered

Faculty
H. Abe
N. Denari
K. Daly
M. Lee
G. Lynn
M. Mack
T. Mayne
D. Richter
R. Somol
K. Sotamaa
Course Name and Number
M404: Joint Planning/Architecture Studio.

Catalog Description
(Same as Urban Planning M404.) Lecture, one hour; discussion, one hour, studio, four hours. Opportunity to work on joint planning/architecture project for a client. Outside speakers; field trips. Examples of past projects include Third Street Housing, Santa Monica; New American House for nontraditional households; Pico-Aliso Housing, Boyle Heights; working with resident leaders at Los Angeles City public housing developments.

Course Objectives
The goals of the class are (1) to expose the students to the various challenges posed by urban design on a regional and neighborhood scale; (2) to sensitize the students to the different sociocultural needs that diverse communities might have; (3) to present an array of qualitative research methods that are particularly relevant for the study of urban settings; (4) to facilitate the collaboration of architects and urban planners towards a common goal; and (5) to develop the ability to analyze, visualize, synthesize, and document complex urban conditions.

Course Requirements
The class will be divided into groups that combine architecture and planning students. Each group will be assigned specific tasks in the analysis and will complete a schematic urban design plan and report. Every student will also be expected to have read the required material before coming to class, since participation in group discussion will be important to the class.

Prerequisites
Consent of Instructor.

Dates Offered
Spring 2006

Faculty
J. Lang
A. Loukaitou-Sideris
Course Name and Number
411. Introductory Design Studio.

Catalog Description
Studio, 12 hours; outside study, six hours. Architectural composition is initially studied in terms of its separate elements. After each is studied by means of a manipulative exercise which allows for experimentation of its intrinsic possibilities, students undertake a series of closely controlled exercises dealing with combining the elements and then design small buildings. Letter grade.

Course Objectives
The First Year Fall Studio serves as a general introduction to Architectural Design and a particular introduction to the thematics that will be explored throughout the remainder of a student's Core Studio experience at UCLA. The course develops both design and critical thinking skills requiring students to understand architectural precedents, become familiar with the basics of spatial organization, analyze different principles of order, transform or develop new ones and finally to produce measured drawings and three dimensional models which reflect the student's considerations and which communicate those ideas effectively.

Course Requirements
The studio follows 3-4 short projects that investigate various architectural themes, including tectonic connection and growth through assembly, topographic surfaces, fundamental site analysis, simple programmatic planning, and the relationship between structural order and envelope. The pedagogical framework is neither chronological or hierarchical, as each exercise is seen as a different investigation of fundamental aspects of architectural design. Students develop basic knowledge of architectural tectonics, structure, measurement and site, and examine various techniques for transforming, organizing and designing architectural environments.

Prerequisites
Consent of instructor.

Dates Offered

Faculty
M. Gow
V. Jones
C. Hodgetts
G. Huljich
C. Lee
M. Lee
J. Mussel
J. Payne
H. Predock
H. Roberge
R. Sherman
Q. Touraine
Course Name and Number
412. Building Design Studio.

Catalog Description
Studio, 12 hours; outside study, six hours. Concentration on basic skills, leading to projects exploring architectural program in relation to design process and, particularly, implications of program on architectural forms and concepts. In second phase, introduction of structural elements to fulfill program requirements and to support and further develop intended forms and concepts. Letter grading.

Course Objectives
The studio will focus on the understanding of architecture through a constructed environment and specific structural principals. Assembly, structure and connection, the root of tectonic discourse, will be conceptualized through specific design processes. Implicit in the process of construction is the layering of numerous systems; primary, secondary and tertiary. The studio will consider ways in which to organize, synthesize and manipulate these systematic hierarchies through generally accepted construction and manufacturing approaches. Issues of systematically, repetition, lamination and spatialization will each be explored through two structural typologies forming the core of design research and the principle of tectonic examination.

Course Requirements
There will be two 5-week projects. In the first half of the quarter, students will attempt to conceive building design as a series of integrated subsystems. In order to understand how a building works, a break down of the building components into building materials, methods of assembly, load bearing structures, envelopes, and environmental controls systems will allow for analytical studies of their relationship to one another as well as their larger functional implications. In the second half of the quarter, emphasis will be placed on the assemblage of building component in view of spatial, syntactical, and visual considerations. This approach aims to establish a synthesis between the abstract design concept and its physical manifestation. The two projects will focus on different repetitive and distributed spatial models in conjunction with the roles of structures and details in architecture.

Prerequisites
Course 411.

Dates Offered

Faculty
K. Daly
N. Denari
D. Erdman
H. Flood
M. Gow
G. Huljich
C. Lee
M. Lee
Course Name and Number
413. Building Design with Landscape Studio.

Catalog Description
Studio, 12 hours; outside study, six hours. Introduction to theoretical and technical issues such as site planning, urban design, landscape design, and ecology. Building design and site planning in relation to water, landforms, and plants in natural light, heat, and ventilation. Letter grading.

Course Objectives
This studio focuses on the contact between architecture and site. Focusing on the premise that landscape is a generative terrain for architecture, the studio explores the ground as a primary determining factor of the build landscape. The integration of structure will focus on the use of serial components and the exploration of new and sustainable materials, in such a way as to reinforce the relation of site and construction, interior and exterior space, in conjunction with site elements such astophography, climatology, accessibility and their mutual interaction. Systems of movement in, across and through the landscape of the site will be of particular importance with respect to accessibility and egress in the buildings.

Course Requirements
Design project involving site research and site construction within the context of a medium building located in a specific topographic and climatic condition. Project will include the following:
- Topographic modeling: design of the land in relation to building, and vis versa
- Site planning and construction
- Circulation planning and egress analysis
- Building design as a series of modulated serial elements
- Environmental controls and climatology
- Material selection

-relation of interior to exterior

Prerequisites
Course 412.

Dates Offered

Faculty
J. Czerniak
D. Erdman
C. Hodgetts
S. Johnston
V. Jones
J. Payne
H. Roberge
R. Sherman
K. Sotamaa
O. Touraine
Course Name and Number
414. Major Building Design.

Catalog Description
Studio, 12 hours, outside study, six hours. Designed for second-year graduate students.
Introduction to issues such as programming and program manipulation, site planning, urban
design, and integration of technical systems and architectural expression. Emphasis either on
treatment in breadth of large-scale projects or exploration in depth and detail of smaller-scale
projects. Students learn to integrate structure and environmental control and to present their
ideas in graphic or model form. Letter grading.

Course Objectives
This studio is organized around a large complex multifunction program with an urban component.
As a comprehensive design and research problem, the thrust of the studio will be toward the
precise architectural translation and materialization of rather abstract cultural forces and demands
(codes, markets, socio-economic groupings, languages, and so on). Issues to be considered
include:
• Relationship of new development to existing urban fabric
• Contextual/cultural forces as informing design
• Complex programmatic interface (public versus private)
• Possibility of representing the collective today (identity versus diversity)
• Symbolic versus generic (monument versus background building)
• Facade/elevation as interface between city and interior

Course Requirements
• Urban Analysis
• Site strategy and programming
• Schematic design/plans
• Massing model
• Elevation studies/views
• Final design development/presentation

Prerequisites
Course 413

Dates Offered

Faculty
N. Denari
J. Lang
C. Lee
M. Lee
J. Payne
D. Richter
H. Robe'ge
R. Sherman
R. Somol
K. Sotamaa
O. Touraine
R. Weinstein
Course Name and Number
415. Comprehensive Studio

Catalog Description
Studio. 12 hours, outside study, six hours. Culmination of core sequence (courses 411 through 414), with focus on development phase of a project. Technical concerns such as structural design, day and artificial lighting, material innovation, sustainability, construction sequencing, and building envelope design to be considered critical to the generation of architectural form, and to be integrated in design of a single building project. Letter grading.

Course Objectives
The goal of the studio is to permit students to integrate and develop the expertise needed to realize their design intentions. This achievement relies on the active integration of various forms of knowledge that were independently dealt with in core studios. This includes advanced design, technological and material innovation, as well as conventions of the profession (i.e. construction documents, details). The studio will require students to pursue the development of a design with limited parameters through a high degree of resolution.

The comprehensive nature of this course requires the integration of all elements which comprise the execution of an architectural design idea; outside specialists and faculty specialist in structure, sustainability, envelope design and detailing assist the instructors and students in achieving a complete resolution of their stated intentions.

Specific topics such as materiality, lighting, sustainability, construction methodologies, envelope and interior treatments will be explored. A number of pedagogical strategies will be employed which are well suited to the comprehensive studio. These include but are not limited to assistance and consultation from invited specialists within the building trades, a professional standard of competence with regard to technical concerns, drawings which represent the conventions of the architectural profession, and the incorporation expertise related to construction practices.

Course Requirements
Students will work in a very short time (2 weeks) on a completed design concept, carry this into a design development phase in which the various consultants will oversee the selection and appropriateness of the chosen components.

Detailing and modeling will be carried out to arrive at a complete documentation of the design project. Each phase of the project will have different requirements such as diagrams, descriptions, plans and models of different scales (including a real-scale model of a detail such as a wall section or connective element), component and material research as well as compliance with local codes.

Prerequisites
Course 414

Dates Offered

Faculty
J. Lang
M. Mack
B. Myers
B. Refuerzo
Course Name and Number
431. Structures I.

Catalog Description
Lecture, three hours. Operations with forces and factors, both algebraically and graphically. Equilibrium of force systems, polygon of forces and funicular polygon. Internal actions; axial, shear and bending moment. Reactions, stability, and statical determinacy. Plane trusses; analysis and design. Forces and stresses; stiffness and strength. Structural issues as related to architectural design.

Course Objectives
- Understand the basic need to stabilize a building in three dimensions.
- Understand how materials work internally and how that leads to equilibrium
- Understand how span works and how beams are devices to resist shear and moment.
- The central theme of the course is how span is achieved in architecture. Students should be able to proceed from a design through loading diagrams, shear and moment diagrams, to steel beam selection.

Course Requirements
Written problem solving homework assignments are given each class. A midterm and a final examination are used to evaluate the students. In addition, a design project based on structural design and analysis of a studio-type project is due during the quarter.

Prerequisites
Basic algebra, geometry, trigonometry, or consent of instructor.

Dates Offered

Faculty
M. Paull
Course Name and Number
432 Structures II.

Catalog Description

Course Objectives
• Students will be able to start with architectural design of a project and proceed to calculate beam and column sizes in steel and wood design. They will be able to distinguish between and discuss the difference between stiffness and strength.
• Students will be able to use the building code to set construction and safety standards for steel and wood structures.
• Students will be able to discuss structural design in relationship to architectural design with specific reference to steel or wood framing and use this to influence the architectural design at the conceptual level of design.

Course Requirements
Written problem solving homework assignments are given each class. A midterm and a final examination are used to evaluate the students. In addition, a design project based on structural design and analysis of a studio-type project is due during the quarter.

Prerequisites
Course 431

Dates Offered

Faculty
M. Paull
Course Name and Number
433. Structures III.

Catalog Description

Course Objectives
Students will able to start with architectural design of a project and proceed to calculate beam and column sizes in concrete design. They will be able to understand the cost and safety issues for concrete as influences on the structural and architectural design of a project.

Course Requirements
Written problem solving homework assignments are given each class. A midterm and a final examination are used to evaluate the students. In addition, a design project based on structural design and analysis of a studio-type project is due during the quarter.

Prerequisites
Course 432

Dates Offered

Faculty
M. Paull
Course Name and Number
436. Introduction to Building Construction.

Catalog Description
(Not the same as course 436 prior to Fall Quarter 1999.) Laboratory, two hours; outside study, four hours. Introduction to construction techniques. Study of physical principles and materials for making architecture through series of exercises and field trips. Letter grading.

Course Objectives
To understand the process of construction and its elements. Explore the production of architecture through a series of lectures on the various topics and site visits to construction sites of various building types. Apply this understanding towards explaining an existing building through the production of a detailed case study.

Course Requirements

Prerequisites
Consent of Instructor.

Dates Offered

Faculty
M. Dannettel
J. Lang
M. Mack
D. Montalba
Course Name and Number
437 Building Construction.

Catalog Description
(Not the same as course 437 prior to Fall Quarter 1999) Laboratory, four hours; outside study, eight hours. Principles of structure and enclosure, with focus on production and materials research. Exploration of building elements for functional, performance oriented and formal properties; in addition strategic design development of a case study or projects from previous studio may be developed in detail with integration of a range of technical systems. Letter grading.

Course Objectives
This course seeks to examine the dichotomy between construction and the design processes in current architectural practices. Structured on the analysis of historical, contemporary and highly innovative design case studies; building and design dispositions will be studied from a technological point of view. The research will explore the interdependence of stated intention and predilections in relationship to the exigencies of building construction. Through case studies of modern and contemporary buildings, production methods in design as well as construction processes will be investigated. Emphasis will be placed on the connection between the overall design concept and its physical manifestation, the assembly of building components and their role in spatial and formal expression. Special emphasis is placed on the understanding of energy saving techniques and the investigation of new sustainable techniques and prefabrication of components or complete buildings. In addition new materials and their application in the building construction industry will be investigated and collected to form a collective new understanding of the changing process of construction.

Course Requirements
In the seminar students will be asked to present different building case studies, that will serve as the basis for innovation of building processes and documentation. Small real scale projects- such as mock-ups and furniture type pieces, detail drawings as well as quizzes comprise the student requirements for this course. Grades will be based on the documentation, class attendance, student presentation, and participation in discussions.

Prerequisites
436

Dates Offered

Faculty
M. Lee
M. Mäck
Course Name and Number
441. Environmental Control Systems.

Catalog Description:
Design and integration of mechanical, electrical and plumbing systems for small, medium and large buildings. The course considers the design of air handling systems, cooling and heating systems, fire and life safety, plumbing, vertical and horizontal circulation, communication and electrical power and distribution. A critical part of the course is to analyze the integration of these systems on architectural form of a building.

Course Objectives:
• To teach the students the fundamental issues of Mechanical, Electrical and Plumbing systems in Buildings
• To teach the students how Mechanical, Electrical and Plumbing systems impact the Architectural Design and how to integrate these systems into architecture
• To expose the students to the practical issues relating to Mechanical, Electrical and Plumbing Systems, which arise during the design, construction and commissioning of a building
• To provide the students with a useful set of references which can be used in future work and in design studios
• To expose the students to the concepts of integrated design team working
• To outline the relevant codes which govern building design
• To expose the students to the array of available tools, systems and equipment used in Professional Engineering Practice.

Course Requirements:
• Pop Quiz - 8 Quizzes
• Group Project 1
• Group Project 2

Prerequisites:
Consent of instructor.

Dates Offered:

Faculty
A. Locke, PE.
Course Name and Number
442 Building Climatology.

Catalog Description
The course outlines the principals of sustainable design of buildings in different climates. Discussions of how buildings respond to local climate, façade and roof design to minimize energy use, use of natural resources such as wind and daylight; utilization of sustainable energy sources, human thermal comfort; sun motion and sun control devices; use of plant materials and landform to modifying microclimate, water usage and reduction.

Course Objectives
- To teach the students the fundamental issues of Sustainable Building Design
- To teach the students how conserving energy can impact the Architectural Design and how to integrate these ideas into architecture
- To teach students water conserving techniques and alternate water delivery in buildings
- To provide students with an understanding of the local environment and the opportunities to use the environment to provide a sustainable building
- To provide students information on renewable energy alternatives
- To provide the students with a useful set of references which can be used in future work and design studios
- To expose the students to the concepts of integrated design team working
- To expose the students to the array of available tools, systems, and equipment used in sustainable design in Professional Engineering practice

Course Requirements
- Pop Quiz - 5 quizzes
- First Project
- Final Group Project

Prerequisites
Basic physics.

Dates Offered

Faculty
A. Locke, PE
Course Name and Number
461. Professional Practice.

Catalog Description
Seminar, three hours. This course provides an overview of important features of architectural practice, including the architect's roles and responsibilities, contractual and professional relationships, and instruments of service. The range of project delivery systems will be introduced, including emerging technologies and fabrication methods. Presentations and discussions will review graphic and textual conventions and standards, ethical issues, regulatory requirements, and the processes involved in bringing an architectural project to fruition. Students will learn the steps that lead to registration and strategies to manage a practice, coordinate consultant input, and mitigate exposure to risk.

Course Objectives
The goal of this course is to introduce the knowledge base required for students to complete the path to registration and begin or operate an architectural practice. It will also overview industry standards and regulations that govern construction and issues of liability. Topics will include contracts, project delivery, codes and standards, programming, project management, construction documents and specifications, bidding and contract administration, closeout and post-occupancy evaluation, risk management and legal issues, licensure, firm planning, financial operations, human resources, and marketing. The course will provide a forum for discussion of professional practice issues, covering both current trends in practice and future prospects.

Course Requirements
- Attendance at class lectures and participation in discussions
- Readings on professional practice issues and topics
- Pre-design sketch problem
- Assignments addressing topics in:
  - Construction Documents and Specifications
  - Field Observation and Reporting
  - Liability and risk management analysis
  - Firm credentialing and marketing
- Multiple choice / Short Essay Final Examination

Prerequisites

Dates Offered

Faculty
G. Rand
R. Sherman
4.3.1

Professional Practice

Syllabus 461
Introduction to Professional Practice

Course Description: This course provides an overview of important features of architectural practice, including the architect's roles and responsibilities, contractual and professional relationships, and instruments of service. The range of project delivery systems will be introduced, including emerging technologies and fabrication methods. Presentations and discussions will review graphic and textual conventions and standards, regulatory requirements and processes, and the steps involved in bringing an architectural project to fruition. Students will learn the steps leading up to registration and the tools to help them manage a practice, coordinate consultant input, and mitigate exposure to risk.

Schedule: One meeting per week, 3 hours

Week 1 The Architect's Role
Responsibilities to the public, the Owner, and the profession. The contractual relationship and pre-design.


Week 2 Project Delivery Methods
Traditional and new patterns of project delivery, contractual implications and obstacles.


Week 3 Authorities Having Jurisdiction
Introduction to the regulatory agencies, standards, references, and codes that define the built environment.


Assignment 1: Site/envelope/massing analysis using zoning code, IBC, and LEED.

Week 4 Collaboration and the Design Process
Relationships and roles on the Project Team and how to organize and manage interaction for success.

Text: AIA C141 Architect – Consultant Agreement.

Week 5 Construction Documents
The Instruments of Service - Drawings, Specifications, and General Conditions; BIM and new technologies.


Assignment 2: Specifications / Construction Drawings problem set.

Week 6 Contract Administration
Realizing your vision: interacting with Contractors, building industry economics, procedures, and safeguards.

Texts: AIA A101 Owner-Contractor Agreement,

Texts: AIA Contract Administration Forms.

Field Trip: Visit to local Contractor / Jobsite and/or UCLA Dept of Design and Construction.

Assignment 3: Produce a Field Observation Report for the jobsite visit.
Week 7  Professional Liability
Risk, accountability, and prevention: strategies and mechanisms to avoid disputes and resolve conflicts.


Assignment 4: Analysis of several examples of correspondence in the context of liability.

Week 8  Becoming an Architect
Steps toward licensure: internship, examination, and registration. Choosing the right experience for you.


Week 9  Starting Practice
Notes on ownership and operation of a practice, the ethics and business of practice, long-term planning.


Week 10  Architecture and Media
Promoting your work, obtaining commissions, and professional presentation in various media.

Texts: Examples of RFQs and Responses.

Assignment 5: Compose a submittal of qualifications for a hypothetical project interview in response to an RFP. Include a resume and cover letter, use images of current or past studio work.

Multiple-choice/Short-essay Final Exam

Grades will be based on:

15% Attendance and participation
15% Pre-design sketch problem
10% Construction Documents
10% Field Report
10% Liability responses
10% RFP response
30% Final Exam
4.4

Faculty Resumes
Name: Hitoshi Abe

Courses Taught (Four semesters prior to current visit):
ARCH 289.1 Tokyo Then, Tokyo Now, Spring 2008, Winter 2009
ARCH 401.1 Advanced Topics Studio - Shared Private Space, Winter 2008
ARCH 403A.1 Research Studio - Tokyo Extract- strategizing flux control for global cities, Fall 2008
ARCH 403B.1 Research Studio - Tokyo Extract- strategizing flux control for global cities, Winter 2009
ARCH 403C.1 Research Studio - Tokyo Extract- strategizing flux control for global cities, Spring 2008

Educational Credentials:
Doctor of Philosophy in Engineering (Architecture), Tohoku University, Japan, 1993
M.Arch, Southern California Institute of Architecture, 1989
Master of Engineering in Architecture, Tohoku University, 1987

Teaching Experience:
Professor and Chair, Department of Architecture and Urban Design, University of California, Los Angeles, 2007-present
Professor, Graduate School of Engineering, Tohoku University, 2002-2007
Friedman Professor, University of California, Berkeley, 2006
Associate Professor, Tohoku Institute of Technology, 1998-2002

Professional Experience:
Principal, Atelier Hitoshi Abe, 1992-present
Urban Design Advisor, Sendai Oroshisho Center, 2003-2007
Coop Himmelblau, Los Angeles, 1988-1992

Professional Memberships:
AIJ (Architectural Institute of Japan) present

Recent Honors & Awards:
Architectural Institute of Japan Award for SSM/Kanno Museum, 2009
Architectural Institute of Japan Award for Outstanding Practice for the International Architecture Workshop, 2009
Contract World Award for Aoba-tei, 2009
SIA-Getz Prize for Emergent Architecture in Asia, 2008
World Architecture Award for SSM/ Kano Museum, 2007
Good Design Award for Sasaki Office Factory for Prosthetics, 2005
Architectural Institute of Japan Award for Reiho Community Hall, 2003
Business Week and Architectural Record Award for Sekii Ladies Clinic, 2003
Building Contractors Society Award for Miyagi Stadium, 2001

Recent Research:
Ornament new Aufgelfgt/ Re-Sampling Ornament, Aoba-tei, Basel Switzerland, 2008
Body: Hitoshi Abe, solo-exhibition, UCLA, 2007
Open House, MEGAHOUSE, UCLA, 2007
GA Houses Project 2007, BOWL, Tokyo, Japan, 2007
9 Tsubo House 2006, Tall NUDE, Tokyo, Japan, 2006
Parallel Nippon, Reihoku Community Hall, Tokyo, Japan, 2006

**Recent Publications:**
Monograph, "Hitoshi Abe", Phaidon Press, winter 2009
Monograph, "Hitoshi Abe Flicker" (TOTO)

**Recent Work:**
SM/ Kanno Museum, Shiogama
Reihoku Community Hall, Kumamoto
Phoenix Range Project, Miyagi, Japan
F-Town Building, Miyagi, Japan
The 100th Anniversary Hall of Tohoku University

**Recent Academic, Professional & Public Service:**
Urban Design Advisor, Sendai Oroshisho Center, 2007
Sendai Oroshisho Center Town Planning Committee, 2004-present
Oroshimachi Revitalization Committee, 2003-2007
Sendai Scenery Council, 2004-2006

**Lectures:**
Masters of Arts Festival, University of Art & Design, Helsinki, Finland, 2008
University of California, Berkeley, 2008
Washington State University, School of Architecture + Construction Management, Pullman, Washington, 2008
Takenaka Corporation Lecture, Osaka, Japan, 2008
Roundtables in Architectural Education, University of Pennsylvania, School of Design, Department of Architecture, 2008
Name: Kelly Bair

Courses Taught (Four semesters prior to current visit):
AUD 141 U/G Tech I (Fall 2009)

Educational Credentials:
M.Arch., University of California, Los Angeles, 2005
Bachelor of environmental design, major architecture, University of Colorado, Boulder, 1999

Teaching Experience:
Instructor & Coordinator, UCLA AUD Jumpstart Summer Program, 2009
Adjunct Professor, Woodbury University, 2008-2009
Adjunct Professor, Southern California Institute of Architecture (SCI-Arc), 2007-2009

Professional Experience:
Principal , GrayArea, Los Angeles, CA 2008-present
Project Designer/ Manager, Belzberg Architects, Santa Monica, CA 2007-2008
Project Designer/ Manager, Gnuform, Los Angeles, CA 2006-2007
Project Designer/ Manager, Greg Lynn Form, Greg Lynn, Los Angeles, CA 2005-2006
Senior Design Associate, Office of Mobile Design, Jennifer Siegal, Los Angeles, CA 2002-2004
Project Designer/ Manager, Pugh + Scarpa Architecture, Lawrence Scarpa, Santa Monica, CA 2000-2002
Project Designer/ Manager, Doelling, Brennen, Peschi Architects, Santa Monica, CA 1999-2000

Recent Honors & Awards:
EASA Moonfish Building Competition, Finalist Award, 2009
Luvo Chair Design Competition: “Stretch”, First Prize Award in collaboration with Mike Hill, 2006
AIA Award: Los Angeles, “XAP Corporation” for professional work done with Pugh+Scarpa
UCLA Fellowship Award, 2003-2004

Recent Research:
Exhibitions:
2x8 : swell, A+D Museum, Los Angeles, work done in collaboration with Amalia Gonzales, Jon Gaiser, Lionel Sacks-Monsky, 2006
Manifold Destiny, University of California: Perloff Gallery, work done in collaboration with Amalia Gonzales, Jon Gaiser, Lionel Sacks-Monsky, 2006
Currents Exhibition F04 & W05: Heavy Matter & Plastic Flower, University of California: Perloff Gallery, work done in collaboration with Amalia Gonzales, Ben Frienger

Recent Publications:
Praxis issue #5 “Adhocism: office of mobile design”, (Gilmartin, 2003) featuring work done with OMD
I.D. Magazine “The New Mobility” by Tom Vanderbilt, featuring work done with OMD, 2003
Dwell Magazine “Dwell Home Competition 2003” by Alison Arieff, featuring work done with OMD, 2003

Recent Academic, Professional and Public Service:
Editor, Thought Matters, (UCLA AUD, 2006)
Name: Dana Cuff

Courses Taught (Four semesters prior to current visit):
ARCH 133 Modernism and Metropolis, Spring 2009
ARCH 289.1 Hot Buildings, Cool Texts, Fall 2008
ARCH 290 Design Practices and Cultural Studies (MA/PhD only), Winter 2009
ARCH 290 Social Practices (MA/PhD only), Spring 2008
ARCH 291 Theories of Architectural Programming, Fall 2007
ARCH M293 Politics, Ideology and Design, Winter 2008

Educational Credentials:
Ph.D. in Architecture, University of California, Berkeley, CA, 1982
B.A. in Design; Psychology, University of California, Santa Cruz, CA, 1976

Teaching Experience:
Professor, Department of Architecture and Urban Design; Department of Urban Planning, non-
voting appointment, University of California, Los Angeles, 1994-present
Director, cityLAB, UCLA, 2006-present
Director, Institute for Pervasive Computing and Society, UCLA, 2002-present
Visiting Professor, Bruce Goff Chair of Creative Architecture Lectures, University of Oklahoma, 2006
Gillmor Visiting Professor, University of Calgary, 2005

Professional Experience:
Director, cityLAB, thinktank on architecture of the contemporary city, 2006-present
Principal, Community Design Associates; Consulting in programming and community planning;
affiliated with Daly, Genik Architects, Santa Monica 1999-present

Recent Honors & Awards:
Ziman Center for Real Estate, Fellow, University of California, 2009-2010
Finalist, “Flip-A-Strip” Design Competition, cityLAB with Roger Sherman, Architecture and
Urban Design, 2008
Ziman Center for Real Estate, Founding Fellow, University of California, 2005-2007
Humanities Research Institute Fellowship, University of California, “Ethics of the Neighbor”
Rudy Bruner Award for Urban Excellence, for Camino Nuevo Charter Academy (Daly, Genik
Architects with Community Design Associates, Cuff-Director)

Recent Research:
“Backyard Housing,” Center for Community Partnerships, 2008-2010
“Urban Sensing,” Committee on Research, 2007-2008
Arts Initiative, cityLAB support, 2007-2008
cityLAB, founded with two annual gifts from donor to Dana Cuff and UCLArts, 2006-2008
Ziman Center for Real Estate, “PropX: Lessons Learned” 2006-2007
University of California, Committee on Research, “Ingenious Architecture: Positive Deviance in the
Emergent City”, 2006-2007
University of California, Committee on Research, “The Figure of the Neighbor”, 2005-2006

Recent Publications:

Journal Articles and Book Chapters:

Recent Academic, Professional & Public Service:
Editorial and Advisory Boards:
Board of Advisors, Los Angeles Forum for Architecture and Urbanism, 2002-present

Professional Service:
Juror, Latrobe Fellowship for Architectural Research, AIA Wash DC, 2008-09

Professional Consulting:
Consultant on urban revitalization, San Francisco Mission District development, 2008
Consultant on Maynard Parker Photo Archive of mid-century Los Angeles, Huntington Museum, 2008
Competition Advisor, 18th Street Arts Center, Santa Monica and Santa Monica Community Corporation; affordable artists housing and community facilities, 2006

Lectures:
University of Illinois, Chicago, Department of Architecture, 2008
Tokyo University, School of Architecture and Planning, 2007
Scripps College, Humanities Institute, 2007
Name: Kevin Daly

Courses Taught (Four semesters prior to current visit):
ARCH 412 Building Design Studio

Educational Credentials:
M.Arch, Rice University, Texas, 1985
AB Architecture, University of California, Berkeley, 1980
Biochemistry, University of California, Santa Barbara

Teaching Experience:
Lecturer, UCLA, Los Angeles, 1993 – present
Studio Faculty, University of Southern California, 1990 - 1992

Professional Experience:
Principal, Daly/Genik, Los Angeles, present

Licenses/Registration:
California
NCARB Certificate

Professional Memberships:
American Institute of Architects (AIA)

Recent Honors & Awards:
AIA/ LA Honor Award: Art Center South Campus, 2008
AIA/ LA Merit Award: Camino Nuevo High School, 2008
AIA/ LA Next LA: Honor Award: Art Center Housing Complex, 2008
AIA/ LA Next LA: Palms Boulevard House, 2007
AIA/ CC: Camino Nuevo High School, 2007
AIA/ LA Next LA: Camino Nuevo Charter Academy High School, 2006
AIA/ CC: Design Award: Art Center College of Design South Campus

Recent Research:
Exhibits:
Huntington Library, San Marino, CA, “This Side of Paradise: Body and Landscape in LA Photographs”
SciARC, “100 Rooms / 5000 Cells “vizrt”

Recent Publications:
BMW/ DesignworksUSA, Azure, December 2007
Camino Nuevo High School, Il Giomale dell’ Architettura, November 2007
Art Center College of Design, Architektur.aktuell, October 2007
CNCA High School, Architectural Record, July 2007
Dwell, June 2007
10x10, Phaidon Press, 2005

Recent Work:
ACCD South Campus Art Center, Pasadena, CA
HUAM Art Center, Cambridge, MA
Camino Nuevo High School, Los Angeles, CA
Arizona State University Campus Cafes, Tempe, AZ
Tahiti Housing Complex, Santa Monica, CA
Gabriella’s Place, Los Angeles, CA (non-profit dance studio in Pico-Union district)
Santa Monica Parks, Santa Monica, CA
BMW / Designworks USA, Newbury Park, CA
Custom Tables / Cabinetry
InterActive Corporation, New York, NY
Tarzana Residence, Tazana, CA
Beverley House, Santa Monica, CA

Recent Academic, Professional and Public Service:
Advisory board of the University of Southern California’s Center for Sustainable Cities.
Lectures:
Rice University, Houston, 2007
Northeastern University, Boston, 2007
SCIARC, Los Angeles, 2006
BSA Conversations, Boston, 2006
State University of New York, Buffalo, 2004
Carleton University, Ottawa, Canada, 2004
Name: Neil Denari

Courses Taught (Four semesters prior to current visit):
ARCH 401.2 Advanced Topics Studio - SQUASHED PLATONICS, Winter 2008
ARCH 401.4 Advanced Topics Studio (M. Arch II - Suprastudio only), Fall 2008, Winter 2009
ARCH 403A.1 Research Studio - CHICAGO/FUTURES YEAR 2/2: CHICAGO VS THE WORLD, Fall 2007
ARCH 403C.1 Research Studio - CHICAGO/FUTURES YEAR 2/2: CHICAGO VS THE WORLD, Spring 2008
ARCH 403A.4 Research Studio (M. Arch II - Suprastudio only), Fall 2008
ARCH 403B.4 Research Studio (M. Arch II - Suprastudio only), Winter 2009
ARCH 403C.4 Research Studio (M. Arch II - Suprastudio only), Spring 2009

Educational Credentials:
M. Arch., Harvard University, 1982
B.Arch., Houston University, 1980

Teaching Experience:
Associate Professor in Residence, UCLA, 2005-pres
Herbert H. Greenwald Visiting Professor, University of Illinois, Chicago (1 week master class; March 2008)
Esherick Visiting Professor, UC Berkley, Fall Semester 2007
Visiting Professor, Princeton University, Fall Semester 2007
Lecturer, UCLA, 2002-2005
Director, SCI-Arc, 1997-2001
Visiting Professor, Columbia University, 1995

Professional Experience:
Principal, Neil M. Denari architects, 1988-pres
Senior Designer, James Stewart Polshek and Partners, New York, 1983-1986
Technical Intern, Aerospatiale Helicoptres, La Courneuve, France, 1982

Licenses/ Registration:
California
New York

Professional Memberships:
American Institute of Architects

Recent Honors & Awards:
Academy Award from the American Academy of Arts and Letters, 2008
LA Chapter AIA Honor Award For HL23, New York, 2008
Architecture Award for the American Academy of Arts & Letters, New York, 2008
LA Chapter AIA Honor Award for MUFG Bank, Nagoya, Japan, 2007
National AIA Honor Award for Endeavor Talent Agency and Screening Room, 2007
National AIA Honor Award for I.A. Eyeworks, 2005
Richard Recchia Award for Architecture, National Academy of Design, 2002
Samuel F.B. Morse Medal for Architecture, National Academy of Design, 2002
Recent Research:
Exhibitions:
Archilab, Group Show, Taipei Fine Arts Museum, Taipei, Taiwan, 2008
Shenzhen-Hong Kong Bi-City Biennale, Group Show, Shenzhen, China, 2007
Skin and Bones, Group Show, MOCA, Los Angeles, CA, 2006
Glamour, Group show. SFMOMA, San Francisco, CA, 2004

Recent Publications:
Gyrosopic Horizons (Princeton 1999)
Interrupted Projections (TOTO 1996)

Recent Work:
Houston / Lafayette Building, New York. 10,000 sf addition to an historic Greenwich Village building, 2008
Taipei Performing Arts Center Competition, 2008
Almaty CBD, Kazakhstan. 200,000 square meters mixed-use project, 2007
Mitsubishi United Financial Group, Inc. Osaka, Japan. 372 square meter private banking office, 2007
Mitsubishi United Financial Group Inc. Ginza, Japan. 242 square meter private banking office, 2007
Mitsubishi United Financial Group Inc. Sapporo, Japan. Private banking office, 2007
Mitsubishi United Financial Group Inc. Kobe, Japan. 325 square meter private banking office, 2006
Mitsubishi United Financial Group Inc. Furniture, Japan, 2006
Mitsubishi United Financial Group Inc. Nagoya, Japan. 1207 square meter private banking office, 2005
High Line 23, New York. 14 story tower with condominiums in Chelsea, 2005
Alan-Voo Family House. Los Angeles. 2000 square foot conversion and addition to a family house, 2005

Recent Academic, Professional & Public Service:
Lectures:
The New Intimacy, University of Kentucky, 2008
World Architecture Festival (Jury Member), Barcelona, Spain, 2008
Solid States: Changing Times for Concrete (Panel Member), Columbia University, NY, 2008
Lautner Symposium (Panel Member), UCLA Hammer Museum, Los Angeles, 2008
Speculations On, Helsinki Design Conference, Finland, 2008
Speculations On, Cal Poly San Luis Obispo, CA, 2008
Speculations On, UT Arlington, Texas, 2008
Speculations On, University of Illinois, Chicago, 2008
Name: Stephen Deters

Lecturer

Courses Taught (Four semesters prior to current visit):
ARCH 289.5 Suprastudio / Megavoids / Transportation and Urban Design for a Sustainable Future (M. Arch II ONLY), Fall 2008
ARCH 401.4 Advanced Topics Studio (M. Arch II - Suprastudio only), Fall 2008, Winter 2009

Educational Credentials:
M.Arch., UCLA, Los Angeles, 2007
Die Academie Fur Angewandte Kunst (Academy of Applied Arts), Vienna Austria, Masterclass Studio Zaha Hadid, Concurrent with MArch1 at UCLA
B.S. Architectural Studies, University of Illinois at Urbana-Champaign, 1996
L’Ecole D’Architecture De Versailles, Versailles, France, International Study Program, Concurrent with BSAS at UIUC

Teaching Experience:
Lecturer, UCLA, Los Angeles, 2007-present

Professional Experience:
Principal, Deterfabrik, Los Angeles, 2007-present
Architect, Eric Own Moss Architects, Los Angeles, 2005
Project Manager, Bernini Construction Corporation, Bronx, NY, 2002-2003

Licenses/Registration:
Illinois

Recent Academic, Professional and Public Service:
Suprastudio: A year-long design/research studio for MArchII (advanced post-professional) students. 2009 (Lecture/ Seminar in contemporary construction techniques.)
Name: Diane Favro

Courses Taught (Four semesters prior to current visit):
ARCH 19 (Fiat Lux) Built Women: Architects in America, Fall 2007
ARCH 19 Mapping Ancient Rome in the 21st Century, Fall 2008
ARCH 286 Roman Architecture and Urbanism, Spring 2008
ARCH 288 Renaissance Architecture & Urbanism, Fall 2008
ARCH 290 Digital Cultural Mapping: Methods of geo-temporal inquiry (MA/PhD only), Spring 2009
ARCH 290 MEDIA-ting Los Angeles, Winter 2008

Educational Credentials:
Ph.D., University of California, Berkeley, 1984
Master of Art with Distinction, University of California, Santa Barbara, 1976

Teaching Experience:
Professor, UCLA, 1999-present
Associate Professor, UCLA, 1993-1999
Visiting Professor, Bilent University, Ankara, Turkey, 1993-1994
Assistant Professor, Graduate School of Architecture and Urban Planning, UCLA, 1984-1993
Assistant Professor, School of Architecture, Florida A & M University, 1982-1984

Professional Memberships:
Archaeological Institute of America
Association for Women in Architecture
California Women in Environmental Design
Classical Archaeological Society of Southern California
College Art Association
Society of Architectural Historians, National Organization and Southern California chapter

Recent Research:
Principal Investigator, Statuary in the Late Antique Roman Forum, with Professor Gregor Kalas, NEH-Fellowships at Digital Humanities Center, 2009-2010
Co-Director with Todd Presner, Willeke Wendrich, Curriculum for Digital Cultural Mapping, W.M. Keck Foundation Proposal, 2008-2011
Co-Principal Investigator with Todd Presner, Willeke Wendrich, Hypercities, HASTAC / MacArthur, 2008-2009

Recent Publications:
Academic Articles:

Book Chapters:
“To Be or Not To Be In Past Spaces: Thoughts On Roman Immersive Reconstructions,” in Re-Presenting the Past, Sheila Beno and Stephen Houston editors (in press).
“Ancient Rome through the veil of sight,” in Landscape and Vision, Dianne Harris and Dede Ruggles, editors (University of Pittsburgh Press, 2007), pp. 111-130.

Recent Work:
Digital Karnak, http://dlib.etc.ucla.edu/projects/Karnak/, launched October, 2008; press coverage includes USA Today (April 22, 2009), Science Daily(April 30, 2009), UCLA Today(April 21, 2009), and Chronicle of Higher Education (April 24, 2009)

Recent Academic, Professional and Public Service:
Executive Director of Research, School of the Arts and Architecture, UCLA, 2008—
Information Technology Taskforce, UCLA, 2008—2009
Executive Board Member, Institute for Digital Research and Education (IDRE), 2008—
Board Member, IDRE-HASIS (Humanities, Arts/Architecture, Social and Information Sciences), 2008—
Community Service:
Volunteer at Battered Women's Shelter, Santa Barbara
Volunteer, Santa Barbara Rescue Mission
Kadin Dayanisma Vakfi, Ankara, Turke
**Name:** Robert Garlipp

**Consultant**

**Educational Credentials:**
Diploma in Engineering, Fachhochschule Darmstadt Faculty of Architecture
Master as carpenter and cabinet maker, Handwerkskammer Frankfurt, Germany

**Professional Experience:**
Consultant Engineers, ASI Design, Advanced Structures Inc., 1999-present
Architects, Conwell & Shonkwiler, 1998
Consultant Engineers, RFR, Peter Rice, Martin Francis, Ian Ritchie, 1993-1997
Architects and Urban Planners, Trojan, Trojan, & Neu, 1993
Architect, Klaus Dreßigacker, 1991-1992
Architect, Renzo Piano Building Workshop, 1990
Architects & Sculptors, Formalhaut, 1988-1990
Architects, Klaus Dreßigacker & Marie Theres Deutsch, 1989-1990

**Licenses/ Registration:**
Germany

**Recent Work:**
Projects:
San Jose Civic Center Rotunda Dome Glazing System, San Jose, CA
Morial Convention Center Facades, New Orleans, LA
Cloud Fashion Show Mall, Las Vegas, NV
Harvard Medical School Cable Truss Facades, Boston, MA
Bangkok International Airport Main Terminal Facades, Bangkok, Thailand
Frank Stella Sculpture, Stuttgart, Germany
Guangzhou Int. Airport Façade Design, Guangzhou, China
Museum of Modern Art, Luxembourg
School of Architecture, Marne la Vallée, France
MBTA Boston Airport Station Facades & Canopies, Boston, MA
NYU Entrance Facades and Canopy, New York, NY
Pinnacle Health Care Systems Aluminum Canopy
Name: Bruce M. Gibbons                Consultant

Educational Credentials:
Bachelor of Engineering, Civil & Structural Engineering, University of Sheffield, England, 1984

Professional Experience:
Principal, Ove Arup & Partners USA, 1991-present
Senior Structural Engineer, Ove Arup & Partners, 1989-1991
Structural Engineer, Ove Arup & Partners, 1984-1988
Site Engineer, RM Douglas Construction, Summers 1981-1983

Licenses/Registration:
SE, California
PE, California
Chartered Engineer, CENG, United Kingdom

Recent Honors & Awards:
Gyebi kufuor Memorial Prize for Excellence in Concrete Structures and Technology, Imperial College of Science & Technology, 1989.

Recent Work:
Projects:
San Francisco Federal Building
Philadelphia Eagles Stadium, Philadelphia
Paul Brown Stadium, Cincinnati, Ohio
Palenque at Centro JVC, Guadalajara, Mexico
San Francisco 49ers Stadium, San Francisco, California
Dallas Fort Worth Airport International Terminal D, Dallas, TX
United Airlines Facilities at Los Angeles International Airport, CA
Salt Lake City International Airport, Salt Lake City, Utah
United States Department of Energy Environmental & Molecular Sciences Laboratory, Richland, Washington

Professional Memberships:
Structural Engineers Association of Southern California
Institution of Structural Engineers
Associate Member Institution of Civil Engineers
Name: Craig Hodgetts

Professor

Courses Taught (Four semesters prior to current visit):
ARCH 401.2 Advanced Topics Studio - LIGHT, SUBSTANCE, AND MEDITATION, Fall 2007
ARCH 401.2 Advanced Topics Studio – Hodgetts Studio, Fall 2008
ARCH 413 Building Design with Landscape Studio, Spring 2008 2009

Educational Credentials:
MArch., Yale School of Art and Architecture, 1966
University of California, Berkeley, Major – Architecture, 1962-1964
San Francisco State College, Major – Theatre Arts/ Playwriting, 1961-1962
B.A., Oberlin College, 1960

Teaching Experience:
Professor, UCLA, Los Angeles, 1994-present
Saarinen Visiting Professor, Yale University, 2000
Herbert Baumer Distinguished Visiting Professor, The Ohio State University, 1996
Professor, University of California, San Diego, 1990-1994
Adjunct Professor, University of Pennsylvania, 1982-1990

Professional Experience:
Principal and Co-Founder, Harmonica, Inc., Culver City, CA, 1989-present
Principal and Co-Founder, Hodgetts and Fung Design Associates, Culver City, CA, 1984-present
Designer, Conklin and Rossant, New York, 1967

Licenses/Registration
California
Texas
Louisiana

Recent Honors & Awards:
AIA CC Firm of the Year Award, 2008
General Services Administration Design Award for Donna-Rio Bravo Port of Entry, 2008
Cultural Affairs Commission Merit Award, “Hyde Park Branch Los Angeles Public Library” 2008
AIA LA Design Citation Award, “Hyde Park Branch Los Angeles Public Library” 2008
AIA Los Angeles Gold Medal, 2006
Menlo-Atherton High School Performing Arts Center, Invited Competition, First Prize, 2005

Recent Research:
Exhibitions:
Ke-ar’o-skoo’o, NRW-Forum Gallery, Dusseldorf, Germany, 2009
Dialogues and Interventions, Recent Architecture Pasadena to L.A., Armory Center for the Arts, Pasadena, CA, 2006
La Cita Pulpa, University of California Los Angeles, 2006
Acoustic Ceiling: Southern California Institute of Architecture, 2004
Past Present Future: Three Exhibitions, University of California at Los Angeles Architecture and Urban Design Exhibition Series, 2004
Exhibition Design Library of Congress / Ira Gershwin Gallery at Walt Disney Concert Hall
A New World Trade Center, Max Protetch, New York, NY, 2002
"Blueprints for Modern Living: History and Legacy of the Case Study Houses" MoCA 1989-1990

Recent Publications:
Articles:
2008 ALACC Awards: Firm Award; arcCA design awards issue; 08.3 November 2008
Yamano Tower; Form; November/December 2008.p16
Books:
Hodgetts + Fung, United Asia Art and Design Cooperation, Beijing, China Architecture and
Building Press, 2005
The Getty Sketchbook, 2008
Goldin,G. Whatever Happened to Los Angeles?, Frances Anderton, The Architects’ Newspaper,
June 7, 2006
It Takes A Village, Architectural Digest, June 2005
Calendar: The Latest Chapter in L.A. Libraries, Los Angeles Times, August 11, 2005

Recent Work:
Yamano Gakuen Complex, Tokyo, 2007
Wild Beast Music Pavilion, CAL Arts
Menlo Park-Atherton High School Performing Arts Center, Menlo Park, CA
Hollywood Bowl, Hollywood, CA 2003
Los Angeles Public Library, Hyde Park, 2004
Gershwin Gallery at the Walt Disney Concert Hall, Los Angeles, CA, 2003

Recent Academic, Professional and Public Service:
General Services Administration, National Peer Juror El Paso, TC Border Station, 2008
Arizona State University, Final Reviews, Juror, 2008
Lectures:
Hammer Museum Exhibition Walkthrough: John Lautner with Craig Hodgetts, Los Angeles,
California, October 2, 2008
Conferences:
World Architecture Convention, Munster, Germany, June, 2008
Name: Andrew Holder

Courses Currently Taught (Four semesters prior to current visit):
ARCH 220.1 Introduction to Computers, Fall 2008
ARCH 220.2 Introduction to Computers, Fall 2008

Educational Background:
M.Arch., UCLA, Los Angeles, 2005
B.A. Political Science, Lewis & Clark College, Portland, 2000

Teaching Experience:
Lecturer, UCLA, Los Angeles, 2006-present
Lecturer, Otis College of Art and Design, 2006-2007

Professional Experience:
Principal, The LADG, Los Angeles, 2006-present
Project Designer, Servo, Los Angeles, 2005-2006
Project Designer, Fievre-Jones, Los Angeles, California, 2005-2006
Project Manager's Assistant, MulvannyG2 Architecture, Portland, Oregon, 2001-2002

Recent Honors & Awards:
Graduation with Distinction, University of California, Los Angeles, 2005
Recipient, AIA Certificate, University of California, Los Angeles, 2005
Recipient, Loprinzi Scholarship, University of California, Los Angeles, 2004

Recent Research:
Diaphanous, Small Space Gallery, solo exhibition, 2005
Motion 2x8, A+D Museum, Los Angeles, group show, 2005
Inflatable Iconography: Dos Mil Gallery, Portland, Oregon, Solo exhibition, 2001

Recent Academic, Professional and Public Service:
Information Systems Consultant, Homestead Capital, Portland, Oregon, 2003-2005 (chief
technology consultant for affordable housing finance firm)
Director of Information Systems, Homestead Capital, Portland, Oregon, 2002-2003 (lead designer
of data management system for affordable housing finance company)
Name: Georgina Huljich

Lecturer

Courses Taught (Four semesters prior to current visit):
ARCH 143 Technology III - Digital Technology, Spring 2008, 2009
ARCH 411 Introductory Design Studio, Fall 2007, 2008

Educational Credentials:
M.Arch, UCLA Department of Architecture and Urban Design, Los Angeles, CA 2003
Diploma, UNR. Universidad Nacional de Rosario, Argentina, 1992-2001

Teaching Experience:
Lecturer, UCLA Department of Architecture and Urban Design, 2006-present
Maybeck Fellow, University of California Berkeley, 2006
Assistant Teacher, SCI_ARC Southern California Institute of Architecture, 2004

Professional Experience:
Co-principal, Patterns, Los Angeles, -present
Principal, fl oz., Los Angeles, 2004-2005
Associate/ Project Designer, Patterns, Los Angeles, 1998-2004
Project Designer, Morphosis Architects, 2001-2002

Licenses/ Registration:

Professional Memberships:
American Academy in Rome, Trustee
American Institute of Architects, AIA

Recent Honors & Awards:
Maybeck Fellowship, University of California, Berkeley. 2005

Recent Research:
Fairy_Tails Video Installation, Beyond Media 05/ Script. Florence, Italy. 2005

Recent Publications:
Diseno Interior, Spain, “FYF Residence”, 2005
9th International Architecture Exhibition – Biennale di Venezia. Venice, Italy. “Metamorph
Exhibition” with Patterns, 2004
Mobility: A Room with a View, (NAi Publishers), 2003
Competition and Exhibition, 2004

Recent Work:
FYF Residence, Rosario, Argentina
Winning Entry. Graham Foundation. Chicago, IL. 2005
“Pass Through” Exhibition Design. USC School of Cinema and Television. Los Angeles, CA

Recent Academic, Professional and Public Service:
A+D Architecture and Design Museum Los Angeles, Advisory Board
Guest Critic:
USC School of Architecture, Los Angeles, CA
SCI-Arc, Los Angeles, CA
California Polytechnic, Pomona, CA
Lectures:
“Off Track” University of California Berkeley, 2006
Name: Jeffrey Inaba

Visiting Assistant Professor

Courses Taught (Four semesters prior to current visit):
ARCH 289.2 Imperatives of Urbanism, Fall 2008
ARCH 401.4 Advanced Topics Studio - Things Will Get Worse Before They Get Better, Spring 2009

Educational Credentials:
Ph.D. Candidate in Architectural History and Theory, Harvard University
Master of Architecture, Harvard University Graduate School of Design, 1990
Master in Design Studies, Harvard University Graduate School of Design, 1989
Bachelor of Art, University of California, Berkeley, 1985

Teaching Experience:
Director, Columbia Laboratory for Architectural Broadcasting; Adjunct Assistant Professor, Graduate School of Architecture, Planning and Preservation, Columbia University, 2005 – present, www.c-lab.columbia.edu
Program Director, SCI-FI, post-graduate degree program at the Southern California Institute of Architecture, 2005 – 2008, www.futureinitiatives.com
Lecturer in Architecture, Project on the City Program Coordinator, Harvard University Graduate School of Design. 1996 - 2005
Visiting Assistant Professor, Department of Architecture, Harvard University Graduate School of Design. Spring 1994 - Spring 1996
Visiting Professor, School of Architecture, Rice University, Spring 1993
Assistant Professor, School of Architecture, Arizona State University. Fall 1991 - Spring 1994

Professional Experience:
Principal, INABA, Los Angeles 2003- present, www.inabaprojects.com
Project Architect, Office of Rafael Moneo 1989 – 1992

Recent Honors & Awards:
Canadian Centre for Architecture / Harvard Design School Research Fellowship, 1998-1999
Andrew W. Mellon Curatorial Internship, Harvard University Art Museums, 1998-1999
Graham Foundation for Advanced Studies in the Fine Arts Publication Grant, Co-recipient, 1998

Recent Research:
Exhibitions:
Prism, YouPrison Group Show, curated by Francesco Bonami, Fondazione Sandretto Re Rebaudengo (Torino).
Trash, Worlds Away Group Show curated by Andrew Blauvelt and Tracy Myers, Walker Art Center, Feb – Apr. 2008
Moore’s Law Meets Sustainability, Shenzhen – Hong Kong Architecture Biennale, 2007;
International Architecture Biennale Rotterdam, 2007
Donor Hall, New Museum of Contemporary Art, Nov. 2007 – Nov. 2008

Recent Publications:
Content Management, editor, Volume 18 (Summer 2008).
“China Chunk,” Urban China, (Fall 2007).
Ambition, editor, Volume 13 (Fall 2007)
Agitation, editor, Volume 10 (Fall 2006)
“Viva Los Latino Americanos,” Volume 7 (Summer 2006).
“Broadcasting Architecture,” Volume 3 (Fall 2005).
“Suburbia as Destiny,” with Peter Zellner, Harvard Design Magazine (Fall 2005).
Great Leap Forward ed. Chuihua Judy Chung, Jeffrey Inaba, Rem Koolhaas, Sze Tsung Leong (Cologne: Taschen, 2002).

Recent Work:
INABA is an architecture, urban design, and cultural consultancy based in Los Angeles (www.inabaprojects.com). The firm has worked on concept development commissions for Microsoft, Coca Cola, the Public Art Fund, Nissan Infiniti, Samsung, Axe Body Spray, Bartle Bogle Hegarty, WPP Berlin Cameron, TBWA / Chiat Day, and MCCANN Worldwide. It has completed urban planning projects for the Chicago Loop Alliance, the Miami Partnership, and Al Ghurair Development. It’s architecture, interiors, and exhibition design clients include Pitti Immagine Discovery, Enel Contemporanea, and the University of Miami.

Recent Academic, Professional and Public Service:
Features Editor, Volume Magazine, 2005-present, www.volumeproject.org
Co-editor, Harvard Project on the City publications, 1997-2003
Lectures:
2008:
New Museum of Contemporary Art
2007:
ETH Zurich
TU Delft
Cornell University School of Architecture
Canadian Centre for Architecture
Control Shift Conference, Wellington, New Zealand
Shenzhen - Hong Kong Architecture Biennale
2006:
Architectural Association
ETH Zurich Research Panel
Getty Research Institute
Paratheses Conference, Columbia University Graduate School of Architecture, Planning, and Preservation
Name: Jurg Lang

Courses Taught (Four semesters prior to current visit):
ARCH 415 Comp Studio Winter 2009
ARCH 415 Comp Studio Winter 2008

Educational Credentials:
Athens Graduate School of Ekistics, Athens, Greece; Certificate of Ekistics, 1967.
Swiss Federal Institute of Technology (ETH), Zurich, Switzerland; Dipl. Architect ETH, 1966

Teaching Experience:
Professor, UCLA Department of Architecture and Urban Planning, 1969-present

Licenses / Registration
Switzerland
California

Professional Memberships:
Switzerland, Member Swiss Institute of Architects and Engineers, SIA
World Society for Ekistics, Member, Member of the Board, 2000-2004

Recent Publications:

Recent Work:
Lang Partnership, with Mary Nastronero:
Pacific Palisades Senior Center, 2002
De Schultheiss Residence Addition, 2002
Levanas Residence Addition, 2002
Remschheid Railroad Center Master Plan, with Jurgen Hartmann, 2002
Tower Residence Addition, 2001
Breen Residence, Pacific Palisades, 1999-2000
With PSOMAS Associates:
Marine Corps Air Station, Miramar, San Diego, Urban Design and Feasibility Study, 2002
Urban Design Study, Allied Signal, Torrance, 2002
Malibu Development Study, Mann Properties, 2000
Name: Sylvia Lavin

Courses Taught (Four semesters prior to current visit):
ARCH 30 Introduction to Architectural Studies, Fall 2007
ARCH 10B History of Architecture & Urban Design, Spring 09
ARCH M201 Theories of Architecture, Winter 2008, 2009
ARCH 289.3 Inside Architecture, Winter 2009
ARCH 289.4 Hi-C Seminar (MA/PhD only), Spring 2009
ARCH 289.5 Hi-C Seminar (MA/PhD only), Winter 2009
ARCH 289.5 Critical Studies Seminar (Same as M201), Winter 2008
ARCH 290 Forms and Contents (MA/PhD only), Fall 2008
ARCH 290 Architecture on the Edge (MA/PhD only), Winter 2008

Educational Credentials:
Ph.D. Department of Art and Archaeology, Columbia University, 1990
M.Phil. Department of Art and Archaeology, Columbia University, 1986
M.A. Department of Art and Archaeology, Columbia University, 1984
B.A. Barnard College, Columbia University, New York, 1982

Teaching Experience:
Professor, UCLA, Los Angeles, 2000-present
Visiting Professor, Princeton University, 2008
Visiting Professor, GSD, Harvard University 2005-2007, 1995

Recent Honors & Awards:
AIA Excellence in Education Award, 2009
Getty Research Institute Scholar 2004-05

Recent Research:
Take Note, CCA 2010
ReMaxx, UCLA 2009
Craig Hodgetts Playmaker, ACE Gallery, 2009
Whitney Museum, Consultant for architecture to "The American Century" exhibition
"The House of the Future," The Hammer Museum, Curator

Recent Publications:
Books:
The Flash in the Pan and Other Forms of Architectural Contemporaneity, forthcoming from MIT Press.

Articles:
"And Then Came Death," First Works, AA catalogue
"Window Treatment," PIN-UP, #6, Spring Summer, 2009.
“Forgetting Frank,” in Frank Gehry Houses, by Mildred Friedman, Rizzoli, NY, forthcoming.

Recent Academic, Professional and Public Service:
Architecture Live. Angewandte Kunst, 2009
On The Englishness of Global Architecture, International Architectural Education Summit, Tokyo, 2009
Urban China Programs, with Jeffry Kipnis, Thom Mayne, Doug Aitken, Cathy Opie, Hou Hanru and Quingyn Ma, The Hammer Museum
A/cute Tokyo, moderator and participant, The Hammer Museum, 2009
Kissing Architecture, Staedelschule, Frankfurt, 2009
Editorial and Professional Service:
Canadian Center for Architecture, Board Member
Mayor Antonio Villaraigosa Design Advisory Panel
POINTS, Princeton Architectural Press, Editorial Board
GSD, Harvard University, AD Hoc Committee
Society of Architectural Historians, Book Prize Committee, 2002-03
Society of Architectural Historians, 2001 Founders’ Award Committee
Reviewer, Journal of the Society of Architectural Historians
Any - Editorial Board Member
Writing Architecture, Any publications, editorial board member
Reviewer, The MIT Press
Reviewer, UC Press
Reviewer, Cambridge University Press
Reviewer, Routledge Press
The Getty Center for the History of Art and the Humanities, grant application reviewer
Name: Robin Liggett

Courses Taught (Four semesters prior to current visit):
ARCH M272 Real Estate Development & Finance, Spring 2008, 2009

Educational Credentials:
Ph.D., Operations Research, Graduate School of Management University of California, Los Angeles, 1978
M.S., Operations Research, Graduate School of Management, University of California, Los Angeles, 1971
B.A., Mathematics, Pomona College, 1966

Teaching Experience:
Professor (1992 - present) Architecture and Urban Planning (joint appointment), UCLA.
Associate Professor (1983 - 1992)
Assistant Professor (1978 - 1983)

Professional Experience:
Programmer, Geophysics Department, UCLA, 1969 - 1970
Programmer/Analyst, Studiengruppe fur System Forschung Heidelberg, West Germany, 1968-1969
Research Assistant, Electronics Department, The Rand Corporation, 1966 - 1968

Recent Honors & Awards:
Distinguished Teaching Award, UCLA Academic Senate, 1982
Harvey L. Eby Award for the Art of Teaching, UCLA Alumni Association, 1982.

Recent Research:
Climate Consultant 4.0: Developing Design Guidelines for Each Unique Climate Zone, University of California Energy Institute, with Murray Milne. 2006 – 2007
Climate Consultant 3.0: A New Design Tool for Visualizing the Energy Implications of California’s Climates, University of California Energy Institute, with Murray Milne. 2005 – 2006
Death on the Crosswalk: A Study of Pedestrian Accidents in Los Angeles, University of California Transportation Center, with Anastasia Loukaitou-Sideris. 2003 - 2004

Recent Publications:
University of California Energy Institute (UCEI), April 2009.

Recent Academic, Professional and Public Service:
Consulting:
Development of Facilities Management Computer Software
Author of WinSABA, Interactive program for Automated Spatial Layout. 1979 – 2009
Statistical Consultant, Los Angeles Alliance for a New Economy, 2004
Committees:
Statewide Legislative Assembly, 1997-1999
Faculty Committee on Educational Technology, 2007-2010
Campus Space Committee, 2006-2009
Legislative Assembly, 1997-2009
School of Public Affairs Faculty Executive Committee, 2008-09, 2008-09 (Chair 03-04, Vice Chair 02-03)
Professional Service:
Name: Alan Locke

Adjunct Professor

Courses Taught (Four semesters prior to current visit):
ARCH 442 Building Climatology, Spring 2008, 2009

Educational Credentials:
Master of Science, Fuel Technology, Middlesex University, London
Bachelor of Science, Mechanical and Industrial Engineering, Napier University of Commerce and Technology, Edinburgh

Teaching Experience:
Adjunct Professor, UCLA
USC
SCI-ARC
11 years* of teaching experience at the above institutions
*specific dates unavailable

Professional Experience:
Founder / Principal, IBE Consulting Engineers

Licenses/ Registration:
California PE (M 26129)
Arizona PE (M 29986)
Nevada PE (14458)
Texas PE (74367)
New Jersey PE (GE 38340)
Chartered Engineer Engineering Council, UK

Professional Memberships:
ASHRAE (American Society of Heating, Refrigeration and Air Conditioning Engineers)

Recent Publications:
Publications of Architectural Projects with Alan Locke as Engineer:
“The myth of the Black Rock, Nevada Museum or Art”, Architecture, July 2003, pp. 42-51
“Independence is Core of New Audubon Center” Eco-structure, March/April 2004, pp. 14-19
“Santa Monica College Library” Architectural Record, December 2004, pp.204-210.

Recent Work:
Amgen Buildings #41, #91 & #92, Thousand Oaks, CA
Adobe Mountain Library, Phoenix, AZ
AMPAS Pickford Center for Motion Picture Study, Los Angeles, CA
Allendale Library, Pasadena, CA
Berkeley Art Museum and Pacific Film Archive, Berkeley, CA
Caltech Cahill Center for Astrophysics, Pasadena, CA
Children’s Museum of Los Angeles Art Park, Los Angeles, CA
Children’s Museum of Los Angeles at Hansen Dam, Lake View Terrace, CA
Children’s Museum of Pittsburgh, Pittsburgh, PA
Cooper Union New Academic Building, New York, NY
County of Los Angeles Fire Department Headquarters, Los Angeles, CA
County of Los Angeles Natural History Museum, Los Angeles, CA
Dial Headquarters, Scottsdale, AZ
Four Media Corporation Headquarters, Los Angeles, CA
Harold E. LeMay Car Museum, Tacoma, WA
Virginia Steele Scott Art Gallery at the Huntington, San Marino, CA
JPL Administration Building, Pasadena, CA
LeMay Museum, Tacoma, WA
Los Angeles Federal Courthouse, Los Angeles, CA
LA Pierce College Library, Woodland Hills, CA
Louis Vuitton Museum, Paris, France
Nevada Museum of Art, Reno, NV
Phare Tower, Paris, France
Playa Vista Office Developments, Playa Vista, CA
Richard Nixon Library & Birthplace, Yorba Linda, CA
Step Up On Fifth, Santa Monica, CA
UCLA La Kretz Hall, Los Angeles, CA
USC School of Cinematic Arts, Los Angeles, CA
Water + Life Museums, Hemet, CA
Westminster Rose Cultural Center, Westminster, CA

Recent Academic, Professional and Public Service:
Guest Lecturer, USC School of Architecture, 2003
Name: Todd Lynch

Courses Taught (Four semesters prior to current visit):
ARCH 461 Professional Practice, Spring 2010

Educational Credentials:
M.Arch., Master of Architecture, University of California, Berkeley, 1998
B.A. in Architecture and Art, cum laude with distinction in both majors, Yale University, 1993

Teaching Experience:
Teaching Assistant, Building Science, 1997-1998

Professional Experience:
Project Architect, Bohlin Cywinski Jackson, Philadelphia, Pennsylvania, 2002-2005
Job Captain, Bohlin Cywinski Jackson, Seattle, Washington, 1998-2002
Design Team, Fernau & Hartman, Berkeley, California, 1997

Licenses/ Registration:
Pennsylvania
Washington State
LEED Accredited

Professional Memberships:
American Institute of Architects (AIA)

Recent Honors & Awards:
AIA Medal and Certificate, 1998
V. Browne Irish Prize in the Fine Arts, 1993
Mellon Research Fellowship, 1993

Recent Publications:
Todd Lynch & Sergei Bischak "An approachable landmark for Seattle - Glassy City Hall designed to encourage openness", Seattle Daily Journal of Commerce

Recent Work:
Barnes Foundation New Art Education Center, Philadelphia, Pennsylvania
University of Pennsylvania Annenberg Public Policy Center, Philadelphia, Pennsylvania
Cornell University Olin Hall Engineering, Ithaca, New York
Dartmouth College Life Sciences Building, Hanover, New Hampshire.
Lehigh University Life Sciences Building, Bethlehem, Pennsylvania
Muhlenberg College Life Sciences Building, Allentown, Pennsylvania
Georgia Institute of Technology Nanotechnology Research Center Building
Name: Greg Lynn

Courses Taught (Four semesters prior to current visit):
ARCH 403A.2 Research Studio - Space Collective, Fall 2007
ARCH 403B.2 Research Studio - Space Collective, Winter 2008
ARCH 403C.2 Research Studio - Space Collective, Spring 2009
ARCH 403A.2 Research Studio - BOAT YARD Southern California, Fall 2008
ARCH 403B.2 Research Studio - BOAT YARD Southern California, Winter 2009
ARCH 403C.2 Research Studio - BOAT YARD Southern California, Spring 2009

Educational Credentials:
M.Arch., Princeton University, 1988
BA., Environmental Design, Miami University of Ohio, 1986
BA, Philosophy, Miami University of Ohio, 1986

Teaching Experience:
Ordentlicher University Professor, University for Applied Arts, Vienna, 2002 – present
William B. and Charlotte Shepherd Davenport Visiting Professor of Architectural Design, Yale
University, Graduate School of Architecture, 2000 - present
Professor, University of California, Los Angeles, Graduate School of Architecture, 1997 - present

Professional Experience:
Professional Practice, Greg Lynn, FORM, 1994 - present

Recent Honors & Awards
One of 100 of the most innovative people in the world for the 21st century, Time Magazine, 2001
One of the ten most influential living architects, Forbes magazine, 2005
Academy of Fine Arts & Design in Bratislava, Doctor Honoris Causa (Dr. H.C.), 2003.
Both his Alessi “Suppie” Mocha Cups and his Vitra “Ravioli” Chair have been inducted into the
Museum of Modern Art’s Permanent Collection.

Recent Research:
Recycled Toys, Trienrale Bovisa, 22-27 April, Milan, Italy, 2009
Transitory Objects, Thyssen-Bornemisza Art Contemporary Vienna 3-7-2009 to 31-1-2009.
Venice Biennale 2008: Recycled Toy Furniture, Winner of Golden Lion for Best Installation
Project, September 2008.
Performance: Form, Function and Performance in Digital Architecture, Tel Aviv Museum of Art,
Israel, June 2008.
Greg Lynn, BlobWall, Southern California Institute of Architecture Gallery, Los Angeles,
Home Delivery: Fabricating the Modern Dwelling, Museum of Modern Art, New York City, New

Recent Publications:
Kiesler. The Endless House, in arkitekturM, Vol. 1 Nr. 3, Copenhagen, Denmark, 2009
Selected Press:
Carolina A. Miranda, Journey to the West, (Greg is quoted in the article, pag. 77). Fast Company, December 2008 - January 2009

Recent Work:
Atlantis Sentosa Integrated Resort, Kerzner International & CapitaLand, Singapore, designed in collaboration with Gehry Partners & Arnell Group, large tourist development.
Bloom House, Southern California, Single family house design, completed Spring 2008.
Alessi “Supple” Cups, one of 20 architects invited to design a set of mocha cups to celebrate the 25th anniversary of Alessi’s designer collections, released in December 2005.
Alessi Coffee Cups, Grill and Flatware, new product designs for Alessi, to be launched in September 2005
Preview of the Vitra “Ravioli” Chair, 2005 Salone Internazionale del Mobile, Milan, Italy (April 13 – April 18, 2005)
Jeffrey Deitsche Projects Chess Set, a limited edition of 30 chess sets commissioned by Jeffrey Deitsche, in collaboration with the Organization for Returning Fashion Interest, first sets completed in 2002.

Recent Academic, Professional & Public Service:
Hammer Museum, Alex McDowell & Greg Lynn, Los Angeles, CA, February 18, 2009.
Universität für angewandte Kunst Wien, Plastic Form, Vienna, Austria, December 18, 2008.
UCLA, You’ll see it when you know it, Los Angeles, CA, October 27, 2008.
Canadian Centre for Architecture, Urgency, Montreal, Canada, June 13, 2008.
University of Art and Design Helsinki, Special Effects, Helsinki, Finland, May 22, 2008.
Österreichische Akademie der Wissenschaften, Aesthetics & Science, Vienna, Austria, May 13, 2008.
Name: Mark Mack

Courses Taught (Four semesters prior to current visit):
ARCH 415 Comprehensive Design Studio - STEEL HOUSE

Educational Credentials:
Magister Architecturae, Academy of Fine Arts, Vienna, Masterclass of Architecture under Dr. Roland Ranier, 1969-1973

Teaching Experience:
Professor, University of California Los Angeles, 1993-present
International Professor, Housing Workshop, INHA University Department of Architecture and Engineering Incheon, South Korea, 2007
Guest Professor / Visiting Critic, Seoul National University of Technology, Department of Architecture and Engineering, Seoul, South Korea, 2007
Hyde Chair, University of Nebraska, 1996
Associate Professor/Professor, University of California, Berkeley, College of Environmental Design, Department of Architecture, 1986-1992

Professional Experience:
mack Architect(s) 1984-present
branch office, MACK International, Judenburg, Austria, 1996
Founder, Archetype Magazine, 1980

Recent Research:
Pangyo Housing Exhibition, Winning Design, KNHC, Bundong, 2007
Green-er* Sessions, Sketching Solutions for Climate Change, Venice, CA, 2007
Housing, Tijuana Art Center, Tijuana, Mexico, 2007
Schindler by MAK, MAK Center, Vienna, Austria, 2005
“34 Los Angeles Architects” Architecture and Design Museum, Los Angeles, 2004

Recent Publications:
Featured Books:
Housing in the 20th and 21st Centuries, Forster, Wolfgang, Munich: Prestel Verlag, 2006, Fukuoka Housing
Publications:
Steirer Monat-Business, Grax, Austria, 2009, profile on Mark Mack
Esquire Magazine, Japan, September 2007 / Vol.21 #9 “New Bloods – Mark Mack” (profile)
Catalogues:
A+D Museum, 34 Los Angeles Architects, Architecture and Design Museum, Los Angeles, 2004
Recent Work:
Jeddah Complex, High Rise Residential + Office + Hotel, 59,690 sqm leasable/livable space,
2006 – current
Adelman/Llanos, Residence, 2005- current
Schmidlechner Residence, 2006 – current
Pan-Gyo, Korea National Housing Corporation, 102 Housing Units + Community Facilities,
19,400 SM, 2006-2007
SNUT Gate, Seoul National University of Technology, Gateway to University, 2006-2007
Allegria, Cairo, CLIENT: Sodic, 12 Villas, 2007
Kaneko Museum, Omaha, Nebraska, 54,000 SF, Museum/Studio/Loft Residence, 2003
Abbot Kinney Lofts, Venice, CA, 3 live-work residences, 10,200 sf, 1997-2001

Recent Academic, Professional and Public Service:
Board Member, MAK Center, Los Angeles, CA, 2007-present
Board for Creative Advisors, Kaneko Museum, Omaha, NE, 2006-present
Lectures:
Cal Poly, San Luis Obispo, CA, 2008
Habitat Expo (7th Edition), Keynote Speaker, Mexico City, Mexico, 2008
Arquine Housing Conference, Keynote Speaker, Mexico City, Mexico, 2008
INHA University Incheon, Korea, 2007
Monterey Design Conference, Keynote Speaker, Monterey, CA, 2007
Seoul National University of Technology (SNU), Seoul, South Korea, 2007
Tongji University, Shanghai, China, 2007
Chung-Ang University, Seoul, South Korea, 2007
Hoseo University, Asan, South Korea, 2007
Korea University, Seoul, South Korea, 2007
Seoul National Technical University (SNU), Seoul, South Korea, 2006
Selections / Competitions:
Invited Competition, NIERC Ecoplex, Korea, 2008
Invited Competition, Sejong Sport Center, Korea, (Winner), 2008
Invited Housing Competition in PAN-GYO, South Korea, (Winner), 2006
Invited Housing Competition Werkbund Muenchen, 2005
Invited Mixed Use Competition, Komet Areal, Vienna, Austria, 2004
Invited Housing Competition, Muehlweg, Vienna, Austria, 2004
Name: John May

Lecturer

Courses Currently Taught (Four semesters prior to current visit):
AUD 411 Intro Studio (Fall 2009)
AUD 413 Bldg w/ Landscape (Spring 2010)

Educational Background:
PhD. Doctorate in Geography and Environmental Studies, University of California, Los Angeles, 2008
M.Arch. w/ distinction. Harvard University, 2002
B.A., Philosophy and Visual Arts, w/ honors, The College of William & Mary, 1999

Teaching Experience:
Visiting Lecturer, UCLA, 2009-present
Assistant Researcher, UCLA Institute for the Environment, 2009-present
Instructor, Department of Geography and Environmental Studies, UCLA, 2007

Professional Experience:
Director, millionsofmovingparts, Topanga, CA. 2003-present

Professional Memberships:
Society for Social Studies of Science
American Philosophical Association
Society for Philosophy and Technology

Recent Honors & Awards:
Teaching Fellow, UCLA Institute of the Environment, Spring 2009
Chancellor’s Research Fellow, UCLA (2003-2008)
University of California Research Mentor Fellowship (2005-2006)
Progressive Architecture Award, Tel Aviv Museum of Art (1st phase competition team, Preston Scott Cohen, Architect)
1st Place, Frank Lloyd Wright Museum at the Darwin D. Martin House International Design Competition (competition team, Toshiko Mori Architect)
James Snitzler Prize for Outstanding Scholarship, Harvard University, 2002

Recent Publications:
Hwang, Irene and Mario Ballesteros, eds. Barcelona: Actar.
Hwang, Irene and Mario Ballesteros, eds. Barcelona: Actar.

Recent Work:
Paradise No. 2, Topanga, CA; guest house (built)
Paradise No. 1, Topanga, CA; guest house (built)
Nwankwo Residence (w/ Clover Lee), Hollywood, CA (built)
NL Residence (w/ Clover Lee), Sherman Oaks, CA (built)
West/West (w/ Clover Lee), renovation, casework (built)
IBAR, 44 unit complex, Hollywood, CA (schematic)
Lake House, 4000sf home on Otsego Lake, NY (built)
Boat House, 750sf boathouse on Otsego Lake, NY (built)

Recent Academic, Professional and Public Service:

Lectures:
“…such as that Elegant Blend of Philosophy and Harware: Missle Guidance and Statistical Morality,” presented at *Loopholes: Within Discourse and Practice*, Harvard University, Cambridge, MA, April 2005.

Conferences:
“Geographic Technologies and Historical Epistemology; The Emergence of the Urban Heat Island Concept,” *Annual Meeting of the Society for Social Studies of Science (4S)*, Montreal, Canada, October 2007.
Name: Thom Mayne
Professor

Courses Taught (Four semesters prior to current visit):
401.1 Advanced Topics Studio - MAKING IT RIGHT: Morphosis, Spring 2008
401.1 Advanced Topics Studio - MAKING IT FLOAT: Morphosis, Fall 2008

Educational Credentials:
M.Arch, Harvard University Graduate School of Design, 1978
B.A. Architecture, University of Southern California (USC), 1968

Teaching Experience:
Professor, UCLA, 1993-present
Visiting Professor with Wolf Prix, MAK Studio Urban Strategies, 2006
Founding Board Member, Southern California Institute of Architecture (Sci-Arc), 1972-1999
Elie Saarinen Chair, Yale School of Architecture, Yale University, 1991
Elliot Noyes Chair, Harvard University Graduate School of Design, 1988

Professional Experience:
Founder / Director, Morphosis, Los Angeles/New York 1972- present
Founding Board Member, Southern California Institute of Architecture, 1972-1999

Licenses/ Registration:
California
Louisiana
New York
Texas
Spain
France

Professional Memberships:
American Academy in Rome, Trustee
Member, American Academy of Arts and Sciences, 2008
American Institute of Architects (AIA)
Fellow, American Institute of Architects, FAIA, 2004
National Council of Architectural Registration Boards (NCARB) Certified

Recent Honors & Awards
MacDowell Medal, 2008
Pritzker Prize, 2005
AIA/SF Honor Award/ Federal Building, San Francisco
Los Angeles AIA Presidential Award, 2007
National Design Award, Cooper-Hewitt National Design Museum, 2006
Alumni Merit Award, University of Southern California, 2006
Chrysler Design Award of Excellence, 2001

Recent Research:
Exhibitions:
Centre Georges Pompidou, Paris, France, Continuities of the Incomplete, 2006
Temple University and PSFS, Philadelphia, PA, Morphosis: Current Works, 2001
Netherlands Architecture Institute, Rotterdam, the Netherlands, Silent Collisions, 1999
Contemporary Arts Center, Cincinnati, OH, Morphosis Recent Work, 1989
Walker Arts Center, Minneapolis, MN, Three Houses, 1989

Recent Publications:
Monographs:
Mayne, Thom. “Morphosis”, 2008
Publications:
“Lecture 4 by Thom Mayne.” Casa. (September 2008): 54-59. (PHA, MAD, SFB)
Dominguez, Sally. “Sink or Swim.” Monument. (June 2008)

Recent Work:
Cooper Union Building, New York, 2009
Cahill Center for Astronomy and Astrophysics, Caltech, Pasadena, 2008
Federal Building, San Francisco, 2007
University of Cincinnati Campus Recreation Center, 2007
Wayne L. Morse Federal Courthouse, 2007
Cal Trans. District 7 Headquarters, 2006
Diamond Ranch High School, 2001

Recent Academic, Professional and Public Service:
A+D Architecture and Design Museum Los Angeles, Advisory Board
Global Green USA / Advisory Board
Lectures:
Building for the Future, Fair Institution of Madrid and the Foundation of the Association of Architects of Madrid, Madrid, Spain, 2008
Opening Steinhaus Gunther Domenig, Carinthia, Austria, 2008
Boston Public Library, Druker Lecture, Boston, MA, 2008
New Jersey Institute of Technology Commencement Speech, San Francisco, CA, 2008
California College of Arts Commencement Speech, San Francisco, CA, 2008
Commencement Address, Art Center College of Design. Los Angeles, CA, 2008
Kyoto-Seika University Lecture, Kyoto, Japan, 2008
Adjudicator:
Tim Clark competition, Los Angeles, CA, 2008
The American Academy in Rome, Rome Prize, 2007
Name: David Montalba

Courses Taught (Four semesters prior to current visit):
ARCH 436 Introduction to Building Construction, Fall 2008

Educational Credentials:
M.Arch., UCLA, 1999
Bachelor of Architecture, SCI-Arc, 1996

Teaching Experience:
Lecturer, UCLA, 2008-present

Professional Experience:
Principal, Montalba Architects Inc., 2004-present
Partner, Design Bureau, 2000-2004
Pugh + Scarpa 1999-2000
Daly Genik Architects 1997-1998
Frank Gehry Partners 1996

Licenses/Registration:
California
Nevada
Florida
New York
NCARB
USGBC / LEED Certification 2009

Professional Memberships:
AIA, 2001-present
IIDA, 2008-present
SIA, 2003-present

Recent Honors & Awards:
AIA/LA RDA Awards, Karas Scott Street, Design Award, 2009
AIA/LA RDA Awards, Huckleberry, Nomination
AIA National Young Architects Award, 2008
AIA San Francisco Design Award, IDC, 2008
AIA San Francisco Design Award, Karas Ghirardelli, 2008
Watermark Awards, Rising Glen, 2007
AIA/LA Restaurant Design Award, IDC
AIA/ LA People's Choice Award Finalist, Kara's Cupcakes

Recent Publications:
1000x Architecture of the Americas, 2008, "Montalba Architects, Inc."
The Robb Report Collection, May 2008, "Take Two"
LA Architect, Nov – Dec 2006, "Ten to Watch"
Recent Work:
Washington Square Project, San Francisco, CA, 2009
Arcade Boutique, Los Angeles, CA, 2009
Bethusy Sports Center Complex Competition, Lausanne, Switzerland, 2009
Head Start Resource Library, Los Angeles CA, 2009
Wolfgang Puck Project, Malibu, CA, 2009
Carouge, Geneva, Switzerland, 2008
Sony Music Corporate Offices, Beverly Hills, CA, 2008
Octavia Parcspace Lofts, San Francisco, CA

Recent Academic, Professional and Public Service:
Boards and Affiliations:
AIA Los Angeles / Excom Board & Treasurer 2007-2009
AIA California Council / Member 2007-2009
AIA Los Angeles / Board Member 2005-2007
AIA Academic Outreach Committee 2003-2008
A+D Museum Los Angeles / Board Member 2004-2007
Name: Judith Mussel

Courses Taught (Four semesters prior to current visit):
ARCH 121 Studio I, Winter 2009
ARCH 411 Introductory Design Studio, Fall 2008

Educational Credentials:
M.Arch., University of Applied Arts, Vienna, Austria, 1996
B.A. Architecture, Technical University, Berlin, Germany, 1992

Teaching Experience:
Lecturer, UCLA, Los Angeles, 2008-2009
Lecturer, Woodbury University, Los Angeles, 2006-2007
Lecturer, University of Southern California, Los Angeles, 2007

Professional Experience:
Partner, Cloudcollective, Los Angeles, 2009
Principal, XP&., Los Angeles, 2005-2009
Senior Designer, Randall Stout Architects, Los Angeles, 2005
Associate, Designer, Gehry Partners, Los Angeles, 2001-2005

Licenses/Registration:
Germany
Leed AP

Professional Memberships:
American Institute of Architects (AIA)

Recent Honors & Awards:
Nam June Paik Competition, Korea, Architectural Competition, 2004

Recent Publications:
Automation in construction, Volume 13, Issue2 "A parametric strategy for free-form glass structures" 2004

Recent Work:
Projects:
“The Additve”, Office Build out Downtown Los Angeles
“Silverlake” House Addition
“May Street” House Renovation
“Virtual L.A.” Video installation of spaces in Los Angeles
“4th street” Three Townhomes Santa Monica
“Sawtelle” Shoestore in Los Angeles
Michigan State University Museum
"Beekman", 74 Story Residential High- Rise in Manhattan, New York
"New York, New York", 10 Story Office Building, New York
"Miami", New Concert Hall for the Miami Orchestra
“Winnick Institute”, Jerusalem, Israel
Name: Barton Myers

Courses Taught (Four semesters prior to current visit):
ARCH 289.4 Architecture of the Theater, Spring 2008
ARCH 401.3 Advanced Topics Studio - Old and New Combinations: Christ and St. Luke's Episcopal Church, Fall 2008
ARCH 415 Comprehensive Design Studio - THE New Californian STEEL HOUSE, Winter 2009

Educational Credentials:
MArch. (honors), University of Pennsylvania, 1964
Audit, University of Cambridge, 1960
B.S. United States Naval Academy, 1956

Teaching Experience:
Professor, UCLA, Los Angeles, 1980-present
Lecturer, University of Waterloo, 1971-1982
Lecturer, Ontario College of Art, Toronto, 1970-1971

Professional Experience:
President, Barton Myers Associates, Inc., Los Angeles, 1980-present
Principal, Barton Myers Associates, Toronto, 1975-1987
Principal, A.J. Diamond and Baron Myers, Architects and Planners, 1968-1975

Licenses/Registration:
California
Arizona
Florida
New Jersey
Virginia
N.C.A.R.B. Certificate

Professional Memberships:
Fellow, American Institute of Architects, Los Angeles (FAIA)
Past Fellow, Royal Architectural Institute of Canada (FRAIC)
Retired Board Member and Lifetime Patron of the Society of Architectural Historians
President's Circle, United States Naval Academy

Recent Honors & Awards:
USITT Merit Award, Tempe Center for the Arts, Arizona, 2008
Western Home Awards Merit Award, Sunset Magazine & The American Institute of Architects, Rogers Residence, 2007/2008
AIA/Los Angeles Honor Award, Residential Design, House in West Los Angeles, 2007
RAIC 2007 Prix du XXe Siècle Award, RAIC Centennial, Wolf Residence, 2007
Competitions:
Tianjin Economic-Technological Development Area (TEDA) Theatre, Tianjin, China, 2007
Perth Performing Arts Center, Western Australia, 2005
Los Angeles Chapter of the American Institute of Architects (AIA/LA), Gold Medal, 2002
Royal Architectural Institute of Canada (RAIC), Gold Medal, 1994
First Toronto Arts Award for Architecture and Design, 1986
Recent Research:
Exhibitions:
Festival of Architecture, Toronto, 2007
“The Architecture of the Theater: Learning From Italy” Istituto Italiano di Cultura, Los Angeles, CA, 2006

Recent Publications:
Myers’ Residence: “No Diving” Dwell. (September 2007), pg 142.

Recent Work:
Dr. P. Phillips Orlando Performing Arts Center, Orlando, Florida (in progress)
Christ and St. Luke’s Episcopal Church, Norfolk, Virginia (in progress)
House in Montecito, Montecito, California (under construction)
Tempe Center for the Arts, Tempe, Arizona, 2007
Cerritos Center for the Performing Arts Cerritos, California, 1993
Art Gallery of Ontario Stage III Expansion, Toronto, Ontario
House in West Los Angeles, California
UCLA Northwest Campus Housing, Los Angeles, California

Recent Academic, Professional and Public Service:
President’s Circle, College of William and Mary, Virginia, 2001-present
Advisory Committee Board Member to Myers House / Chrysler Museum, Norfolk, Virginia, 1999-present
Advisory Committee Member for UCSB University Art Museum, Architectural Drawing Collection (ADC). 1998-present
Lectures:
“The Ballet Opera House competition and the New Jersey Performing Arts Center: My collaboration with Russell Johnson” (November 12, 2008 / Miami)
“Steel Houses” Dalhousie University (April 2, 2008)
“Paper Cup Exchange” Arizona State University (November 8, 2008)
“Tempe Center for the Arts” Arizona State University (November 8, 2008)
Name: Michael Osman

Assistant Professor

Courses Taught (Four semesters prior to current visit):
- 30 Introduction to Architectural Studies, Fall 2008
- 131 Issues in Contemporary Design, Fall 2008
- 289.2 Subject Technology, Winter 2009
- 289.3 Architecture & Modernism, Spring 2009

Educational Credentials:
- Ph.D. Candidate in History, Theory, and Criticism of Art and Architecture, Massachusetts Institute of Technology
- M.Arch. I, Yale School of Architecture, 2001
- A.B. with Honors in History, University of Chicago, 1998

Teaching Experience:
- Assistant Professor, UCLA, 2008-Present
- Lecturer, Yale School of Architecture, 2006-Present
- Teaching Assistant, Massachusetts Institute of Technology, 2003-2006
- Teaching Fellow, Yale University, 1999-2001

Professional Experience:
- Intern, Van Allen Institute, New York, Summer 2002
- Intern, Zaha Hadid LTD, Rome, Summer 2000
- Intern, The Polshek Partnership, New York, Summer 1997
- Intern, Banker's Trust, New York, Summer 1996

Recent Honors & Awards:
- Royal Fund Fellowship, MIT Architecture, 2007-8
- National Science Foundation Doctoral Research Grant, 2006-7
- Canadian Center for Architecture Graduate Research Fellow, Summer 2005
- Hyzen Travel Grant, MIT Architecture, Summer 2004
- Fulbright Fellowship, Tel Aviv University, Tel Aviv, Israel, 2001-2
- David M. Taylor Prize in History and Theory of Architecture, Yale School of Architecture, June 2001
- Sigma-Xi Fellowship, Mount Sinai School of Medicine, Summer 1995

Recent Publications:
- "Reyner Banham's Historical Ecology," *Architecture from Neo-Avant-garde to Postmodern in Britain and Beyond*, eds. Mark Crinson and Claire Zimmerman (Forthcoming 2009)
- "The Market of Effects," *Constructs* 10 (Fall 2007)
- "Two Taiwanese Architects," *Dialogue Magazine* 103 (June 2006)
- "Benjamin's Baroque," *Thresholds* 28 (Spring 2005)

Recent Academic, Professional and Public Service:
- Guest Critic, (Columbia, MIT, Yale, Harvard, RPI, NJIT and BAC), 2002- Present
Presentations:
“Refrigeration,” Guest Lecturer in Environmental Systems, Wentworth Institute of Technology, Boston, MA, Spring 2007
“Animals, Men and Machines,” Research in Progress, MIT, Cambridge, MA, Spring 2005
Name: Martin Paull

Courses Taught (Four semesters prior to current visit):
ARCH 431 Structures I, Fall 2008, Winter 2009
ARCH 433 Structures III, Fall 2007, 2008, Spring 2009

Educational Credentials:
Fellowship, Exploratorium – The Teacher Institute, (one month) 1997
B.Arch., Southern California Institute of Architecture SCIArc, 1987
B.S. Electrical and Electronic Engineering additional concentrate in Bioengineering, Columbia University, 1968

Teaching Experience:
Lecturer, UCLA Department of Art and Architecture 1997-present
Instructor and Assistant Coordinator of the Department of Science and Technology, SCIArc, 1982-2006
Chair, Department of Science and Technology, SCIArc, 1991-1994
Physics Instructor, Winward School, 1991-1999

Professional Experience:
Principal, Martin Paull Design Studio, 1983-present

Recent Research:
Competitions:
The J. Paul Getty Museum, Museum Family Room Renovation, 2003
Exhibits:
Project Grad, Children’s Museum of Los Angels, 2003

Recent Publications:

Recent Work:
Muller – Extensive remodel of 2100 sf House, 2008
Zolt – Landscape lighting and hardscape design, 2008
Bergerson – 1400 sf Single Family Residence Addition and interesting Garage, designed 2007
Gross – Recording Studio at the home of a professional composer in Topanga canyon, 2004

Recent Academic, Professional and Public Service:
Architectural Juror:
AIU 2006, 07, 08
Cal State Northridge, 2007, 08
Name: Jason Payne

Assistant Professor

Courses Currently Taught (Four semesters prior to current visit):
ARCH 123 Studio III – Networks, Spring 2009
ARCH 289.2 Manifold Destiny 4: Wet Plastic, Fall 2007
ARCH 289.3 Basins of Attraction, Fall 2008
ARCH 401.1 Advanced Topics Studio - Beit Al-Sha’r House of Hair, Winter 2009
ARCH 401.3 Advanced Topics Studio - HIRSUTISM or On The Relevance of the Thatched Roof for Contemporary Design, Winter 2008
ARCH 411 Introductory Design Studio, Fall 2007, 2008
ARCH 413 Building Design with Landscape Studio, Spring 2008

Educational Background:
Master of Science in Advanced Architectural Design, Columbia University, New York, 1995
Bachelor of Architecture, Southern California Institute of Architecture, Los Angeles, 1994

Teaching Experience:
Adjunct Assistant Professor, UCLA, Los Angeles, 2002-present
Assistant Professor, Rice University, Houston, Texas, 2000-2002
Visiting Assistant Professor, Pratt Institute, Brooklyn, New York, 1998-2000

Professional Experience:
Principal, Hirsuta LLC, Los Angeles, 2006-present
Principal/Co-founder, GNUFORM, Los Angeles, 1999-present

Recent Honors & Awards:
AIA Design Honor Award, No Good Television Headquarters, 2006
Finalist, MoMA/PSI Young Architects Program Competition, 2006
Charles Moore Traveling Fellowship (Kauai, Hawaii), UCLA Department of Architecture and Urban Design, 2006

Recent Research:
Exhibitions:
Matters of Sensation, Artist Space, New York, 2008
Temporality, Cornell University, New York, 2007
Emerging Talents, Technologies, 2006 Architecture Beijing Biennial, Beijing
Vertical Garden, MAK Austrian Museum of Applied Arts, Vienna, 2006
Vertical Garden (invited competition and exhibition), SCI-Arc, 2006
New Blood, A+D Museum, Los Angeles, 2006
2006 PSI Finalist Exhibition, MoMA’s PSI Young Architects’ Program, Museum of Modern Art, NY
Manifold Destiny, University of California, Los Angeles, 2006

Recent Publications:
Works in Progress:
Payne, Jason. “Going Native: Expertise and Expatriatism in Architectural Thought and Practice” in Expertise: Media Specificity and Interdisciplinarity. (Eran Neuman, ed., Tel Aviv University.)

Payne, Jason. “Two Years in Texas” in *15*, (Bulman, Luke and Young, Jessica, eds., RSA Publications.)

Articles:
Payne, Jason. “Matter,” “Technique,” “Extreme Form,” “Atmosphere,” “Style,” “Geometry,” “Technology,” and “Image” in *Crib Sheets*

Works in Anthology:

**Recent Work:**
Hirsute LLC 2006-present: Kearl Residence, Robinson Residence, Media Chandelier.
GNUFORM 1999-present: 2006 MoMA/PSI Young Architects Program Competition (finalist,)
Carroll Residence, Carpenter Residence, NGTW Corporate Offices, Highline Competition,
Queens Museum of Art Competition, Neese Residence, Integrated Medical Associates office
renovation, Mead Residence, Persa Square courtyard renovation.

**Recent Academic, Professional and Public Service:**
Lectures:
Material Matters, ACSA West Conference Fall 2008, University of Southern California, Session
Moderator, “Material Pedagogy: A Pedagogical Examination of the Role of Materiality in Design
Education.” 2008
Synthetic Ecologies, MAK Center for Art + Architecture, Los Angeles. Discussion of the relation
between architecture and science in contemporary architecture, hosted by Mattias del Campo and
Kimberli Meyer, MAK Center, 2007
“Recent Work,” Outlet for Architecture, Los Angeles, Lecture, 2006
“Recent Work,” Cornell University, School of Architecture, Lecture, 2006
Name: Hadrian Predock

Lecturer

Courses Taught (Four semesters prior to current visit):
ARCH 411 Introductory Design Studio, Fall 2008
ARCH 412 Building Design Studio, Winter 2009

Educational Credentials:
March., Harvard University, 1993
Bachelor of Architecture, University of New Mexico, 1989

Teaching Experience:
Lecturer, UCLA, 2008-present
Teaching Fellow, Tulane University, 2006

Professional Experience:
Principal, Predock Frane Architects, 2000-present
Senior Designer, Antoine Predock Architect, Venice, CA/ Albuquerque, NM, 1997-2000

Licenses/ Registration:
California
Arizona

Recent Honors & Awards:
Finalist, Atlanta Center for Civil and Human Rights competition in collaboration with Antoine Predock Architect and Moody Nolan, Atlanta GA, 2009
Finalist, Guadalajara International Book Fair pavilion competition, Guadalajara, Mexico, 2009
Finalist, New Contemporary Art Museum (Blaffer), Houston, TX 2007
Selected for 2005 Emerging Voices series by The Architectural League of New York
Selected for 2004 Venice Biennale in US Pavilion by Architectural Record (Transcending Type)
Venice, Italy

Recent Research:
Exhibitions:
The Venice Biennale – international architecture exhibition, “The United States Pavilion”, Venice, Italy, 2004
LA34, A+D Museum, Los Angeles, CA, 2005
“Enlightened Development” A+D Museum, Los Angeles, CA March 2007
Lineweights – solo exhibition, LA Forum Gallery, Los Angeles, 2008

Recent Publications:
A+U Magazine
Wallpaper Magazine
Wall Street Journal
Los Angeles Times
New York Times
Architectural Record, United States
I.D. – The International Design Magazine
Recent Work:
Idylwild Performing Arts Center, Idylwild, CA 2008
Habitat 15 Lofts, Hollywood, CA, 2009
Vinoteca, Vines of Mendoza, Argentina, 2008
Twin Houses, Pacific Palisades, CA, 2008
Freeman Residence, Napa Valley, CA, 2008
Rambla Housing Development, Malibu, CA, 2007
A New Family Room for the J. Paul Getty Museum, Brentwood, CA, 2006

Recent Academic, Professional and Public Service:
Lectures:
Catholic University
University of Montana
Pomona College, Claremont, CA
UNC Greensboro, North Carolina
Loyola Marymount University
University of Miami
Carnegie Mellon
Columbia University
Name: Ben J. Refuerzo

Courses Taught (Four semesters prior to current visit):
ARCH 401.1 Advanced Topics Studio - A Healing Architectural Typology for Wen Chun, Spring 2009
ARCH 401.3 Advanced Topics Studio, Spring 2008

Educational Credentials:
Candidate for the Doctorate in Architecture, University of Michigan, 1977
M. Arch., University of California at Berkley, 1975
B.A. with Honors, University of California at Berkley, 1973

Teaching Experience:
Professor, UCLA, 1995-Present
Associate Professor, UCLA, 1992-1999
Assistant Professor, UCLA, 1984-1992
Assistant Professor, University of Texas at Austin, 1979-1984
Lecturer, University of Michigan, 1976-1979
Principal Researcher, University of Michigan, April 1976-October 1976
Instructor, University of California at Berkley, 1974-1975
Research Assistant, University of California at Berkley, March 1974 – June 1974
Teaching Assistant, University of California at Berkley, 1973-1974

Professional Experience:
R2-ARCH

Recent Research:
Child Care Centers
Hospice Design
Domestic Violence Centers

Recent Publications:
“R2-ARCH – Quachita Parish Community Healthcare Center (West Monroe, Louisiana) and the proposal for a community care clinic in Richland Parish (Rayville, Louisiana),” Architektura & Biznes (Poland, December 2004)

Recent Work:
2005-2007
E-Center, Head Start Program, Marysville, 2005-2007
Kim Norris Residence, 2005-2007
New Roads School, 2005-2007
Valley Community Charter School, Conceptual design, Northridge, CA
Ohana Hospice, Oahu, Hawaii, Conceptual design / Fund Raising
Saint John's Child & Family Development Center
City of Los Angeles, Department of Transportation, Changeable Message Signs for
   Expo Park / USC area
   Hollywood CMS
   Westchester CMS
West Valley Refuse Center, City of L.A., Architectural Div., L.E.E.D. certified, Northridge CA
Makua House, Hawaii

Recent Academic, Professional and Public Service
Cross Cultural Exchange Design Studio to Tianjin University, Japan
Visiting Design Critic / Juror / Panelist – SCI-ARC, University of Cal at Berkeley, University of
   Hawaii, Woodbury University, Cal Poly, Pomona, Tulane University, New Orleans
Pro bono consulting for a new Cultural Community Center and Child Care / Preschool Center.,
Hawaii
Name: Dagmar Richter

Courses Taught (Four semesters prior to current visit):
ARCH 289.4 Teaching Architectural Design in a Studio Setting
ARCH 289.4 Teaching Methodologies in a Design Studio Setting
ARCH 289.5 Learning from Las Vegas, One More Time
ARCH 401.2 Advanced Topics Studio - A Hotel to Remember
ARCH 401.2 Advanced Topics Studio – A New Circus Tent for Cirque de Soleil
ARCH 403A.3 Research Studio - Architecture, Culture and Ecology of the City
ARCH 401.4 Advanced Topics Studio - Las Vegas Studio
ARCH 414 Major Building Design Studio - Waste Not

Educational Credentials:
Postgraduate Studies with Professor Peter Cook, Staatliche Hochschule für Bildende Künste, Städelschule, 1984-1986
M.A. in Architecture (Diplom), Royal Art Academy School of Architecture, 1982
Vordiplom, University of Stuttgart, 1978
Abitur, Geschwister-Scholl Gymnasium, 1975

Teaching Experience:
Professor, Chair of Architecture at AAP at Cornell University, 2009-present
Professor, Department of Architecture and Urban Design, UCLA, 1989-2009
Chair of the Faculty Executive Committee at the School of the Arts, 2006 – 2009
Professor, Staatliche Kunstkademie, Stuttgart Research Institute, 2002-2004
Professor and Department Chair, Art Academy Berlin-Weissensee, 1998-1999
Assistant Professor, Harvard University Graduate School of Design, 1987-1989
Adjunct Professor, Rhode Island School of Design, 1986-1987

Professional Experience:
DR_D Lab 1989-present, Los Angeles, Berlin

Licenses/ Registration:
Berlin

Professional Memberships:

Recent Honors & Awards:
6-8. Place at the International Competition for a new National Library in Prague Czech Republic (out of 770 applicants and 480 proposals), 2007
Purchase of models of Domesticity project, the "Wave" and the entire Dom-in(f)o project by the National Collection of Architecture of France, 2006
2nd prize at the International ACSA Student competition "Airport, Security, Circulation" as faculty sponsor for a student in the research studio, 2006
One of three groups at the Research Studio DR_D Lab Stuttgart received 2nd Prize at the International Open Competition for Digital Architecture, 2006
Finalist in the International Anonymous Competition for a New National Library in Prague, Czech Republic, 2006
International juror for the EAAE International Prize for architectural authorship in Copenhagen, 2005
Finalist at the invited competition for a memorial and time capsule for the next millennium by New York Times, 1999
Recent Research:
Group Exhibitions:
London Architectural Biennale, 2005
Mori Art Museum,"Archilab; New Experiments in Architecture, Art and the City, 1950-2005", Tokyo, 2005
Centre Pompidou, "Non-Standard Architecture", Paris, 2004
9. International Architectural Biennale Venice, "Metamorphosis", In three sections: Surfaces (Waterford Crystal), Topography (The Wave), Transformations (Dom-in(f)o House), Venice, 2004
Solo Exhibitions:
"DR_D" at the AUD Gallery, UCLA, 2006
"DR_D, Dagmar Richter: Maison Dom-In(f)o", Gallery Staatliche Akademie der Kunst, Stuttgart, 2004
"Dagmar Richter",Form-0, Los Angeles, 2002

Recent Publications:

Recent Work:
Design of a one family residence in Santa Monica, 2009
Design for a Media Arts Museum for the Cultural Forum in Berlin, 2007
Construction and supervision of a restoration of an electric power plant and theater in Bavaria, 2002-2007

Recent Academic, Professional and Public Service:
Lecture and panelist at the Preston Thomas Memorial Symposium: Architecture of Disbelief, 2008
Chair and juror for the 2008 International Contract World Award, Hanover, Germany, 2008
Lectures:
Cornell University, 2009
Atelier Imanu, Tokyo, Japan, 2008
Media Shop 4F Forum-V, Kyoto, Japan, 2008
University of Pennsylvania, 2007
AUD, UCLA in the “Obsessions” series, 2007
Royal Art Academy in London, 2006
Art Academy Vienna, 2005
Virginia Technical University, 2005
University in Ankara, Turkey, 2005
Name: Heather Roberge  
Assistant Professor

Courses Taught (Four semesters prior to current visit):
ARCH 122 Studio II – Atmospheres, Fall 2008
ARCH 289.2 Between the Sheets: Prototyping Aluminum w/Plastic, Spring 2008
ARCH 289.4 Between the Sheets (and Beyond), Winter 2009
ARCH 401.3 Advanced Topics Studio - Fabric Fantasies: Speculations on the Figural Potential of Sheets, Spring 2009
ARCH 412 Building Design Studio, Winter 2008

Educational Credentials:
M.Arch., The Ohio State University, Columbus, 1995
B.S. Architecture, The Ohio State University, Columbus, 1993

Teaching Experience:
Associate Vice Chair, UCLA, 2008-present
Founder and Director, Jump-Start: An Introduction to Architecture at UCLA, 2005-2008
Director of Architectural Studies, undergraduate program in architecture, UCLA, 2007-present

Professional Experience:
Principal, MURMUR, Los Angeles, 2008-present
Co-Principal, GNUFORM, Los Angeles, 1999-2008
Project Designer, Hellmuth, Obata + Kassabaum, Houston, Texas, 2001 – 2002

Recent Honors & Awards:
Recipient, UCLA Arts Forum Grant for research project entitled “Post Digital Architecture”, with Casey Reas, UCLA Design Media Arts. 2006
GNUFORM, Recipient, Los Angeles AIA Design Award for the NGTV bar. 2006
GNUFORM, PS1/MoMA Young Architects’ Program, Finalist. 2006

Recent Research:
“Patterns: Cases in Synthetic Intelligence” Exhibition at Harvard University Graduate School of Design. Exhibit included GNUFORM’s PS1 Entry, Purple Haze. Curator: Paul Andersen. 2009
“Matters of Sensation” Exhibition at Artists Space, an art gallery in New York City. Designed and Fabricated Bioform installation for this exhibition. Curators: Marcelo Spina and Georgina Huljich. 2008

Recent Publications:
Articles:

(25 hr -75 jp collaboration on text)

Works in Anthology:


Projects Cited:

FORM: Pioneering Design, 10 in 20 in July/August 2009. Interview with Heather Roberge conducted by Alexi Drosu, editor, and images of work of Murmur and Gnuform.


Contemporary Plasticity, a new UCLA publication on digital fabrication is currently in production.

Co-authored by AUD faculty members: Heather Roberge, David Erdman and Jason Payne, the book will feature student work from technology and fabrication seminars at UCLA. Work completed in Ms. Roberge’s tech seminar Between the Sheets will be featured.


Gnuform work.


Recent Work:


Recent Academic, Professional and Public Service:

Murmur Los Angeles, Lecture, Media Shop, Kyoto, Japan. 2009

Plastic Realities: How Technology alters Materiality, Lecture, Tokyo Institute of Technology, Tokyo, Japan. 2009

International Architectural Education Symposium, Tokyo, Japan, Conference Participant, Launch of Studioplex.org, a worldwide gallery of student work and curated exhibition space. 2009

“Patterns: Cases in Synthetic Intelligence” Panel Participant at Harvard University Graduate School of Design in conjunction with Exhibition. 2009

Name: Roger Sherman
Adjunct Associate Professor

Courses Taught (Four semesters prior to current visit):
ARCH 412 Building Design Studio, Winter 2008
ARCH 413 Building Design with Landscape Studio, Spring 2008, 2009

Educational Credentials:
March. with distinction, Harvard University, 1985
B.A. Magna Cum Laude, University of Pennsylvania, 1980

Teaching Experience:
Co-Director, cityLAB, UCLA, 2006-present
Adjunct Associate Professor, SCI-Arc, 1991 - 2005
Adjunct Associate Professor, UCLA, 1988-1998

Professional Experience:
Director, Roger Sherman Architecture and Urban Design, Santa Monica CA, 1989-present
Principal, Sherman / Farrage Architects, Culver City, CA, 2000-present

Licenses/ Registration:
California
New York

Professional Memberships:
American Institute of Architects (AIA) 2005-present
Chair, AIA/LA Political Outreach Committee, 2009-present

Recent Honors & Awards:
Honor Award, Southern California Development Forum (12803 W. Washington Office Condos), 2008
First Merit Award, Flip-a-Strip Strip Mall redo Competition and Exhibition, Scottsdale Museum of Contemporary Art, AZ, 2008
“Star of Design” (Urban Design), Pacific Design Center/WestWeek, 2008
AIA/NextLA Award (Railyard Park, Santa Fe), 2007
AIA/NextLA Award (Gateway Park, Toledo), 2007
Home of the Year Award (3-in-1 House), Architect Magazine, 2006

Recent Research:
Research Grants:
2008-2010 “Backyard Housing,” Center for Community Partnerships
2009 Graham Foundation Grant

Recent Publications:
“Chia Mesa: A Landscape Recovery Strategy for Phoenix”, in (bracket) vol.1 (2009), Archinect/Infranet publishers, pp.___.
“Urban Renewal” (Mimi Zeiger), in Architect Magazine, March 2009, pp.___.
“Mudflap Solutions to a Roadside Typology” (Aaron Herring), in Forward (Quarterly Online Journal of the National AIA), Jan. 2009.
"If, Then: Shaping Change as a Strategic Basis for Design”. in On Landscape Urbanism (Center Vol.14), Austin: Univ. of Texas at Austin School of Architecture, 2007, pp. 238-245.
FORM, Sept/Oct 07, pp. 40, 42.

Recent Work:
Catalyst Center, The Hollywood Hill, Culver City: current
Elmer Avenue Affordable Housing (Condominiums), North Hollywood: current
12803-23 Washington Blvd.(42,00 SF / Commercial Condominiums), Culver City: current
Dance Studio #1 (Dance Academy), West LA: 2009
Barrio Logan Mercado/Mixed-Use Center, San Diego: 2008 Lake Elsinore Civic Center, Lake Elsinore, CA 2007
N. Long Beach Village Center (Housing (200+ units)/Mixed Use (35,000 SF retail)/Library (20,000): 2007
Flex-Deck-Spec House (new), Lower Mill Estate, Gloucestershire, UK: 2005 Adams Square
Mini-Park, Glendale, CA: completed 2007 (with Rios Clementi Hale Studios)

Recent Academic, Professional and Public Service:
Co-Director, cityLAB (UCLA Dept. of Architecture and Urban Design), 2006-present
Editorial Board, The Architect’s Newsletter, 2007 - present
Lectures:
“The Open City”, Rotterdam Biennale, September 2009 (Duck-and Cover)
“Los Angeles vs. Berlin: How Should New Cities Deal with Their Pasts?”, ZocaloPublicSquare/Huntington- USC Institute on California and the West, July 2009
"Flip-a-Strip", Scottsdale Museum of Art, Scottsdale, AZ, October 2008
"Recent Work", Ohio State University Knowlton School of Architecture, 2007
Name: Kivi Sotamaa  
Visiting Assistant Professor

Courses Taught (Four semesters prior to current visit):
- ARCH 142 Technology II, Winter 2009
- ARCH 401.3 Advanced Topics Studio - Veiled Body, Winter 2009
- ARCH 401.4 Advanced Topics Studio - Solid/Void Diagrams, Winter 2008
- ARCH 403A.4 Research Studio - SpasmsConvulsionsEruptions New Sensations of Movement, Fall 2007
- ARCH 403C.4 Research Studio - SpasmsConvulsionsEruptions New Sensations of Movement, Spring 2008
- ARCH 413 Building Design with Landscape Studio, Spring 2009
- ARCH 414 Major Building Design Studio - Waste Not, Fall 2008

Educational Credentials:
- MA, University of Art & Design, TAIK, Architectural Design, Helsinki, Finland 1999

Teaching Experience:
- Researcher, Finnish Academy, Future Home Institute, TAIK, Helsinki, Finland 1999-present
- Visiting Professor, UCLA, 2007-present
- Assistant Professor, Ohio State University, 2004-2008
- Visiting Professor, Universitat fur Angewandte Kunst, 2006

Professional Experience:
- Partner, MINGLE – office for conceptualization of cultural buildings, 2005-present
- Partner, REVEN – non profit organization for architectural events, 2005-present
- Principal, SOTAMAA ltd, 2005-present

Licenses/Registration:
- Finland

Professional Memberships:
- DO – Research group, 2000-2005
- MUOTO-Magazine Editorial board, 2002-2005

Recent Honors & Awards:
- Finalist in MoMA’s PS1 Young Architect Award competition, 2006
- Aires – invited Architecture Competition winner, Mexico City, 2006
- Work selected to the 10x10 Architects 2 by Phaidon, 2005
- Commission to design pavilion for the opening of the 21st Century Museum of Contemporary Art, Kanazawa, 2004

Recent Research:
- Group Shows:
  - Playful, Meat Packing District, New York, May 15, 2009
The Fashion of Architecture CONSTRUCTING the Architecture of Fashion, Center for Architecture, NY, January 11 – March 11, 2006
The Architecture Biennale in Venice. Jyvaskyla Music and Art Centre, September, Venice, Italy, 2004

Recent Publications:
Arttu, “Mood, Atmosphere, Motion and Emotion” in Architecture, 2006
New Scandinavian Design, Edited by Katherine Nelson and Raul Cabra, Formations and MantaRay by Kivi Sotamaa & Tuuli Sotamaa, USA, 2004
Praxis 6, Greg Lynn article, Constellations in Practice, Selected Projects, 2004

Recent Work:
Sirocco, Design and constructin of a public sculpture to be built in Arabianranta, Helsinki, Finland. with Tuuli Sotamaa, 2009
High Emotion Audio, Loudspeaker Designs, 2009
Villa Haapamaki, Commissioned design in process for a 500m2 private house in Kaarina Finland. 2009
Flowers for PS1 Young Architects competition finalist entry, 2006
Extreme Texttiles, Exhibition design for the Wexner Center for the Arts. 2006
ORCA, Furniture prototype, 2005
Jyvaskyla Music and Art Center, Building design proposal at Venice Architecture Biennale 2004, Italy. With Johan Bettum & Michael Hensel [Phase 2 model]
Spanish Dancer for 21st Century Museum of Art Kanazawa, commissioned artwork, architectural pavilion, with Tuuli Sotamaa, 2004

Recent Academic, Professional & Public Service:
Coordinator of UCLA RUMBLE, the first ever all UCLA AUD exhibition and review event, 2008
ACSA coordinator [The Association of Collegiate Schools of Architecture] for the OSU, 2007
Chairman of the LeFevre Fellowship Committee, 2007
Organizer of five day symposium Azul Rey – Architecture Colors Life in Mexico City with Ali Rahim, Hernan Diaz Alonso, Mark Gage, Francois Roche, David Erdman in collaboration with Gabriel Esquivel, 2007
Lectures:
“Sensation” University of Colorado, 2009
“Sirocco- Swirls, Flows and Torrents” Texas A&M, 2009
Finnish Consulate General in New York, Digital Barock, lecture for the honorary Consuls of Finland in the USA.
4.5

VTR from the Previous Visit
Name: Olivier Touraine

Courses Taught (Four semesters prior to current visit):
ARCH 413 Spring 2009 Building Design Studio
ARCH 412 Winter 2009 Building Design Studio
ARCH 414 Fall 2008 Major Building Design Studio
ARCH 413 Spring 2008 Building Design Studio
ARCH 412 Winter 2008 Building Design Studio
ARCH 414 Fall 2007 Major Building Design Studio

Educational Credentials:
Paris La Villette, School Of Architecture, Architect DPLG

Teaching Experience:
Lecturer, UCLA, 2006-2009
Studio Instructor, Columbia University, NY 2004-2006
Studio Instructor, Pratt Institute, 2004-2006
Design Studio Instructor, Technology Instructor, SCI-Arc, Southern California Institute of Architecture in Los Angeles, 1998-2004
Visiting Instructor, University of Pennsylvania, design and technology studio, 2001-2003

Professional Experience:
Partner, Touraine + Richmond Architects, Venice, CA. 1999-present
Project Architect, OMA/Rem Koolhass, Los Angeles, 1998-1999

Recent Honors & Awards:
Chevalier des Arts et Lettre: Awards from the French Minister of Culture, 2006
High Density on High land, New Orleans, Competition, Finalist, 2006
Innovations in Community Housing Design NEA competition, Stage II finalist, 2003

Recent Research:
Prize of the “Villa Medicis Hors les Murs”. Research grant in Los Angeles, CA, 2000
Exhibitions:
Southern California Institute of Architecture
Beijing Bienale
Ogden Museum New Orleans
A+D Museum Los Angeles

Recent Work:
One Window House, Venice, CA 2006
NHM Los Angeles, Office space 2006
BSCDLP’s furniture 2005

Recent Academic, Professional and Public Service:
Lectures:
T+R practice: Central Academy of Fine Arts, Beijing, China
Southern California Institute of Architecture
July 24, 2003

Albert Carnesale, Chancellor
University of California, Los Angeles
405 Hilgard Avenue
Los Angeles, 90095

Dear Chancellor Carnesale:

At the July 2004 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the Visiting Team Report for the University of California Los Angeles Department of Architecture and Urban Design. As a result, the professional architecture program:

Master of Architecture (degree + 3 years)

was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2004. The program is scheduled for its next accreditation visit in 2010.

Accreditation is subject to the submission of Annual Reports. Annual Reports are due by June 1 and must include a response to each condition identified as not met in the Visiting Team Report, a response to each of the causes of concern in the Visiting Team Report, a brief summary of changes that have been made or may be made in the accredited program, and the two-page statistical report. If an acceptable Annual Report is not submitted to the NAAB by the time of its fall board meeting, the NAAB may consider advancing the schedule for the program’s next accreditation sequence. A complete description of the Annual Report process can be found on pages 41-42 of the 1998 Conditions and Procedures. (Changes to the process are included in the 2002 Addendum to the 1998 Conditions and Procedures.)

NAAB encourages public dissemination of information about each school contained in both the school’s Architecture Program Report and the Visiting Team Report. If the Visiting Team Report is made public, then it is to be published in its entirety.

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

Joseph P. Giattina, Jr., FAIA
President

Enc. Visiting Team Report

cc: Sylvia Lavin, Chair
    George B. Terrien, NCARB, AIA, AANB, Team Chair
    Visiting Team Members
University of California at Los Angeles
Department of Architecture and Urban Design

Visiting Team Report

Master of Architecture (degree + 3 years)

The National Architectural Accrediting Board
March 10, 2004

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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1. Summary of Team Findings

1. Team Comments

The program possesses all the major ingredients for excellence as defined under the NAAB 12 conditions. It has not only arrived at the point of excellence, but strongly indicates its ability to maintain and to continue to improve its quality to a level of preeminence in the company of the very best programs accredited by the NAAB.

In particular, the Visiting Team signals the excellence of faculty, students, and in general, the curriculum, as well as the context of the program in the university. The level of satisfaction of each of the 12 conditions, including all but one of the student performance criteria, however, still leaves opportunity and challenge for improvement.

In addition, the Visiting Team identified several concerns related to the maintenance and improvement of the current level of quality. These concerns surround three elements: one, the administrative structure of the Department of Architecture and Urban Design within the School of Arts and Architecture; two, physical facilities; and three, financial resources. All three are related, though none currently impairs the satisfaction of the conditions for accreditation. The Visiting Team believes that early attention and resolution of these weaknesses will greatly facilitate and accelerate the fulfillment of the ambition for the program to be second to none expressed to the Visiting Team in many contexts.

2. Progress Since the Previous Site Visit

Condition 1.3, Architecture Education and Registration

Previous Team Report: The program does not demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The material presented in the team room provided little, if any, evidence that these issues are being covered in the classroom.

The students who know about the process of registration are usually interns who are working in architectural offices. This subject could be covered in school by inviting representatives of NCARB, AIA and also recent alumni to conduct workshops informing students of the conditions and procedures for the internship program and for licensure.

The second objective in the program strategic plan mentioned their intention to develop opportunities for students to gain more practical experience through internships by (1) maintaining active relations with area firms (2) keeping a job book (which was not presented) in the department office and (3) exposing the students to the elements of practice through work with actual projects and their clients, regulatory contexts and site restrictions. This objective should be followed very carefully with the annual report.

The Visiting Team found that the program has responded to these concerns, specifically, via modifications to the format and content of the professional practice and programming courses and via the "Registration Day" workshop with representatives of the California Architects' Board and alumni/ae.

Given the imminent changes regarding Intern Development Program (IDP) requirements in California, additional attention to students' preparation in this area is critical.
Condition 3, Public Information


The university and the department now meet the NAAB requirement for public information, including through publication of the statement on the UCLA Web site.

Criterion 12.8: Awareness of the diversity of needs, values, behavioral norms, and social and spatial patterns that characterize different cultures and the implications of this diversity for the societal roles and responsibilities of architects.

Previous Team Report: There is diversity in design project types but there does not appear to be a connection to the social and cultural diversity of the greater Los Angeles area.

The Visiting Team found evidence that this criterion is effectively addressed at the required level of awareness through a range of studio assignments in the third year, the programming course, and the critical studies electives requirement.

Criterion 12.29: Ability to produce an architecture project informed by a comprehensive program, from schematic design through the detailed development of programmatic spaces, structural and environmental systems, life-safety provisions, wall sections and building assemblies, as may be appropriate; and to assess the completed project with respect to the program's design criteria.

Previous Team Report: Team found no evidence of a design project which provided the integration of all of the tectonic systems at a progressive variety of scales.

The Visiting Team found evidence that this criterion is met largely through the comprehensive studio that is now a part of the core curriculum. Aspects of this criterion are also met in the "large project" studio that immediately precedes the comprehensive studio. However, the Visiting Team notes that the current choice of program for the comprehensive studio is too narrow in scope and too limited in complexity to engage the full range of exploration and development implied by this criterion.

Criterion 12.31: Awareness 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.

Previous Team Report: The professional practice course 461 did not demonstrate evidence of awareness of legal issues.

The program's responses to this criterion since the last visit satisfactorily meet the awareness performance level required in the 1998 Conditions and Procedures. However, the Visiting Team found that the understanding level established in the 2002 Conditions and Procedures revisions will require further efforts on the part of the program in relation to professional service contracts and related legal issues.
Criterion 12.33: Awareness of the different methods of project delivery, the corresponding forms of service contracts and the kind of documentation required to render competent and responsible professional service.

Previous Team Report: The professional practice course 461 did not demonstrate evidence of awareness of legal issues to the team.

The program has successfully responded to these concerns at the required level of awareness via the expanded scope of the programming course and the comprehensive studio.

3. Conditions Well Met

1.2 Architecture Education and the Students, particularly in their embrace of the relationship among theory, critical skills, and practice as it is developing in the larger world
1.4 Architecture Education and the Profession, with respect to exploration and recognition of the changing nature of practice
2 Program Self-Assessment with respect to the definition of its mission (though not ambitiously reflected in its strategic plan)
12.1 Verbal and Writing Skills
12.2 Graphic Skills
12.4 Critical Thinking Skills
12.17 Structural Systems
12.18 Environmental Systems
12.22 Building Systems Integration
12.28 Technical Documentation
12.30 Programming
12.32 Practice Organization and Management
12.36 Context of Architecture

4. Conditions Not Met

12.31 The Legal Context of Architectural Practice

5. Causes of Concern

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

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.

3. Shortcomings in the facilities and equipment that limit the ability of the program, generally and in detail, currently and in its projection.
II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

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

1.1 Architecture Education and the Academic Context

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

Met [X] Not Met [ ]

The M. Arch. I program at the University of California Los Angeles resides within the
Department of Architecture and Urban Design, which in turn forms part of the School of
the Arts and Architecture. At the university level, the program enjoys exemplary support
from the office of the vice chancellor. The proportion of its tenured faculty who are
practicing professionals is testament to institutional understanding of the value of their
contributions to the discipline and profession of architecture. This recognition has
assisted the program to develop one of its greatest strengths: the quality of its faculty.

The program contributes to the larger university community through broadly presented
events and through cross-registration. A rich series of lectures (open to the public as well
as to the university community) features prominent figures in the discipline and
profession and is complemented by gallery exhibitions, also open to all. Entry-level
courses in the department are available to students across the university without
prerequisites, to the benefit of outside students as well as to those in the program. Many
architecture students also take commendable advantage of courses offered outside the
program in both the school and university. Models of initiative, they enroll in diversely
complementary coursework outside their own program, while learning from—and with—
students in other fields. This informal, cross-disciplinary discourse broadens the program
and enhances its reputation.

However, as a professional curriculum, the program has not fully developed collaborative
relationships with other academic units in the university (perhaps because the program is
largely taught by practicing faculty members). Similarly (perhaps in part because the
architecture curriculum exists primarily as a graduate program), the visibility of the
department is limited. The Visiting Team encourages the program to engage its
institutional context more fully, allowing its boundaries to become increasingly permeable
to the university.

1.2 Architecture Education and Students

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

Met [X] Not Met [ ]

Clearly, the students are a major strength of the program. They are well qualified upon
admission to pursue the rigors of education. Indeed, to expand the ambitions of the
program within the limits of time provided in the syllabus, the curriculum relies upon the satisfaction before matriculation of prerequisites often contained within other programs. Students join with faculty to make the most of their education and to overcome some limitations of facilities as well as the shortcomings and nuisances of life in a university without adequate parking or housing.

During a period of recent change, the students demonstrated their maturity and leadership in overcoming the frictions of evolution caused by the commitment to obtain excellence. In addition, through their commitment to advancing their program, the students opened lines of communication with faculty and administration, participating in making their program better and preparing themselves and the program for the future.

The pride and strength of the students is at the heart of the excellence of the program, and their responsibility for its effectiveness bodes well for their graduation into internship, practice, and whatever careers they pursue.

1.3 Architecture Education and Registration

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

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<th>Not Met</th>
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Graduates are well prepared for the transition to internship as evidenced in their ability to imagine a range of opportunities, including the evolution of practice, their responsibilities as interns and recently licensed architects, and in their intellectual and general professional development. However, their understanding of the mechanics of practice, of the laws pertaining to practice, of professional registration, of professional service contracts, and of the formation of legal entities of practice is thin.

1.4 Architecture Education and the Profession

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

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The program demonstrates that its students gain exposure to a diverse and rich array of practice models via an exceptional faculty, generally well grounded in private practices that are active locally, nationally, and internationally. It also explores new models of practice effectively, particularly in the evolving role of information technology (IT) in the enterprise of design and construction. While the Visiting Team found some areas of concern relative to the preparation of students in some specific aspects of professional practice, the involvement of a rich array of practicing architects, engineers, and other design and construction professionals in the program is seen as a commendable strength.
1.5 Architecture Education and Society

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

Met [X] Not Met [ ]

The Visiting Team found some very successful examples of community engagement, particularly in the options and research studios, in the programming course, and among extracurricular opportunities. Nevertheless, the Visiting Team strongly encourages the program to seek opportunities to expand and formalize its involvement with the Los Angeles community, particularly those areas of the community historically underserved by the profession, and to make that involvement an essential part of its mission.

2. Program Self-Assessment

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

Met [X] Not Met [ ]

The department employs a variety of self-assessment procedures. Internally, faculty meetings and retreats are used to discuss curricular, staffing, and governance issues. The university requires a yearly reassessment of the strategic plan for all schools and departments. Typically, the department undertakes a survey of alumni/a on a 5-year cycle. The most recent survey was conducted in 2000 and was included in the Architecture Program Report (APR). The department also undergoes a self-assessment and Academic Senate Review conducted by the UCLA Graduate Council on an 8-year cycle. The report for the Academic Senate Review that was submitted in May 1998 was also included in the APR. The next review is scheduled for 2005-2006. Finally, the department uses the NAAB accreditation process as a means of effective self-assessment.

The department has prepared a strategic plan that the Visiting Team found appropriate for the program’s current stage of development. The evolution of the program over much of the preceding decade has been stressful. Change has been considerable and evident. The strategic plan reflects upon the changes that have been accomplished and provides an opportunity for evaluating their effectiveness and a pause to design the next steps for pursuing the often-stated goal for the program: to be second to none. The Visiting Team respects the current status of the plan, even as it urges the department to revisit its strategic plan soon. The next evolution of the plan should set ambitious goals, clear schedules, and objective means of measuring progress for the next stage of the development of the program and provide for administrative policies and mechanisms that will ensure the longevity of its accomplishments.

3. Public Information

The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in appendix A-2, which explains the parameters of an accredited professional degree program.
This condition is met, including through a posting on the university Web site.

4. Social Equity

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

The team found evidence that this condition is well met, particularly with regard to the student environment for learning. However, concerns about the facilities (noted by the Visiting Team under Condition 7) for providing equitable access to people with varying physical abilities should be addressed promptly.

5. Human Resources

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

There are 116 students enrolled in the M. Arch. I program. There are 14 full-time and 18 part-time faculty members for a full-time equivalent (FTE) of 18.7, and producing a studio student-to-faculty ratio of 12:1. The department is administered by a chair and vice-chair, seven staff members, two IT managers, and eight to 12 part-time student assistants.

The department is underrepresented in development, however. The Visiting Team believes that there is considerable potential for development in the professional and civic communities and therefore strongly recommends that the department be assisted more substantially in these efforts.

6. Human Resource Development

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

The department offers a variety of opportunities for students and faculty to expand their knowledge both within and outside the program. First among these is the mentoring that the senior faculty provides to both students and lecturers/adjunct faculty. In addition, there are lecture series, travel programs, and exchange programs. For tenure-track faculty, the University provides Academic Senate Grants of up to $5,000, and potential sabbatical leaves accrued at a rate of 1 quarter sabbatical at two-thirds pay after every 6 quarters of full-time teaching.
While departmental financial support of tenure-track, lecturer, and adjunct faculty members to present work at conferences, attend meetings, and the like was identified as being available, the policy for its allocation is not clearly outlined (and, as evidenced by the budget, infrequently implemented). Perhaps more important, mechanisms for appointing, promoting, and retaining junior faculty members appear loosely constructed and episodically implemented to the potential jeopardy of retaining individual faculty members. Not surprisingly, the current effectiveness of the arrangement appears to be largely a result of the commitment and focus of the chair of the department. The faculty has a high proportion of tenured members. Many of its distinguished members maintain active professional practices. Accordingly, many duties appear to fall disproportionately on the junior faculty, whose positions, though historically maintained, remain fragile according to policy. Though not unusual in schools of architecture, such a policy is worth reconsideration and redesign. It is an instrument for developing and retaining faculty members who will continue to be capable of advancing the program to its aspired position of preeminence.

7. Physical Resources

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

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Perloff Hall meets the needs of the program, but with difficulty—an accomplishment largely resulting from creative application of very limited resources to make do with ample but poorly outfitted space and from the positive attitude of the occupants. Numerous shortcomings exist that could be remedied either through a major renovation or by an incremental rehabilitation of the individual spaces. In the view of the Visiting Team, such renovation could accomplish far more than overcoming the many deficiencies. In being refurbished and equipped to meet current needs properly, Perloff Hall could also be transformed into a pedagogical instrument, greatly enriching the program, and providing an outstanding example to the entire campus.

Specific needs include a better equipped and acoustically adequate lecture hall, completion of the renovation and equipment of the shop, and repairing and equipping recently vacated spaces. Accessibility for people of varying physical ability also appears to be a concern.

Related to these concerns is the means of securing their funding (as noted under Condition 9, Financial Resources) and the allocation of the developmental and financial resources needed to obtain and maintain the quality of facilities and equipment that will support an excellent program.

8. Information Resources

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

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The architecture library is currently located in temporary quarters, awaiting completion of its permanent home. As a result, a portion of the collection is housed at an off-site storage facility. Nonetheless, the team found evidence that the architecture library was able to meet the research
needs of students and faculty. The team found the staff willing—and funded—to facilitate rapid access to off-site materials, as well as to procure new materials upon request. The Visiting Team commended the recent addition of a reading room in Perloff Hall to make current journals more accessible to students. Students expressed a strong desire for extended library hours during evenings and weekends. The Visiting Team concurs in that appeal.

9. Financial Resources

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

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The department appears to have funding comparable to that of other relevant professional programs. However, if the university wishes to fulfill its ambition to make the program the best in the country, additional funding for student aid, lecturers, renovations, and equipment would pay definite benefits.

10. Administrative Structure

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

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The M. Arch. I program is in the Department of Architecture and Urban Design, within the School of Arts and Architecture, at the University of California at Los Angeles. UCLA is accredited by the Western Association of Schools and Colleges.

Although the department appears to have a degree of autonomy that is comparable to that of several of the other relevant professional programs in the university, additional and consistent administrative support of development and alumni/ae affairs appeared to the Visiting Team as much needed for great net benefit.

11. Professional Degrees and Curriculum

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

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In the setting of the university, in the context of the School of the Arts and Architecture, and in the high quality of students and faculty, the Department of Architecture and Urban Design amply fulfills the curricular requirements for the M. Arch. degree. As noted elsewhere in this report, the Visiting Team commends the program for what it has accomplished and strongly encourages its continuing definition and pursuit of excellence.
12. Student Performance Criteria

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

12.1 Verbal and Writing Skills

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

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The verbal and writing skills of the students are a strength of the program.

12.2 Graphic Skills

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

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The graphic skills of the students were clearly evidenced in the Team Room and in the studios. Their expression appeared in the Visiting Team well integrated with the other skills of the students, certainly reflecting their very high caliber upon entry into the program, as well as through their development and exercise throughout the curriculum.

12.3 Research Skills

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

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A climate of critical thinking and discourse is reflected in, and dependent upon, the high quality of research skills evident to the Visiting Team.

12.4 Critical Thinking Skills

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

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As reflected in the program's mission statement and via the rich palette of critical studies electives, the Visiting Team notes that this criterion is well met and represents a strength of the program.
12.5 Fundamental Design Skills

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

Met [X] Not Met [ ]

12.6 Collaborative Skills

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

Met [X] Not Met [ ]

The culture of collaboration in the studio is nurtured by and throughout the program, even in several of the technical courses through team assignments and reports.

12.7 Human Behavior

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

Met [X] Not Met [ ]

12.8 Human Diversity

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

Met [X] Not Met [ ]

12.9 Use of Precedents

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

Met [X] Not Met [ ]

The Visiting Team found evidence that this criterion is met—but with a palette largely limited to Western or global architectural production since the beginning of the 20th century.
12.10 Western Traditions

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

Met [X] Not Met [ ]

Understanding of premodern Western traditions is not as much taught in the curriculum as met through the taking of a prerequisite thorough architectural survey by entering students.

12.11 Non-Western Traditions

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

Met [X] Not Met [ ]

Similar to the satisfaction of Criterion 12.10, awareness of non-Western traditions is met through the taking of a prerequisite thorough architectural survey by entering students.

12.12 National and Regional Traditions

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

Met [X] Not Met [ ]

Although knowledge of the local fabric of greater Los Angeles is well demonstrated throughout the curriculum, the criterion of understanding of vernacular traditions is thinly satisfied.

12.13 Environmental Conservation

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

Met [X] Not Met [ ]

12.14 Accessibility

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

Met [X] Not Met [ ]

The criterion of the ability to address accessibility issues in design was satisfied thinly.

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

Met [X]  Not Met [ ]

With respect to natural site conditions, this criterion is well met by a core studio focused primarily on issues of landscape. The team found less evidence to indicate that the criterion was convincingly met with respect to built or urban site conditions.

12.16 Formal Ordering Systems

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

Met [X]  Not Met [ ]

The Visiting Team found this criterion to be well satisfied.

12.17 Structural Systems

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

Met [X]  Not Met [ ]

The Visiting Team found the education under this criterion to be a strength of the program. The team was particularly impressed with the integration of structural theory and applications in the core studios.

12.18 Environmental Systems

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

Met [X]  Not Met [ ]

The Visiting Team was favorably impressed with the quality of the environmental systems courses and with the degree to which these aspects of design are incorporated into the design studios.

12.19 Life-Safety Systems

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

Met [X]  Not Met [ ]
The Visiting Team found this criterion to be satisfied thinly, even at the level of understanding.

12.20 Building Envelope Systems

Understanding of the basic principles that inform the design of building envelope systems
Met Not Met
[✓] [ ]

12.21 Building Service Systems

Understanding of the basic principles that inform the design of building service systems, including plumbing, electrical, vertical transportation, communication, security, and fire protection systems
Met Not Met
[✓] [ ]

12.22 Building Systems Integration

Ability to assess, select, and integrate structural systems, environmental systems, life-safety systems, building envelope systems, and building service systems into building design
Met Not Met
[✓] [ ]

The Visiting Team found ample evidence that the program meets this criterion in the core studios. In particular, student work in the "large project" studio, and in the comprehensive studio that immediately follows it, ably demonstrates aspects of building systems integration.

12.23 Legal Responsibilities

Understanding of architects’ legal responsibilities with respect to public health, safety, and welfare; property rights, zoning and subdivision ordinances; building codes; accessibility and other factors affecting building design, construction, and architecture practice
Met Not Met
[✓] [ ]

Though the Visiting Team found evidence that students are exposed to these issues in many parts of the curriculum, the understanding performance level is only marginally satisfied. A more comprehensive and integrated approach to these issues is warranted.

12.24 Building Code Compliance

Understanding of the codes, regulations, and standards applicable to a given site and building design, including occupancy classifications, allowable building heights and areas, allowable construction types, separation requirements, means of egress, fire protection, and structure
Though the Visiting Team found evidence that students are exposed to the range of issues included in this criterion, the *understanding* performance level is only marginally satisfied. A more comprehensive and integrated approach to these issues is warranted.

**12.25 Building Materials and Assemblies**

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

| Met [X] | Not Met [ ] |

**12.26 Building Economics and Cost Control**

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

| Met [X] | Not Met [ ] |

**12.27 Detailed Design Development**

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

| Met [X] | Not Met [ ] |

**12.28 Technical Documentation**

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

| Met [X] | Not Met [ ] |

The Visiting Team found this criterion to be well satisfied.

**12.29 Comprehensive Design**

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

| Met [X] | Not Met [ ] |
As noted on the response to the previous team report, the Visiting Team found evidence that this criterion is met through the comprehensive studio that is now a part of the core curriculum. Aspects of this criterion are also met in the "large project" studio that immediately precedes it. However, the Visiting Team noted that the current choice of program for the comprehensive studio is too narrow in scope and too limited in complexity to engage the full range of exploration and development implied by this criterion.

12.30 Program Preparation

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

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The Visiting Team found the Architectural Programming course to be one of the clear strengths of the program. In particular, the Visiting Team cites its innovative, broad definition of architectural programming, which makes substantive contributions across the curriculum. Burdened under additional duty in areas ranging from aspects of professional practice to human diversity and social engagement, the course compensates for weaknesses noted under other criteria.

12.31 The Legal Context of Architectural Practice

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

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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.

12.32 Practice Organization and Management

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

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Through the example and expansive nature of practice pursued by members of the faculty, students gain a broad understanding of, and the ability to imagine themselves in, a wide range of roles in the pursuit of architecture. This expansive understanding of possibilities compensates for thinness in the presentation of the basic principles evidenced in the student work, which barely meets the requirement for awareness.
12.33 Contracts and Documentation

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

Met [X] Not Met [ ]

The Visiting Team found clear evidence that some aspects of this criterion, such as methods of project delivery and project documentation are well met. However, exposure to forms of service contracts merits a more focused effort by the program.

12.34 Professional Internship

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

Met [X] Not Met [ ]

The Visiting Team noted that the "Registration Day" activities represent a valuable addition to the curriculum and, in light of California’s new policies regarding IDP, finds that these issues will likely merit additional efforts by the program as the regulatory context evolves.

12.35 Architects’ Leadership Roles

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

Met [X] Not Met [ ]

Awareness is developed in the general examples provided by faculty. The Visiting Team found only marginally acceptable evidence of awareness of specific details of roles and responsibilities of the architect.

12.36 The Context of Architecture

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

Met [X] Not Met [ ]

The Visiting Team observed that, particularly in the elective and research studios, students take the opportunity to understand the practice of architecture in a broad context.
12.37 Ethics and Professional Judgment

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

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The Visiting Team commends the course in programming for its innovative and effective methods of developing understanding of ethical issues.
III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2003 University of California at Los Angeles Architecture Program Report.

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 nine 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 163 buildings on 419 acres house the College of Letters and Science plus 11 professional schools and serve almost 37,000 students. Another major period of campus development is currently nearing completion, providing needed additional space for student housing, chemistry, human genetics, law, neuroscience, science and technology research programs, and the arts, while several of UCLA’s older buildings are now 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 new 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, and the Hammer Museum of Art.

2. Institutional Mission

The following text is taken from the 2003 University of California at Los Angeles Architecture Program Report.

Like other research universities, UCLA’s mission is threefold: education, research, and service. In 2001, UCLA Chancellor Albert Carnesale noted the interrelated 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 [by]... 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 2003 University of California at Los Angeles 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. 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.

Building on the legacy first established by Perloff and continued by the active recruiting policies of Weinstein and Lavin, the Department now enjoys one of the most significant, intellectually and culturally diverse design faculties ever assembled. A roster of internationally recognized practitioners, with almost three million square feet and $650 million in construction this year, imbue 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 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. We have recently been able to offer long-term commitments to adjunct faculty/lecturers in the technology area who have strong ties to professional practice. Many do their primary work in 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 firms such as Ove Arup. 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 an ideal place to earn a rigorous, challenging and exciting professional education.

4. Program Mission

The following text is taken from the 2003 University of California at Los Angeles Architecture Program Report.

The primary goal of the M. Arch. I program is to provide an exceptional education that will support our graduates in becoming leaders in the field. This goal demands that we not merely meet but exceed the requirements of professional training. We believe that our students can and should contribute significantly to the contemporary world 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 by a studio-centered curriculum in the areas of both architectural and urban design, as well as significant coursework in technology and critical studies. 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. 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 as well as 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 massive changes in the production of architecture tomorrow. At the same time, the program takes full advantage of the rich cultural resources provided by the University, the School of the Arts and the City of Los Angeles to ensure commitment among our students to the social, aesthetic and urban significance of our design profession.

Approved by Faculty Vote: April 30, 2003

5. Program Strategic Plan

The following text is taken from the 2003 University of California at Los Angeles Architecture Program Report.

Architecture Studio and the Curriculum

In keeping with our mission, which is to provide an excellent professional education and exceed those demands by producing leaders in the field, the program plans to enhance the integration of our teaching in technology within our core design studios. Several steps
in this direction have recently been made, including a reorganization of the core studio sequence with a clearer emphasis on various aspects of both building technology and professional practice. Two new courses have been added to the core curriculum that are conceived precisely as a bridge between construction and design (Courses 436, Introduction to Building Construction and 415 Comprehensive Design Studio) and our teaching staff in the studio has been expanded to include professionally active consultants in technology. The success of these steps needs to be monitored and measured for potential improvement.

In keeping with the NCARB Carnegie/Boyer Review Task Force's recommendation that..." the name 'design studio' be changed to 'architecture studio' to more accurately reflect the entire integrative process," the program has instituted a comprehensive studio that is intended to be fully integrative. The 10-week quarter system has proven a challenge in this context, and a top priority for our strategic plan is to consider expanding the comprehensive studio from 10 weeks to 20 weeks. The longer time frame might be best suited to placing the appropriate emphasis on integration, comprehension and preparedness that a professional degree must provide to students of architecture. In addition, we have instituted the Research Design Studio in the final year to permit students to strengthen their studio work by building upon research conducted in a seminar setting. The year long sequence, in conjunction with the normal 10-week studio and the proposed 20-week comprehensive studio will give students the opportunity to work in the context of the many different time frames required by the exigencies of professional practice. The research studio, moreover, provides for the further incorporation of technology and complex urban issues within the design setting. Further development of the Research Studio with a goal toward publication of student work is under consideration.

Perloff Hall and the Physical Plant

Several improvements to the physical plant are necessary to support our mission and to expand our teaching and research goals.

a. 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 plan to develop a Technology Center that will accommodate instruction in 3-D manufacturing and other emergent forms of digital output and production. In addition, this change would enhance and enlarge our current shop. Together these 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 reinforce the objectives of more effectively integrating design and technology that we are also trying to achieve through the curriculum. Funding for equipment and some of the basic infrastructure of the new facility have been identified and we are currently working with the Dean's office to identify additional resources with which to complete the project.

b. Studio

Of tremendous significance to students is an improved studio facility that would allow us to confront the new realities of architectural production that require 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.
c. Digital Classroom

A digital classroom for collective learning in and through computing is urgently needed. This should be understood as part of a strategic plan for increasing use of student-owned computers for routine work and focusing departmental expenditures on software and other shared forms of equipment. As we reach our goal of students each using personally owned computers, currently at almost 75%, we have discovered that facilities for group computing are still necessary. This involves space with the appropriate lighting, wiring and furnishings that enable students to easily plug-in their own equipment. The department is investigating the switch to wireless computing in the school, and hopes to move in that direction as soon as the technology permits.

Development

The State of California and consequently the Department of Architecture and Urban Design is currently facing budget reductions of staggering proportions. The impact of these recent developments is compounded by the fact that they follow upon a period of severe neglect of fundraising on behalf of the department. The result is that we have been in need and are now in urgent need of simple tuition scholarships for our students. We consider it important to find more ways to provide direct tuition remissions, support in the form of TAships, readerships, research assistantships and other kinds of student support.

As a public University, we are mindful of our obligation to try 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. Improved relations with alumniæ would be useful in this context. Two steps in this direction have recently been taken, the appointment of a director of special projects who is charged with facilitating alumniæ relations and the expansion of the position of the graduate advisor to include recruitment and outreach activities. A recent success is the UCLA Alumniæ reception organized in conjunction with the AIA 2003 National Convention in San Diego in May 2003: a good first step in what must develop into a major initiative for the program.

A separate focus of development funds should be on resources for extracurricular activities, faculty development and internally needed equipment and materials. High-end digital equipment, improvement to the physical plant and funds for publications, lectures, guests, travel and research are ongoing requirements of a program such as ours that is part of a major University. Without an adequate focus on these needs that must come from above the department level, the program is concerned about its capacity to remain competitive.

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/ae and architectural practices in the region. Strengthening relations with both alumni/ae 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.

Faculty

a. By far the strongest feature of our program and our major resource in fulfilling our mission is the outstanding quality of our faculty. Particularly noteworthy is the large number of senior faculty with active, indeed leading, professional practices. The program now embraces the challenge of finding more effective ways to engage these faculty in student advising and to take advantage of the professional experience they can bring to the school. The demands of hands-on advising and those of a vigorous practice do not always find ways to work productively together and we consider a new model of advising to be necessary. One idea under consideration is to have a system of rotating advising where faculty take turns being primary advisors for a particular length of time.

b. Our junior faculty is among the best in the country: we are happily confronted again and again with the need to retain our faculty after they receive attractive offers from other highly competitive schools. The department does not yet have in place measures for adequately giving voice to the efforts and contributions of these young faculty short of tenure-track positions. 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 avenues available to the program currently under deliberation.

AUD in UCLA in LA

The department is attempting to make more visible our current ties to Los Angeles and seeking to expand opportunities for projects with city and community groups. Offering more practical experience will help us achieve our mission of guiding students towards solutions for the challenges facing LA. Many of the option studios we offer already rely on connections to the real world just as certain of the offered research studios strive to reach larger architectural concerns dealing with LA. The department's participation in the campus Arts Bridge program and other activities should also become more prominent. A recent all-school charrette focused on increased density for Los Angeles Housing and no fewer than 15 members of the local architectural community were invited. All of these initiatives need to be developed further and interconnected so that students can readily perceive the department's commitment to these issues.

Diversity

The Department of Architecture and Urban Design is committed to the principles of equality and diversity, a fact evident in the large percentage of women (generally ranges between 35-50%) and students of color (currently 25% of the student body) and a culturally expanded orientation in the curriculum. While these numbers are higher than NAAB's reported national averages for M. Arch. I programs (32% female and 17% students of color in 2000-2001), 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 attract more underrepresented students of color, along with achieving a better gender balance.
In the wake of proposition 209, 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. UCLA’s diverse undergraduate population also provides a prime target for recruitment. The large undergraduate service courses offered by the department are a promising recruitment tool for interesting students in the profession. A more concerted effort should be mounted to make the department more visible to the undergraduate community. In particular, undergraduates might be invited to an “Open House” where we showcase faculty and alumni of the department. The new Dean of the School of the Arts and Architecture has made “arts outreach” to the community one of his top priorities — particularly outreach to public schools. While this will have no immediate impact on our recruitment efforts, joining this outreach program has the potential for increased diversity of the profession over the long term.

School of the Arts and Architecture (SOAA)

UCLA’s SOAA represents a significant pool of cultural, technological and intellectual resources. Establishing effective interdisciplinary programs would benefit the program. Once most of our sister departments return to north campus, we plan to vigorously pursue developing a broader sense of shared resources. 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. Better interaction with the Hammer Museum might additionally be a way to engage the program with a larger Los Angeles audience.

Student Life

Better communication among students and between students and faculty would assist in building a stronger sense of community within AUD. Increasing the range of and participation in extracurricular events, such as workshops, travel abroad, lecture series will be an important means of including all students in the mission of the program. The recently revised Student Government group needs assistance in remaining active. The student-run mentorship program is in a fledgling stage and should be strengthened to be of more assistance to more students. Student interest in initiating their own lecture series and publications should be supported. Of particular value in improving the social quality of life for students in the department are systematic plans for showing their design work to each other through an expanded exhibition program.

Approved by Faculty Vote: June 4, 2003
Appendix B: The Visiting Team

Team Chair, Representing the NCARB
George B. Terrien, NCARB, AIA, AANB
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Observer
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The Ohio State University
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190 West 17th Avenue
Columbus, OH 43210-1320
(614) 292-3190
(614) 292-7206 fax
livesey.1@osu.edu
Appendix C:  The Visit Agenda

Sunday, March 7

8.00 a.m.–11.00 a.m.  Team gathering at the Doubletree Hotel and welcome by Chair Sylvia Lavin

12.00 p.m.–1 00 p.m.  Chair Lavin and Neil Denari orient the team to materials in the Team Room

1.00 p.m.–2.30p.m.  Box lunch with Chair Lavin, selected faculty members, and AUD Faculty Accreditation Team in Perloff Hall (Chair Lavin, Neil Denari, Bob Somol, Clover Lee, Heather Roberge, Richard Weinstein, Dana Cuff, Thcm Mayne, and Jurg Lang)

2:30 p.m.–3:30 p.m.  Tour of facilities with Chair Lavin and other faculty members

3:30 p.m.–6.00 p.m.  Team reviews scope of material in the Team Room

6:30 p.m.  Team-only dinner at India’s Oven

After dinner  Team-only meeting at the Doubletree Hotel

Monday, March 8

8:00 a.m.–9.00 a.m.  Team breakfast with Chair Lavin and the Architecture Executive Committee at the Doubletree Hotel (Chair Lavin, Richard Weinstein, Mark Mack, Mark Lee, Bob Somol, Dana Cuff, and Jennifer Park)

9:30 a.m.–10:15 a.m.  Entrance meeting with Executive Vice Chancellor Daniel Neuman in Room 2121, Murphy Hall

10:30 a.m.–11.15 a.m.  Entrance meeting with Dean Christopher Waterman, Associate Dean of Administration Pat Baxter, and Associate Dean of Academic Affairs, Lorraine Sakata in Room 303, E. Melnitz

11:30 a.m.–12:15 p.m.  Continued review of exhibits and records

12:30 p.m.–2:00 p.m.  Lunch with selected faculty members in the Redwood Room, Faculty Center (Craig Hodgetts, Diane Favro, Dana Cuff, Barton Myers, Ben Refuerzo, and Greg Lynn)

2.00 p.m.–3.30 p.m.  Observation of studios

3.30 p.m.–4.15 p.m.  Continued review of exhibits and records

4:30 p.m.–5.30 p.m.  School-wide entrance meeting with the faculty in Room B320

6:00 p.m.  Reception with the faculty, administrators, alumni/ae, and local practitioners in Perloff Hall

8:00 p.m.  Team-only dinner at the Napa Valley Inn

After dinner  Team-only meeting at the Doubletree Hotel
Tuesday, March 9

9:00 a.m. Team breakfast with Chair Lavin and Dana Cuff at the Doubletree Hotel

10:00 a.m. Review of general studies, electives, and related programs

11:00 a.m. Entrance meeting with students in Room B320

12:00 p.m. Team lunch with selected students and representatives in the Pines Room Faculty Center
   Student Representatives: Jennifer Park, Carmen Cham, Ellie Abrons, and Rob Henderson
   Other Student: Wil Carson (recipient of the Perloff Scholarship, Mel Ferris Scholarship, and Recruitment Fellowship)
   Dean's Student Council Representatives: Tyler Goss and Ellen Przybyla

1:30 p.m. Team working session

8:00 p.m. Team only dinner at Tanino’s

Wednesday, March 10

8:00 a.m.–8:45 a.m. Team breakfast with Chair Lavin and Richard Weinstein at the Doubletree Hotel

9:00 a.m.–9:45 a.m. Exit meeting with Dean Christopher Waterman, Associate Dean of Administration Baxter, and Associate Dean of Academic Affairs Sakata in Room 303, E. Melnitz

10:00 a.m.–10:45 a.m. Exit meeting with the Executive Vice Chancellor Daniel Newman in Room 2121, Murphy Hall

11:00 a.m.–12:00 p.m. School-wide exit meeting with faculty and students in Room B320

12:00 p.m. Departure
IV. Report Signatures

Respectfully submitted,

George B. Terrien, NCARB, AIA, AANB
Team Chair

Representing the NCARB

Marilys R. Nepomechie, AIA
Team member

Representing the ACSA

David W. Hinson, AIA
Team member

Representing the AIA

Trinity Simons
Team member

Representing the AIAS

Robert G. Hale, AIA
Observer

Robert S. Livesey, FAIA
Observer
4.6

Annual Reports
Responses to the team findings of the Visiting Team Report dated March, 2004, are as follows:

**Conditions not met:**

12.31 The Legal Context of Architectural Practice.

*Since the review, the Professional Practice class was revised to devote two full sessions to an intensive primer introducing students to the legal aspects of practice, presented by one of the foremost attorneys in Los Angeles in architectural and construction law. Topics discussed include: contracts (types of fees, additional services, liens, typical scope of work of basic services, mediation vs. arbitration vs. litigation, conditions of termination and suspension, etc.); types of firm entities (partnerships, corporations, sole proprietorships, etc.); frequent causes of owner-architect lawsuits and how to prevent them; and registration regulation. The department invites NCARB, AIA and recent alumni to conduct workshops informing students of the conditions and procedures for the internship program and for licensure.*

*In light of its centrality to the nature of contemporary practice, it is anticipated that the legal aspects of practice portion of the class will be expanded to three sessions, in order to include case study analyses to illustrate and emphasize the application and implications for practice of the ideas introduced in class, as well as to familiarize students with AIA contract forms.*

**Causes of concern:**

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

*Since the review, the School has re-structured the External Affairs and Development unit to increase support to the departments. The Dean and the School’s Board of Visitors have provided financial support for the department’s three new major initiatives. Additional support has been given in the form of faculty release time and staff hire to focus on development efforts for the department. The dean and the chair have secured extramural support to publicize events and raise the profile of the department.*

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.
Hitoshi Abe was appointed Chair of the department in April 2007. While there is not yet a formal strategic plan, the department has made several key advances to lay the necessary groundwork for that plan and expects to complete the plan in the next year. Highlights of these recent program accomplishments are: the completion of four tenure-track faculty searches, which are key to the progress of improving the program; assignment of new faculty taskforces to analyze and recommend curricular improvements; launching of the all-school annual final review and public exposition of work of students, raising the expectations and profile of student work; inauguration of a new Bachelor of Architectural Studies degree program, which prepares prospective applicants to the graduate program and provides some teaching assistantship opportunities for graduate students; and the launching of a newly re-envisioned one-year intensive M Arch II program, deepening connections to the profession and the Los Angeles community.

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

Since the review, the department has made a sizable investment in shop CNC equipment. One of the initiatives aims to strengthen exploration of the relationship between design and technology through partnerships with industry. Almost 1000 sq. ft. of building space made available by the School has been adapted for additional studio lab space. The department is using all resources available to provide for the upgrade and maintenance of the facility and its equipment. The Dean has agreed to a feasibility study of the renovation of the existing building or its replacement with a new structure.
Annual Report Submission

Questionnaire Detail (Edit)

Your last Review Time was 11/25/2008 4:00:07 PM.
You have reviewed 5 times
You are modifying the Annual Report Submission for University of California, Los Angeles. If
this is not correct please contact NAAB immediately.

This Annual Report Submission has been submitted already.
Submission Time: 11/25/2008 4:00:06 PM

Introduction
Starting in the fall of 2008, the National Architectural Accrediting Board (NAAB) is launching a new
online Annual Report Submission (ARS) system with a deadline of November 30, 2008.

Continuing accreditation/candidacy is subject to the submission of Annual Reports. They are then
reviewed by the NAAB staff and a response is prepared and sent to the program. Under certain
conditions, three-year terms of accreditation may be extended to six-year terms on the basis of the
material provided in Annual Reports. Conversely, if an acceptable Annual Report is not submitted to
the NAAB by the following January 15 the NAAB may consider advancing the schedule for the
program's next accreditation sequence.

Part I (Annual Statistical Report) captures statistical information on the institution in which an
architecture program is located and the degree program. For the purposes of the report, the
definitions are taken from the glossary of terms used by the Integrated Postsecondary Education
Data System (IPEDS)¹. Much of the information requested in Part I must be consistent to the
Institutional Characteristics, Completion and 12-Month Enrollment Report submitted to IPEDS in the
fall by the institution. Data submitted in this section is for the previous fiscal year. An appropriate
representative of the institution's administration should verify data prepared by architecture programs.

Part II (Narrative Report) is the report in which a program responds to the most recent Visiting Team
Report (VTR). The narrative must address Section 1.4 Conditions Not Met and Section 1.5 Causes of
Concern of the VTR. Part II also includes a description of changes to the program that may be of
interest to subsequent visiting teams or to the NAAB. In addition, this part is linked to other questions
in Part I for which a narrative may be required. If a program had zero "not mets" in the most recent
VTR or was "cleared of future reporting" in subsequent annual reports, no report is required in Part II.

Submission
Annual Reports are submitted through the NAAB's Annual Report Submission system during the
month of November each year. Programs visited during the previous spring or scheduled to be visited
the following spring are required to submit Part I (Annual Statistical Report) only (e.g., for fall 2008,
programs visited in spring 2008 or scheduled for spring 2009 only submit their statistical reports –
Part I).

NAAB Response
Annual Reports are reviewed by the NAAB staff and an NAAB response is sent to the program,
generally in the early spring. The NAAB administrative response to the Annual Report will identify
whether additional or continued reporting is required for any of the conditions or causes of concern
identified in the most recent VTR. Programs are encouraged to include these administrative
responses as supplemental material in subsequent APRs.


11/25/08
The NAAB uses Annual Reports to maintain current information about the programs it accredits and track selected information that is relevant to compliance with the NAAB Conditions. Prior to accreditation visits or focused evaluations, visiting teams receive a summary report of program annual statistics that cover the years since the school's last accreditation visit and an aggregate summary of data received from all accredited programs for the same period.

The statistics collected in this survey will be made available to all participating accredited and candidate schools. In order to maintain confidentiality, information may only be reported in the aggregate. Information that is available to the public will be posted on the NAAB website.

The NAAB uses the information to support accreditation activities and to provide relevant reports to other collateral organizations like The American Institute of Architects or the National Council of Architectural Registration Boards.

1 IPEDS is the "core postsecondary data collection program for the National Center for Education Statistics. Data are collected from all primary providers of postsecondary education in the (U.S.) in areas including enrollments, program completions, graduation rates, faculty, staff, finances, institutional prices, and student financial aid." For more information see http://nces.ed.gov/ipeds/

PART I - ANNUAL STATISTICAL REPORT
SECTION A. INSTITUTIONAL CHARACTERISTICS
This section captures aggregated information about the home institution for each architecture program. Wherever possible, this information should be the same as that reported by the institution to IPEDS in its most recent Institutional Characteristics, Completion and 12-month Enrollment report.

(for inclusion on the NAAB website)

Institution: University of California, Los Angeles
Academic Unit: Department of Architecture and Urban Design
Address 1: 1317 Perloff Hall
City: Los Angeles
State: CA
Zip: 90095-1467
Architecture Program Tel.: 310/825-7857
School Fax No.: 310/825-8959

Architecture Program www.aud.ucla.edu
School URL:

In order to modify your organization information please visit the ACSA Guide site.

Public
Doctoral/Research Universities - Extensive
Western Association of Schools and Colleges (WASC)

5. Who has direct administrative responsibility for the architecture program?
Name: Hitoshi Abe
Title: Chair, Architecture & Urban Design


11/25/08
6. To whom should inquiries regarding this questionnaire be addressed?

Name: Nancy Valencia
Title: Mgmt Svcs Officer, Architecture & Urban Design
Office Tel. No: 310-267-5155
Fax No: 310-825-8959
Email Address: nvalencia@arts.ucla.edu

7. Who is the administrator responsible for verifying data (and completing IPEDS reports) at your institution?

Name: Anita Cotter
Title: Registrar
Office Tel. No: 310-825-1443
Fax No: 310-206-5242
Email Address: acotter@registrar.ucla.edu

(Aggregated for the institution; this information should be the same as that reported to IPEDS for the last fiscal year)

| Total undergraduate enrollment: 25928 |
| Total graduate enrollment: 11548 |
| 25th percentile ACT score for undergraduates: 0 |
| 75th percentile ACT score for undergraduates: 0 |
| 25th percentile SAT score for undergraduates: 0 |
| 75th percentile SAT score for undergraduates: 0 |
| Average GRE score for graduates enrolling in the last fiscal year: (not including specialized programs like law, medicine, business or other programs for which a specialized entrance examination is required): |

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No
If yes, a report is required in PART II – Narrative Report that outlines the plans and planning for the new program.
No
If yes, a report is required in PART II – Narrative Report that outlines the plans and planning for the new program.
3 Quarters
The program(s) in this section are dependent on your selection in Section B, Question 1.
M. Arch.: 146
The program(s) in this section are dependent on your selection in Section B, Question 1.
a. Indicate the total number of credit hours taken at your institution to earn each NAAB accredited degree offered by your institution.
M. Arch. Pre-Professional: 126
M. Arch. Non Pre-Professional: 0
b. By degree, how many of those credit hours are assigned to general education?
M. Arch. Pre-Professional: 0
M. Arch. Non Pre-Professional: 0
c. By degree, what is the average number of credits each full time student completes per academic term?
M. Arch. Pre-Professional: 14
M. Arch. Non Pre-Professional: 0
No
SECTION C. TUITION, FEES AND FINANCIAL SUPPORT FOR STUDENTS IN NAAB-ACCRREDITED PROGRAMS
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If this section is not applicable, please enter all zero's (0).
M Arch.
If this section is not applicable, please enter all zeros (0).

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<td></td>
<td></td>
<td></td>
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<tr>
<td>In-State</td>
<td>0</td>
<td>0</td>
<td>Per Academic Year</td>
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<tr>
<td>Out-of-State</td>
<td>0</td>
<td>0</td>
<td>Per Academic Year</td>
</tr>
</tbody>
</table>

a. Does the institution offer discounted or differential tuition for a NAAB-accredited degree program? If yes, please explain
   No
b. Is a summer session required for any portion of your accredited degree program(s)?
   No
   If yes, what is the additional tuition and fees for the summer program?
   (If no fill this section with 0s)

<table>
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<tr>
<th></th>
<th>Summer Tuition</th>
<th>Summer Fees</th>
<th>Per Hour/Term/Year</th>
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<td>Per Academic Year</td>
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<td>Per Academic Year</td>
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<td>0</td>
<td>Per Academic Year</td>
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<tr>
<td>Out-of-State</td>
<td>0</td>
<td>0</td>
<td>Per Academic Year</td>
</tr>
</tbody>
</table>

Does the institution offer discounted or differential tuition for summer courses for a NAAB-accredited degree program? If yes, please explain
No
What is the average per student expenditure for students enrolled in NAAB accredited degree programs? This is the total amount of goods and services, per student, used to produce the educational services provided by the NAAB-accredited program.
The program(s) in this section are dependent on your selection in Section B, Question 1.

M. Arch. Student Exp 16690
What was the total amount of financial aid (Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid [tuition reimbursement] and other monies [other than from relatives/friends] provided to students to meet expenses. This includes Title IV subsidized and unsubsidized loans provided directly to student) provided by the institution to students enrolled in each program(s) leading to a NAAB accredited degree during the last fiscal year?
The program(s) in this section are dependent on your selection in Section B, Question 1.

Financial Aid provided to graduate students in NAAB-accredited programs:
Total Graduate Financial Aid for last fiscal year 3008884
Average Graduate Financial Aid per student 18126
What was the total number of graduate-level students employed on a part-time basis for the primary


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purpose of assisting in classroom or laboratory instruction or in the conduct of research during the last fiscal year within the NAAB-accredited programs offered by your institution? Please include: graduate assistant, teaching assistant, teaching associate, teaching fellow or research assistant in your calculation.

21
SECTION D. STUDENT CHARACTERISTICS FOR NAAB-ACCREDITED DEGREE PROGRAMS
(If your institution offers more than one program, please provide the information for each program separately)

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Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include "$" or ",". A person can only be counted in one group.

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11/25/08
Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include ‘$’ or ‘.’. A person can only be counted in one group.

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</table>

a. Total number of credits in professional architectural studies taken by full time students for the last fiscal year:
42

b. Total number of credits in professional architectural studies taken by part-time students in the last fiscal year:
0

SECTION E. DEGREES AWARDED
(The information requested in this section should be provided by the unit within the institution responsible for submitting the annual Completion Report to the National Center for Education Statistics and IPEDS.)

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<th>D. Arch.</th>
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SECTION F. RESOURCES FOR STUDENTS AND LEARNING IN NAAB-ACCREDITED PROGRAMS
(all forms of media)
Cataloged Titles on Main campus: 264618
Cataloged Titles on Other locations: 22829
(all forms of media)
Library of Congress NA or Dewey 720- 41460
729 Catalogued Titles on Main campus:
Library of Congress NA or Dewey 720- 0
729 Catalogued Titles on Other locations:


11/25/08
Permanent Workstations on Main Campus: 210
Permanent Workstations at Other locations: 0

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<thead>
<tr>
<th>Resource Type</th>
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<tbody>
<tr>
<td>Shop</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer Facilities (Lab)</td>
<td>Yes</td>
</tr>
<tr>
<td>Computer Output Facilities (Plotters, Specialized plotting)</td>
<td>Yes</td>
</tr>
<tr>
<td>Digital Fabrication Facilities</td>
<td>Yes</td>
</tr>
<tr>
<td>Wireless Network</td>
<td>Yes</td>
</tr>
<tr>
<td>Image Collection (Slide Library)</td>
<td>Yes</td>
</tr>
<tr>
<td>Photo Studio/Darkroom</td>
<td>Yes</td>
</tr>
<tr>
<td>Lecture Series</td>
<td>Yes</td>
</tr>
<tr>
<td>Gallery/Exhibits</td>
<td>Yes</td>
</tr>
<tr>
<td>Other</td>
<td>No</td>
</tr>
</tbody>
</table>

If Other Resources, Please describe:
Number of catalogue titles NA or Dewey 720-729 at other locations is not available.

SECTION 6. HUMAN RESOURCE SUMMARY (Architecture Program)

Faculty are defined as follows: Persons identified by the institution as such and typically those whose initial assignments are made for the purpose of conducting instruction, research or public service as a principal activity (or activities). They may hold academic rank titles of professor, associate professor, assistant professor, instructor, lecturer or the equivalent of any of those academic ranks. Faculty may also include the chancellor/president, provost, vice provosts, deans, directors or the equivalent, as well as associate deans, assistant deans and executive officers of academic departments (chairpersons, heads or the equivalent) if their principal activity is instruction combined with research and/or public service. The designation as "faculty" is separate from the activities to which they may be currently assigned. For example, a newly appointed president of an institution may also be appointed as a faculty member. Graduate, instruction, and research assistants are not included in this category.

Those members of the instructional/research staff who are employed full time and whose major assignment is instruction, including those with release time for research. Includes full-time faculty for whom it is not possible to differentiate between teaching, research, and public service because each of these functions is an integral component of his/her regular assignment.

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include "$" or "." A person can only be counted in one group.

<table>
<thead>
<tr>
<th></th>
<th>Tenure-Track</th>
<th>Non-Tenure-Track</th>
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<tbody>
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<td><strong>Professor</strong></td>
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<td><strong>Female</strong></td>
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11/25/08
### Associate Professor

**Tenured**

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**Tenure-Track**

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### Assistant Professor

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11/25/08
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Total credit hours taught by full time faculty: 182

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include "$" or "." A person can only be counted in one group.

### Professor

#### Tenured

<table>
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#### Tenure-Track

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#### Non-Tenure-Track

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### Associate Professor

#### Tenured

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#### Tenure-Track

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### Assistant Professor

#### Tenured

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#### Tenure-Track

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#### Non-Tenure-Track

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http://ars.naab.org/ars/view.aspx?print=yes&ARQiId=184
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</table>

Total credit hours taught by part-time faculty: 213

Non-tenure track faculty service in a temporary or auxiliary capacity to teach specific courses on a course-by-course basis. Includes both faculty who are hired to teach an academic degree-credit course and those hired to teach a remedial, developmental or ESL course; whether the later three categories earn college credit is immaterial. Excludes regular part-time faculty, graduate assistants, full-time professional staff who may teach individual courses (such as the dean or academic advisor) and appointees who teach non-credit courses exclusively).

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include "$" or "." A person can only be counted in one group.

<table>
<thead>
<tr>
<th>Professor</th>
<th>Assoc. Prof.</th>
<th>Assist. Prof.</th>
<th>Instructor</th>
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</thead>
<tbody>
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<td>White, Non-Hispanic</td>
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<tr>
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<td>0</td>
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</table>


11/25/08
Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include "$" or ";". A person can only be counted in one group.

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<th>Part Time Male</th>
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<th>Female</th>
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<td>Ph.D. in other discipline</td>
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<td>0</td>
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</tbody>
</table>

Please fill out these tables completely, entering 0 for blanks. Please use whole, positive integers and do not include "$" or ";". A person can only be counted in one group.

<table>
<thead>
<tr>
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<tr>
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PART II: NARRATIVE REPORT
In addition to Annual Statistical Report (PART I), NAAB-accredited architecture degree programs are required to submit a Narrative Report (PART II).
This report has two sections:

- Describe the architecture program’s responses to the most recent Visiting Team Report (VTR). The narrative must address Section I.4 Conditions Not Met and Section I.5 Causes of Concern of the VTR.
- Report changes to the architecture program since the last Annual Report was submitted.

Please note that a YES answer to Section B, Questions 3 or 4 requires the inclusion of a narrative report.
Annual Report required: ARQID_184_FileTypeID_2.doc
Uploaded: 11/25/2008 1:11:29 PM
Size: 28.50 KB
Upload a new Document here.
REVIEW AND SUBMIT REPORT

REVIEW REPORT
Selecting Review Report (above) will prepare a report regarding the completion and accuracy of your report. If the data submitted in PART I is complete then a preview of the report with any incorrect data


11/25/08
clearly labeled will be provided. If any data is missing from the report a list of missing data will be provided.

Printable View
June 19, 2007

Accreditation Manager
NAAB
1735 New York Avenue NW
Washington, DC 20006

RE: 2006 AND 2007 Annual Reports

Please find enclosed the two page statistical reports for 2006 and 2007.

The responses to the team findings section of the VTR follows:

Causes of concern:

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.

RESPONSE: The international search for a new chair of the department was concluded in April 1, 2007 with the hiring of Hitoshi Abe. Dr. Abe has begun to formulate a strategic plan.

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

RESPONSE: We continue to upgrade the facility and equipment with our departmental funds.

Sincerely,

Hitoshi Abe
Chair
### Appendix H: Annual Report Statistics Form and Definitions

**NAAB STATISTICAL REPORT**

**SCHOOL:** UCLA  
**Completed by:** Nancy Valencia

**ACSA REGION:** EC NE SE SW WC W (circle one)

**PUBLIC or PRIVATE** (circle one)

<table>
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<tr>
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<tr>
<td>Native American Students*</td>
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<tr>
<td>Asian/Pacific Isle Students</td>
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<td>Hispanic Origin Students</td>
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<td>Student Studios/Faculty Ratio</td>
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</table>

*Include Eskimos and Aleuts  
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.  
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

### FACILITY/RESOURCE DATA

- **Departmental Library LCNA or 720-729 Collection:** 37,675
- **Total Architecture Collection in Departmental Library:** 259,571
- **University Library LCNA or 720-729 Collection:** 2,400
- **Total Architecture Collection in University Library:** 25,310
- **Departmental Library Architecture Slides:** 60,000 + 9,000 digital
- **University Library Architecture Slides:** 0
- **Departmental Library Architecture Videos:** 275
- **Staff in Dept. Library:** 6.5
- **Number of Computer Stations:** 11
- **Amount Spent on Information Technology:** N/A
- **Annual Budget for Library Resources:** 285,755
- **Per-Capita Financial Support Received from University:** 15,156
- **Private Outside Monies Received by Source:** 2,000
- **Studio Area (Net Sq. ft.):** 17,264
- **Total Area (Gross Sq. ft.):** 53,280
2007 annual report

SCHOOL: UCLA
Completed by: Nancy Valencia

### FULL-TIME FACULTY SALARIES

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<td>FT Faculty Avg. Contact Hrs/Wk</td>
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### Faculty Composition

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</table>

*Include Eskimos and Aleuts
Appendix H: Annual Report Statistics Form and Definitions

NAAB STATISTICAL REPORT

SCHOOL: UCLA
Completed by: Nancy Valencia

ACSA REGION: EC NE SE SW WC W (circle one)

PUBLIC or PRIVATE (circle one)

<table>
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<tr>
<td>Students Working Part-Time</td>
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<tr>
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<tr>
<td>Native American Students*</td>
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<tr>
<td>Asian/Pacific Isle Students</td>
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<tr>
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<tr>
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<tr>
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<td>Number of Applicants</td>
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<tr>
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<td>Enrollment Target/Goal</td>
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<tr>
<td>Student Studio/Faculty Ratio</td>
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<td></td>
</tr>
</tbody>
</table>

*Include Eskimos and Aleuts
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

FACILITY/RESOURCE DATA

| Departmental Library LCNA or 720-729 Collection | 37,000   |
| University Library LCNA or 720-729 Collection   | 2,350    |
| Total Architecture Collection in University Library | 2,350    |
| Total Architecture Collection in University Library  | 24,650   |
| Departmental Library Architecture Slides        | 9,000    |
| University Library Architecture Slides           | 275      |
| Departmental Library Architecture Videos         | 6.5      |
| Staff in Dept. Library                           | 11       |
| Number of Computer Stations                      | N/A      |
| Amount Spent on Information Technology           | 280,967  |
| Annual Budget for Library Resources              | 14,172   |
| Per-Capita Financial Support Received from University | 72,000   |
| Private Outside Monies Received by Source        | 17,728   |
| Studio Area (Net Sq. ft.)                        | 53,280   |
| Total Area (Gross Sq. ft.)                       |         |
**2006 annual report**

**SCHOOL:** UCLA  
**Completed by:** Nancy Valencia

<table>
<thead>
<tr>
<th>FULL-TIME FACULTY SALARIES</th>
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**FACULTY DATA**

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**FT**  
**PT**  
**Tenured**  
**Prof.**  
**Assoc.**  
**Assist.**

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*Include Eskimos and Aleuts
August 17, 2005

Mr. DeLon Howell
Accreditation Manager
NAAB
1735 New York Ave NW
Washington DC 20006

RE: 2005 Annual Report

Dear Mr. Howell:

Please find the two page statistical report enclosed. Following are our responses to the team findings section of the VTR:

**Conditions not met:** 12.31 - "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."

Visiting Team Response: NOT MET -- "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."

**RESPONSE:** Our curriculum addresses professional service contracts and related legal issues in course 461 - Professional Practice. We have hired a new instructor to completely revamp this course. He will be mentored through the process of making sure that all the necessary material is covered and degrees of comprehension attained.

**Causes of concern:**

1. Lack of support of the department within the SOAA especially for the infrastructure needed by the department to develop necessary financial support and appropriate identity within the university and beyond.

**RESPONSE:** The Dean of the School of the Arts and Architecture has agreed to provide us with one-half staff person to support the development efforts of the department. This will not solve our significant financial and identity issues but it is a step in the right direction.
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.

RESPONSE: A committee has been convened to conduct an international search for a new chair of the department. We hope to complete this process in 2006 and anticipate that developing the strategic plan will be the new chair's first goal.

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

RESPONSE: While this is not an issue that can be resolved at the departmental level, we have marshaled our resources and sought to focus all available funds on equipment and facilities. Significant expansion and upgrade of the shop is now complete and a modest amount of new equipment is available for student use. These successes fall short of our goal of providing our students with a good physical environment in the studio and adequate access to computer and shop equipment.

Sincerely,

Sylvia Lavin, Chair
## 2005 NAAB STATISTICAL REPORT

**SCHOOL:** UCLA  
Completed by: E. Marco

**ACSA REGION:** EC NE SE SW WC W (circle one)

**PUBLIC or PRIVATE** (circle one)

### STUDENT DATA

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*Include Eskimos and Aleuts

**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.

***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

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@ Fall 2004

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### FT  PT  Tenured  Prof.  Assoc.  Assist

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| Native American Faculty                          | 1      | 1      | 1      | 1      | 1          |
| Asian/Pacific Island Faculty                     | 1      | 1      | 1      | 1      |            |
| Hispanic Origin Faculty                          | 5      | 3      | 5      |        |            |
| Women Faculty                                     |        |        |        |        |            |

*Include Eskimos and Aleuts

March 2002
## 2004 NAAB STATISTICAL REPORT

**SCHOOL:** UCLA  
**Completed by:** E. Marcd  
**AGSA REGION:** EC NE SE SW WC  
**PUBLIC or PRIVATE:** (circle one)  
**STUDENT DATA**  
For Accredited Programs Only  

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<tr>
<td>Degrees Awarded As/Pac. Isl.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Degrees Awarded Hispanics</td>
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<td></td>
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<tr>
<td>Min Req. SAT/ACT/GRE Score</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
<td>NA</td>
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<tr>
<td>Number of Applicants</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>405</td>
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<tr>
<td>Number Accepted</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>120</td>
</tr>
<tr>
<td>Enrollment Target/Goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Student Studio/Faculty Ratio</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>14:1</td>
</tr>
</tbody>
</table>

*Include Eskimos and Aleuts  
**Includes four-year program component of 4+1 yrs. B.Arch degree and 4+2 yrs. M. Arch degree.  
***Non-Professional: baccalaureate degree that is not part of an accredited professional program.

## FACILITY/RESOURCE DATA

<table>
<thead>
<tr>
<th>Resource Description</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Departmental Library LCNA or 720-729 Collection</td>
<td>36,200</td>
</tr>
<tr>
<td>Total Architecture Collection in Departmental Library</td>
<td>262,000</td>
</tr>
<tr>
<td>University Library LCNA or 720-729 Collection</td>
<td>2,300</td>
</tr>
<tr>
<td>Total Architecture Collection in University Library</td>
<td>24,410</td>
</tr>
<tr>
<td>Departmental Library Architecture Slides</td>
<td>38,000</td>
</tr>
<tr>
<td>University Library Architecture Slides</td>
<td>NA</td>
</tr>
<tr>
<td>Departmental Library Architecture Videos</td>
<td>220</td>
</tr>
<tr>
<td>Staff in Dept. Library</td>
<td>8</td>
</tr>
<tr>
<td>Number of Computer Stations</td>
<td>12</td>
</tr>
<tr>
<td>Amount Spent on Information Technology</td>
<td>NA</td>
</tr>
<tr>
<td>Annual Budget for Library Resources</td>
<td>279,048</td>
</tr>
<tr>
<td>Per-Capita Financial Support Received from University</td>
<td>13,753</td>
</tr>
<tr>
<td>Private Outside Monies Received by Source</td>
<td>99,250</td>
</tr>
<tr>
<td>Studio Area (Net Sq. ft.)</td>
<td>17,264</td>
</tr>
<tr>
<td>Total Area (Gross Sq. ft.)</td>
<td>53,280</td>
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</table>
SCHOOL: UCLA
Completed by: Elaine Marco

FULL-TIME FACULTY SALARIES

<table>
<thead>
<tr>
<th>Number</th>
<th>Minimum</th>
<th>Average</th>
<th>Maximum</th>
<th>Univ. Avg.</th>
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<tbody>
<tr>
<td>Professor</td>
<td>8</td>
<td>76,700</td>
<td>95,463</td>
<td>119,000</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>1</td>
<td>70,700</td>
<td>76,954</td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2</td>
<td>54,600</td>
<td>60,000</td>
<td>65,400</td>
</tr>
</tbody>
</table>

FACULTY DATA

- Full-Time Faculty
- Part-Time Faculty
- Full-time Equivalent (FTE) Faculty
- Tenured Faculty
- Tenure-Track Positions
- FTE Administrative Positions
- Faculty Engaged in Service to Comm.
- Faculty Engaged in Service to Univ.
- FT Faculty who are U.S. Licensed Registered Architects
- PT Faculty who are U.S. Licensed Registered Architects
- Practicing Architects
- FTE Graduate TAs
- FT Faculty Avg. Contact Hrs/Wk
- PT Faculty Avg. Contact Hrs/Wk

Department Total

<table>
<thead>
<tr>
<th>17 non-ladder</th>
<th>4 ladder</th>
</tr>
</thead>
</table>

NO. FULL-TIME FACULTY CREDENTIAL

- Ph.D.: 7
- D. Arch: -
- M.A. or S.: 1
- Prof. M. Arch: 4
- B. Arch: -
- Post Prof. Masters: -
- Other: 3 Diploma

African-American Faculty
Native American Faculty*
Asian/Pacific Island Faculty
Hispanic Origin Faculty
Women Faculty

<table>
<thead>
<tr>
<th>FT</th>
<th>PT</th>
<th>Tenured</th>
<th>Prof.</th>
<th>Assoc.</th>
<th>Assist.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td>5</td>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

*Include Eskimos and Aleuts

March 2002
4.7

Catalog

(See Appendix A-8 attachment)
4.8

NAAB Response to Annual Report
NAAB RESPONSE TO UNIVERSITY OF CALIFORNIA LOS ANGELES
2008 ANNUAL REPORT

Rec’d Date: November 25, 2008
Year of Next Visit: 2010

Section One:
Checklist of required elements

Part I Statistical Report  √ Included  Not Included
Part II Narrative Report  √ Included  Not Included

Section Two:
Assessment of Narrative Report

DEFICIENCIES

Criterion 12.31 The Legal Context of the Architectural Practice
The NAAB appreciates the program providing a response however, evidence has not yet been provided given the revisions to the Professional Practice class. The program is advised to fully document their initiatives in this area in the Architecture Program Report (APR) that will be prepared for the accreditation visit scheduled in 2010.

CAUSES OF CONCERN
Development
The NAAB appreciates the advances the program has made. However, the program is advised to fully document their initiatives in this area in the Architecture Program Report (APR) that will be prepared for the accreditation visit scheduled in 2010.

Strategic Plan
The program reports key advances despite not yet having a formal strategic plan. While the NAAB applauds these advances, the program is advised to fully document their initiatives in this area in the Architecture Program Report (APR) that will be prepared for the accreditation visit scheduled in 2010.

Facilities and Equipment
The program is to be commended for investments and improvements in facilities and equipment as well as the plan for a feasibility study. However, the program is advised to fully document their initiatives (updated floor plans, images of new equipment, etc.) in this area in the Architecture Program Report (APR) that will be prepared for the accreditation visit scheduled in 2010.

CHANGES TO THE ACCREDITED PROGRAM
None reported

Although an area may be marked “satisfied, no further reporting required,” the next visiting team may include in its report its own assessment of the program’s response to the deficiency.
Appendix A-2

Library Statistics
## Appendix C. Arts Library Statistics Report

<table>
<thead>
<tr>
<th>Types of Collections</th>
<th>Number of volumes or Linear Feet FY08-09</th>
<th>Budget year before last FY07-08</th>
<th>Budget Last year FY08-09</th>
<th>Budget This year FY09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Books classed in LC-NA or Dewey 720's</td>
<td>41,460</td>
<td>$34,000 state funds + $6,870 endowment funds for architecture</td>
<td>$33,000 state funds + $10,445 endowment funds for architecture</td>
<td>$23,000 state funds + $10,625 endowment funds for architecture</td>
</tr>
<tr>
<td>Other Books (total volumes in Arts Lib.)</td>
<td>272,315</td>
<td>Total Arts Lib. state funds: $291,641</td>
<td>Total Arts Lib. state funds: $300,168</td>
<td>Total Arts Lib. state funds: $225,126</td>
</tr>
<tr>
<td>Periodical Subscriptions</td>
<td>1,987 in Arts Lib.; 103 active architecture periodicals</td>
<td>$12,500 (for architecture)</td>
<td>$13,500 (for architecture)</td>
<td>$13,000 (for architecture)</td>
</tr>
<tr>
<td>Other Serial Subscriptions</td>
<td>Avery Index &amp; other system-wide databases</td>
<td>(Funded centrally by California Digital Library)</td>
<td>(Funded centrally by California Digital Library)</td>
<td>(Funded centrally by California Digital Library)</td>
</tr>
<tr>
<td>Microfilm reels</td>
<td>2,276</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Microfiche</td>
<td>71,827</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos/DVDs</td>
<td>97</td>
<td></td>
<td></td>
<td>$2,575 (enhancement funds)</td>
</tr>
<tr>
<td>CD-ROMs</td>
<td>424</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photo-CDs</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Digital Image Files</td>
<td>Over a million in ARTstor, over 80,000 in UC Shared Images, over 20,000 in UCLA Digital Collections</td>
<td>(Funded centrally through various sources)</td>
<td>(Funded centrally through various sources)</td>
<td>(Funded centrally through various sources)</td>
</tr>
<tr>
<td>Other Electronic Publications</td>
<td>Several E-book packages, e.g.: Springer; Safari Tech Books</td>
<td>(Funded centrally through various sources)</td>
<td>(Funded centrally through various sources)</td>
<td>(Funded centrally through various sources)</td>
</tr>
<tr>
<td>Drawings</td>
<td>--</td>
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<td></td>
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<tr>
<td>Photographs</td>
<td>--</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other: Pictorial</td>
<td>200,678</td>
<td></td>
<td></td>
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<tr>
<td>items</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Other:</td>
<td>288</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audiocassettes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other: Other</td>
<td>23</td>
<td></td>
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<tr>
<td>Audio</td>
<td></td>
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<tr>
<td>Materials</td>
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<td></td>
<td></td>
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<tr>
<td>Other:</td>
<td>6,320</td>
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<td></td>
<td></td>
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<tr>
<td>Pamphlets</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>10,675</td>
<td></td>
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<tr>
<td>Manuscripts</td>
<td></td>
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<td></td>
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<tr>
<td>Other: Other</td>
<td>3,975</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archival</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>294,307 items in Arts Library + access to well over a million digital images &amp; thousands of electronic publications</td>
<td>Architecture allocations: $53,370</td>
<td>Architecture allocations: $59,520</td>
<td>Architecture allocations: $46,625</td>
</tr>
</tbody>
</table>

### Arts Library Staffing

<table>
<thead>
<tr>
<th>Types of Positions</th>
<th>(FTE's) Year Before Last FY07-08</th>
<th>(FTE's) Last Year FY08-09</th>
<th>(FTE's) This Year FY09-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians/ VR Professionals (degreed)</td>
<td>3.5 FTE</td>
<td>3.5 FTE</td>
<td>3 FTE</td>
</tr>
<tr>
<td>Paraprofessionals</td>
<td>2.5 FTE</td>
<td>2 FTE</td>
<td>1 FTE</td>
</tr>
<tr>
<td>Clerks</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Student Assistants</td>
<td>1.5 FTE</td>
<td>2 FTE</td>
<td>1.5 FTE</td>
</tr>
<tr>
<td>Volunteers</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Other (Admin. Assistant)</td>
<td>.5 FTE</td>
<td>.5 FTE</td>
<td>.5 FTE</td>
</tr>
<tr>
<td>Total</td>
<td>8 FTE</td>
<td>8 FTE</td>
<td>6 FTE</td>
</tr>
</tbody>
</table>
Appendix A-3

Financial Resources
# Department of Architecture and Urban Design
Comparison of Expenses by Major Cost Category

## State Funds Expenditures:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Salaries</strong></td>
<td>1,665,504</td>
<td>1,588,478</td>
<td>1,698,591</td>
<td>1,897,581</td>
<td>2,093,889</td>
<td>2,096,816</td>
</tr>
<tr>
<td><strong>Career Salaries</strong></td>
<td>426,409</td>
<td>433,191</td>
<td>445,374</td>
<td>467,074</td>
<td>550,035</td>
<td>532,144</td>
</tr>
<tr>
<td><strong>Casual Salaries</strong></td>
<td>37,871</td>
<td>26,496</td>
<td>19,604</td>
<td>31,786</td>
<td>53,769</td>
<td>9,426</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td>2,129,784</td>
<td>2,048,165</td>
<td>2,163,569</td>
<td>2,396,442</td>
<td>2,697,693</td>
<td>2,638,386</td>
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<tr>
<td><strong>Benefits</strong></td>
<td>406,618</td>
<td>398,019</td>
<td>433,657</td>
<td>448,758</td>
<td>571,498</td>
<td>615,922</td>
</tr>
<tr>
<td><strong>Equipment</strong></td>
<td>16,675</td>
<td>9,235</td>
<td>32,467</td>
<td>-</td>
<td>-</td>
<td>13,943</td>
</tr>
<tr>
<td><strong>Telephone/Internet</strong></td>
<td>28,502</td>
<td>27,130</td>
<td>26,108</td>
<td>25,068</td>
<td>28,899</td>
<td>26,922</td>
</tr>
<tr>
<td><strong>Travel &amp; Ent</strong></td>
<td>12,159</td>
<td>19,418</td>
<td>20,828</td>
<td>16,692</td>
<td>28,717</td>
<td>16,865</td>
</tr>
<tr>
<td><strong>Mail</strong></td>
<td>10,669</td>
<td>5,894</td>
<td>9,261</td>
<td>7,412</td>
<td>8,504</td>
<td>10,295</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
<td>31,061</td>
<td>39,297</td>
<td>33,417</td>
<td>20,926</td>
<td>75,262</td>
<td>44,354</td>
</tr>
<tr>
<td><strong>Memberships</strong></td>
<td>9,570</td>
<td>7,977</td>
<td>7,813</td>
<td>8,131</td>
<td>8,831</td>
<td>9,450</td>
</tr>
<tr>
<td><strong>Honoraria</strong></td>
<td>13,000</td>
<td>4,262</td>
<td>3,000</td>
<td>3,000</td>
<td>6,800</td>
<td>2,400</td>
</tr>
<tr>
<td><strong>Shop</strong></td>
<td>8,419</td>
<td>12,377</td>
<td>39,155</td>
<td>17,426</td>
<td>27,310</td>
<td>6,017</td>
</tr>
<tr>
<td><strong>Computer Lab</strong></td>
<td>19,841</td>
<td>23,464</td>
<td>20,270</td>
<td>24,428</td>
<td>12,187</td>
<td>15,657</td>
</tr>
<tr>
<td><strong>Slide Library</strong></td>
<td>73</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Mill</strong></td>
<td>9,005</td>
<td>7,197</td>
<td>11,569</td>
<td>3,675</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Exhibits</strong></td>
<td>17,258</td>
<td>15,506</td>
<td>10,160</td>
<td>7,048</td>
<td>13,917</td>
<td>11,469</td>
</tr>
<tr>
<td><strong>Lectures</strong></td>
<td>18,268</td>
<td>12,748</td>
<td>20,299</td>
<td>25,991</td>
<td>25,640</td>
<td>16,724</td>
</tr>
<tr>
<td><strong>Publications</strong></td>
<td>22,898</td>
<td>23,414</td>
<td>17,804</td>
<td>15,791</td>
<td>35,858</td>
<td>27,401</td>
</tr>
<tr>
<td><strong>sub-total</strong></td>
<td>217,398</td>
<td>207,919</td>
<td>252,151</td>
<td>175,588</td>
<td>271,925</td>
<td>201,497</td>
</tr>
<tr>
<td><strong>Other Non-wage expenses</strong></td>
<td>102,474</td>
<td>53,450</td>
<td>21,202</td>
<td>60,398</td>
<td>32,657</td>
<td>73,772</td>
</tr>
<tr>
<td><strong>Total Non-wage Expenses</strong></td>
<td>319,872</td>
<td>261,369</td>
<td>273,353</td>
<td>323,966</td>
<td>304,582</td>
<td>275,269</td>
</tr>
<tr>
<td><strong>Total Expenses</strong></td>
<td>2,856,274</td>
<td>2,707,553</td>
<td>2,870,579</td>
<td>3,081,185</td>
<td>3,573,773</td>
<td>3,529,577</td>
</tr>
</tbody>
</table>

**Notes on budget changes:**
- Increased expenses in FY 2006-07 and 2007-08 are associated with startup of Undergraduate Program
- Expenses for the Mill are now recorded in a sales & service fund
- The Slide Library is no longer used although the collection has been retained

Expense summary through 06/30/09

09/03/09
### Department of Architecture and Urban Design
#### Comparison of Expenses by Major Cost Category

**Extramural Funds Expenditures:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Recruitment Funding</td>
<td>101,000</td>
<td>118,000</td>
<td>126,830</td>
<td>173,522</td>
<td>141,294</td>
<td>145,694</td>
</tr>
<tr>
<td>Student Fellowships</td>
<td>44,400</td>
<td>27,739</td>
<td>53,630</td>
<td>36,458</td>
<td>119,312</td>
<td>45,155</td>
</tr>
<tr>
<td>Lee Chair - Acad Salaries</td>
<td>22,179</td>
<td>-</td>
<td>65,606</td>
<td>99,498</td>
<td>7,479</td>
<td>85,573</td>
</tr>
<tr>
<td></td>
<td>49,155</td>
<td>39,110</td>
<td>32,856</td>
<td>5,804</td>
<td>20,559</td>
<td>2,428</td>
</tr>
<tr>
<td>Perloff Chair - Acad Salaries</td>
<td>38,185</td>
<td>29,531</td>
<td>31,977</td>
<td>33,627</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>35,619</td>
<td>3,231</td>
<td>108</td>
<td>330</td>
<td>22,197</td>
<td>-</td>
</tr>
<tr>
<td>Summer Rev. - Acad Salaries</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>-</td>
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Expense summary through 063009

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Appendix A-4

Course Evaluation Form
STUDIO OR SEMINAR COURSES

COURSE: ____________________________ INSTRUCTOR: ____________________________
Quarter/Date ____________________________

FACULTY EVALUATION

Student evaluations of faculty are one of the three criteria for advancements. They are also reviewed in the Dean's office before recommendations from the department for promotion are considered.

In an effort to improve student evaluation of courses and faculty performance, we are experimenting with a simpler questionnaire. This questionnaire is being sent to you in advance via email. Please fill this form out and bring it with you to your class on the date specified by your instructor, so that the Staff can collect them.

Please respond to the following questions:

Rate this course in comparison to other studio or seminar courses you have taken.

Circle one: 1 2 3 4 5 6 7 8 9 10
Worst Average Best

What are the major strengths of the course?

What are the major weaknesses?

Have you suggestions for improving teaching methodology?

Other comments
LECTURE COURSES

COURSE: ____________________________  INSTRUCTOR: ____________________________
Quarter/Date _________________________

FACULTY EVALUATION

Student evaluations of faculty are one of the three criteria for advancements. They are also reviewed in the Dean's office before recommendations from the department for promotion are considered.

In an effort to improve student evaluation of courses and faculty performance, we are experimenting with a simpler questionnaire. This questionnaire is being sent to you in advance via email. Please fill this form out and bring it with you to your class on the date specified by your instructor, so that the Staff can collect them.

Please respond to the following questions:

Rate this course in comparison to other lecture courses you have taken

Circle one:  1  2  3  4  5  6  7  8  9  10
Worst  Average  Best

What are the major strengths of the course?

What are the major weaknesses?

Other Comments?
Appendix A-5

Academic Senate Review
2006–07 ACADEMIC SENATE REVIEW OF THE
DEPARTMENT OF ARCHITECTURE AND URBAN DESIGN

Internal Review Team:
Donald Babbitt, Graduate Council, Mathematics, Review Team Chair
Edward Tuttle, Graduate Council, Italian
Russell Schuh, Undergraduate Council, Linguistics

External Review Team:
Lars Lerup, Dean, Rice School of Architecture
Thomas Hanrahan, Dean, School of Architecture, Pratt Institute

Date of Site Visit: February 15-16, 2007
Date of Report: April 6, 2007
Approved by the Undergraduate Council:
Approved by the Graduate Council:
Appendix I: Site Visit Schedule
Appendix II: External Reviewers’ Reports
I. Introduction

To facilitate its review of the Department of Architecture and Urban Design (AUD) the Review Committee received and utilized the following documents from the Academic Senate Office: the 2006 AUD Self-Review, the 2002-03 Academic Senate Internal Review of AUD that focused on some special issues which had arisen since the 1997-98 Departmental Review, the 1997-98 Academic Senate Review of AUD, Graduate Student Surveys provided by the Graduate Division that probed student satisfaction with the graduate programs, and communications from the Council on Planning, Budget and Vice-Chancellor Mitchell-Kernan on some concerns raised by the AUD Self-Evaluation. The Review Committee met with the Dean of the School of the Arts and Architecture, the Acting Chair and Vice-Chair of AUD, selected faculty members, both ladder and studio, a group of graduate students from the two Master of Architecture degree programs, the departmental MSO, and the Graduate Student Adviser. The Review Committee was also given: (1) a tour of Perloff Hall especially focusing (positively) on an array of advanced digital tools available to students and (negatively) on the physical state of Perloff Hall, the home of AUD; (2) a presentation of various design projects of the students and faculty; (3) a demonstration of the digital reconstruction of classical sites by the Director (Diane Fawr of AUD) at the interdisciplinary UCLA Experimental Technology Center; (4) a presentation by Professor Dana Cuff on cityLAB, a design and research initiative for which she has obtained outside funding.

After the completion of the two day review the chair of the Review Committee received the single written faculty survey that had been turned in. Not surprisingly the comments were negative. The writer complained about his/her lack of input into the self-review as well as areas he/she felt were neglected by AUD. None of these complaints were corroborated during the review process. In particular, there was a drop-in period set aside for students or faculty to confidentially discuss whatever was on their mind concerning AUD issues. No one took the opportunity to do so.

II. Departmental Degree Programs, Students and the Faculty

Students and Degree Programs

The Department offers three graduate degree programs: Master of Architecture (MArch) I, a three year professional degree program for students who do not have a professional degree in architecture; Master of Architecture (MArch) II, a one year program for students with a professional degree in architecture; and an academic MA/PhD degree program with the usual structure of such programs. At the time of the review there were 115 students in the MArch I program including 1 African-American and 9 Latinos, 11 students in the MArch II program including 1 African-American, and 13 students in the MA/PhD program including 1 Latino. A new BA in Architecture (non-professional) undergraduate degree program will commence in the fall, 2007 with a class of approximately 25 upper division students, most of whom the Department expects to be transfer students.

The MArch I program is the largest of the graduate degree programs. According to the external reviewers it is a design program of the highest caliber taught by a truly
exceptional faculty in design and research. It focuses on experimental design and digital
technology with most courses taught in a studio setting. The external reviewers
commented that there should be more focus than is presently the case on the new
technologies of sustainable design. Although the quality of the students appears to be
high, the Review Committee felt it would be higher if the Department were able to offer
more competitive support packages. It should also be remarked that in 2000 the
accreditation of this program was renewed by the National Architectural Accrediting
Board. The external reviewers pointed out that this re-accreditation is far from being
automatic.

The MArch II program has been shrinking in size in recent years and perhaps needs
rethinking. The Department’s explanation for this decline is two fold: one is that many of
the potential students come from outside the US and have been turned off by the high
out-of-state tuition and by the usual visa problems after 9/11 and the other is the recent
decline in the number of professional bachelor degrees in the US. Some students
complain in the Graduate Division survey that the program is too narrowly and/or poorly
focused. This was not mentioned as a problem by the two MArch II students that the
review committee interviewed. However the focus of the program might also be a reason
for the program’s dramatic shrinkage and should be reviewed by AUD.

The MA/Ph.D program is an academic program with a qualifying examination and
thesis in case of the Ph.D. degree. It is relatively small compared to the MArch I program
with typically 2-3 graduates a year. The average time to degree is 7.7 years, which seems
a bit excessive. This may be due to the fact that many of the students must work outside
of the Department to support themselves because Departmental support was unavailable
to them. The students work mainly in the Critical Studies area with a few in the
combined Technology/Critical Studies area. The Ph.Ds have enjoyed notable success in
obtaining academic positions, many of them tenure track. Although the caliber of
students in the program is quite good, again, it would almost certainly be even higher if
AUD were able to offer outstanding applicants more attractive support packages.

The BA in Architecture (non-professional) degree program, which commences in
the fall, 2007, appears to be well thought out and should be attractive to a large number
of students many of whom may be motivated to subsequently obtain a professional
degree in architecture such as the MArch I program. In fact one goal of the program is to
attract the best of these students to the MArch I program. It is important to point out that
several of the ladder faculty are committed to regularly teach courses in this program.
One concern of the external reviewers on the Review Committee, however, was its
somewhat narrow focus. They feel there should be some Architecture and the
Environment content in the program perhaps in partnership with one or more of the
Environmental groups in “South” campus.

There was concern expressed among some of the members of the Committee on
Planning and Budget that the main motivation for introducing this program was to gain
additional TAships. The Review Committee feels that AUD has strong educational
reasons for creating such a program as indicated by the commitment of several of the
ladder faculty to regularly teach courses in the program. It seems unlikely to that the
Department’s motivation was to gain a few Teaching Assistantships.
Faculty

The Department is currently allotted 13.17 ladders FTE which are distributed among 14 faculty members plus an active search for a 15th in the area of Critical Studies where there was a recent significant loss. In addition, there are 5.31 soft FTE distributed among 16 Lecturers, Adjuncts and Professors in Residence. Because many of the faculty members in both categories have outside professional architectural interests they have part-time appointments. The research and methodological interests of the faculty divide into four groups: Critical Studies in Architecture, Design Research, Urban Design Research, and Technology of Design, with of a few cases of faculty members belonging to more than one group. The content of the courses in graduate degree programs matches at least one these four interests.

As both of the outside reviewers attest, the faculty is outstanding with several true stars including several of the non-ladder faculty. There appears to be a real danger that competing Architecture programs, including at least one in the Los Angeles area, might try to lure away some of these outstanding young faculty members especially if the latter feel underappreciated at UCLA.

The present ladder faculty is overly concentrated at the senior level. However, up to six of these faculty members plan to retire in the next few years. AUD will then have an opportunity to invigorate itself by filling these positions with outstanding young people preferably with some of them working in the “green” areas of sustainability and new materials.

One area of faculty responsibilities where there has been an imbalance is in the administration of AUD. The Chair for the past dozen or so years has come from the Critical Studies group. This is about to change with the arrival of a new chair: Hitoshi Abe. He has had an outstanding career as a practicing architect and architectural designer.

One concern of the review team was the lack of participation by several important faculty members in driving the strategic direction of the department and its programs. These are mainly part-time faculty with significant outside professional interests. An important task of the incoming chair will be to address this problem.

Student-Faculty/Departmental Relations

The Review Committee’s interviews with graduate students (7 participants) indicated that there was satisfaction with the quality of their courses and the availability of the faculty. The Graduate Division’s student survey seemed to corroborate this in that the median percentage of students who were satisfied in these areas was distinctly greater than the median of the 12 departments surveyed. A couple of the students complained a bit about the advising they received from the faculty and Department staff. The Graduate Division survey also indicated that their might be a problem here that should be addressed. The percentage of students satisfied or very satisfied with this aspect of the programs was approximately 15 points below that of the median for the other departments surveyed. An encouraging statistic was the percentage of students who thought the morale among their colleagues was satisfactory or very satisfactory. Of the 12 programs surveyed there was only one that had a higher percentage. The number of
surveys returned was 38 out of 150 sent out with the responses of the students from the three programs grouped together.

There was an interim review of AUD in 2002-03 to address some complaints by some students and faculty about departmental governance. These seem to have been addressed to everyone’s satisfaction.

III. Other issues of concern

Development

Two major funding problems AUD faces are: (1) its inability to offer competitive support packages to most outstanding applicants to the MArch I and MA/PhD programs; (2) the paucity of funds for student travel.

It is true that AUD will receive two additional TAs next year to support the new BA degree mentioned above but this is hardly sufficient to fill the graduate support gap. It cannot be expected that adequate additional support will come from the School or Graduate Division since many other programs face the same problem. The remaining possible solution is to have a much more robust development effort to fund additional support packages and travel grants.

One of the major effects when Urban Planning was split from Architecture with the latter going from a stand-alone School to a Department within the School of Arts and Architecture was its loss of control over its development efforts. These are now handled by a small Development group in the Dean’s office which is responsible for the development efforts of all of six programs in the School. Before this change in status, the School of Architecture and Urban Planning had a robust development program spearheaded by Richard Weinstein, then Dean and now a faculty member of AUD.

The Review Committee feels that the development needs of AUD are not being, and probably cannot be, met by the current organization of development matters. Because of this, the Committee recommends that the responsibility for development be returned to AUD with appropriate financial support. There is already a prime candidate to lead this effort within AUD, Richard Weinstein.

One reason the Committee feels that AUD has more potential for succeeding in raising external funds is the faculty’s connections with the architectural community especially in southern California. In particular, members of AUD would almost certainly be more effective in contacting its own alumni, many of whom have been very successful designers and architects who ought to have a strong interest in seeing AUD develop its great potential.

Promotion of AUP

As one of the outside reviewers put it, AUD is a “sleeping beauty” among Architecture programs in the country and is waiting to be discovered. As already mentioned its faculty and programs are outstanding and UCLA is located in one the most important cities in the world with respect to modern architecture and urban design. Unfortunately AUD’s visibility both in the Los Angeles area and among its departmental (school) peers around the country does not come close to matching its excellence.
There should be financial support for AUD to establish an ambitious publishing program highlighting the many activities and accomplishments of its students, faculty and alumni. Examples of such activities are the cityLab initiative and Visualization Portal of the UCLA Experimental Technology Center. Regular departmental functions should be planned to do the same thing. The recent exhibition of alumni design projects at Perloff Hall serves as a good example. AUD’s Web presence should be considerably enhanced.

Facilities and Technology

We quote the views of the external reviewer, Dean L. Lerup. “The deferred maintenance of Perloff Hall was glaring…. The faculty’s dramatic referral to the sinking end of the building was symptomatic of a general feeling that the building is, despite all of its qualities, in terrible shape.” It should be mentioned that one internal member of the Review Committee felt that this description was too negative and that the facilities were comparable to many other departments on the campus. However, some reconfiguration will probably be needed to accommodate the new B.A. program.

Technologically AUD is in reasonably good shape at the present time. Some of the faculty, however, do desire better fabrication and robotic equipment. Since technological advances occur in a rapid and continuous manner, it is important that the Department keep on top of these developments and that the UCLA administration provide sufficient funding when needed. One of the external reviewers emphasized that AUD should set goals for the acquisition of additional technology in order to keep its programs current.

IV. Summary

The AUD faculty is outstanding, but underappreciated, in the architectural and academic community. More vigorous promotion of the faculty, students, alumni and their activities and accomplishments is badly needed. Departmental development should be returned to the Department.

Its degree programs, with the possible exception of the MArch II program, are strong with the caveat that there should more content stressing sustainability. With the exception of the amount of student support and how it is awarded, students seem to be happy with their programs and interactions with faculty. The departmental advising for incoming students and subsequent follow-up should be reassessed.

Recommendations

Recommendations to the Dean

Move the responsibility for Development from the School to AUD with necessary funding to support this function.

When AUP was a School (together with Urban Planning) it had a very successful development program involving mainly the Architecture Faculty. The Review Committee feels that the AUD faculty with appropriate support from the Dean would be much more effective in raising funds than with the current arrangement for development.

Funding issues such as multiple-year student support packages and student travel grants are critical issues facing AUP and need attention. For these problems, there is little
hope that they can be addressed by normal campus funding since many, if not most
campus programs, have the same problems and there are not enough funds to go around.
This leaves development funds as the only other source of funding.

To the extent possible aid AUD in obtaining campus funds to renovate and reconfigure
its current facilities.

Both of the external reviewers emphasized the importance of doing this.

Recommendation to the Dean and AUD

Significantly increase the dissemination of information about the activities and
accomplishments of the AUD students, faculty and alumni. This should be done by
publications and other means with resources coming from the Dean and energy and
ideas from the new Chairman and fellow faculty.

Both external reviewers emphasized how the excellence of the AUD faculty was
hidden from both the Los Angeles architectural community, one of the most important in
the world, and architecture programs throughout the country.

Recommendations to AUD

Develop a Departmental Strategic Plan including Departmental goals concerning
faculty recruitment, degree programs and technology.

A new Chairman of AUD is coming in April and several new positions are expected
to become available in the next few years because of the expected retirements of several
of the senior faculty. It thus seems that this would be a propitious time to take stock of
where the Department is now and what its goals are for the future. The external
reviewers emphasized that the areas of sustainability and new materials should play a
prominent role in these deliberations.

Improve the effectiveness of the Department’s initial and follow-up advising of its
students.

Student surveys suggest that their might be a problem here. It is important to
consult the students to see where there are problems.

Continue to assess the effectiveness of the MArch II program.

This program has been rapidly losing students going from 40 a few years ago to
11 now. Combining this with the Graduate Division student survey, which indicated that
a few MArch II students thought that the program lacked focus, suggest that an
assessment would be worthwhile.

Broaden the focus of the new BA program to include some Architecture and the
Environment content perhaps in partnership with one or more of the Environmental
groups from “South” campus.

The Review Committee felt that the new BA program was well thought out and
should be attractive to a large number of students many of whom may subsequently be
motivated to obtain a professional degree in Architecture. However, the outside reviewers
thought that the degree program was a little too narrowly focused and was missing the important area of Architecture and the Environment.
Appendix I  Site Visit Schedule
DEPARTMENT OF ARCHITECTURE & URBAN DESIGN
EIGHT YEAR DEPARTMENTAL REVIEW
SITE VISIT SCHEDULE
February 15-16, 2007
All meetings take place in Room 1220 Perloff Hall unless otherwise noted.

February 14 – (prior to Day 1)
Dinner 7:00 PM
Initial organizational session for review team members only. Tanino’s Ristorante,
1043 Westwood Blvd., Los Angeles, CA 90024, (310) 208-0444

February 15 – Day 1
All meetings take place in Room 1220 Perloff Hall unless otherwise noted.

8:00 Breakfast discussion with Diane Favro, Interim Chair and Dana Cuff, Vice Chair,
Richard Weinstein, former Dean and Acting Chair
9:00 Meeting with Dean Christopher Waterman
10:00 Meeting with design faculty representatives – Mark Mack, Mark Lee, Richard
Weinstein, Neil Denari
11:00 Meeting with academic faculty representatives – Dana Cuff, Diane Favro
12:00 Lunch – review team at the Faculty Center
1:15 Meeting with student representatives
2:45 Meeting with Jim Kies, Graduate Adviser and Elaine Marco
3:15 Tour of Building conducted by Anthony Caldwell
4:00 Closed session for review team only
5:00 Reception - review team and Architecture faculty and Student Representatives
In the Gallery, Perloff Hall

February 16 – Day 2

8:30 Open: drop-in for faculty and students
9:30 Richard Weinstein
10:00 Dana Cuff
11:00 Team visit to the ETC Lab and Visualization Portal – 5628 Math Science Bldg.
12:00 Lunch – review team at the Faculty Center
1:00 Meeting with Nancy Valencia, MSO, Elaine Marco, Asst to Chair -
Review of support programs
1:30 Closed Session
3:00 Final review – team meets with Diane Favro, Chair and Dana Cuff, Vice Chair
4:00 Exit meeting (2121 Murphy Hall) with Acting EVC/Provost Waugh, Dean Waterman, Graduate Dean Mitchell-Kernan, Vice Provost Smith, Review Team Members, Department Chair Favro, UgC Chair Fink, GC Chair Savage, CPB rep.

Departmental Contacts: Elaine Marco – marco@aud.ucla.edu, Nancy Valencia – nvalenci@arts.ucla.edu, X 75155
Regarding facilities, reception – Caroline Blackburn, caroline.blackburn@aud.ucla.edu, X 74704
Appendix II: External Reviewers’ Reports

Lars Lerup, Dean, Rice School of Architecture

Thomas Hanrahan, Dean, School of Architecture, Pratt Institute
UCLA Department of Architecture and Urban Design: A Limited Assessment

This limited assessment is based on an intense two-day visit to the department (and the school) in the company of a committee made up of two outside reviewers and three internal UCLA reviewers. The presentation made by interim chair Dine Favro and her colleagues was extensive and thorough. However, any assessment based on such a short, yet intense visit is by necessity limited. Because there was much apparent agreement among the reviewers, redundancies in our reports may be an indicator of urgency.

Program
The educational program was put forward through faculty presentations, a meeting with student representatives, and a walk-through of student work in a large exhibition. The presentations were impressive and consistent, leaving me with a sense of program coherence based in a common pedagogical vision, understood and appreciated by students and faculty alike. I was particularly impressed with the department’s solution to the new accreditation requirement for a comprehensive studio, which has caused most other architecture programs considerable headaches. The architectural work in the exhibition was of the highest quality, reflecting the integration of pedagogy with the considerable technological capabilities of the department. However, it is also clear that the prevailing emphasis on architectural form over sustainability, on social over urban issues, still dominates the studio culture—a limitation I will return to below. On the whole, the program, enhanced by the outliers conducted by Professors Cuff and Favro in the areas of urbanism and historical analysis, represents a richness and scope of the highest quality. Their commitment to the new undergraduate program is remarkable and will, in my estimation, be of utmost value to the future of the “school.” It is also clear that work on the educational content of this program is urgent, particularly since it should reflect the core values of the graduate program. Aside from this linkage, it is clear that giving the new program a “green” emphasis will be advisable in light of current global trends.

Faculty
It is no exaggeration to say that the UCLA Department of Architecture and Urban Design has the most illustrious design faculty in the country, with luminaries such as Thom Mayne (Pritzker winner and probably the most important architect in the country because of his ability to join formal sophistication with concerns for sustainability,) Greg Lynn (the most admired formal innovator and talented teacher in the country), and an array of older and younger “stars” such as Craig Hodgetts, Mark Mack, and Neil Denari—all consistently known for their pedagogical skills and concern for students. This is indeed an impressive achievement. However, the current lack of leadership is also apparent, although interim chair Favro has done a remarkable job of holding things together in preparation for the arrival of the new chair in April. The vacuum has left program administration and development of an internal culture to a small cadre of professors drawn from critical studies rather than design—most notably to Favro and Cuff. Their commitment to this task is remarkable, given that it has been undertaken out of
institutional commitment rather than authority, and clearly not fully appreciated. The vacuum has allowed the celebrated design teachers to concentrate on their studio teaching and avoid participating in the construction of a department culture. The roots of this are deep and complex, probably stemming from the disastrous administrative decision to rob Architecture of its status as a school at UCLA. The repercussions of this are still felt, particularly in the older generation. I will return to this issue below. Leadership of a particular kind can at least partially ameliorate the lack of department culture, but unless a majority of faculty members realize the enormous asset that is embedded in a common culture, UCLA Architecture will remain a "sleeping beauty."

Students
Our short discussion with students produced a remarkable agreement on the quality of the design education in all three programs and the complaint, now rather common in all architecture programs, about the lack of advising. Yet I was impressed with the work of the staff advisor and surmised that the scattered complaints by the students were a reflection of the general culture of consumption that has come to dominate the younger generation. On the whole I found the students both happy and appreciative of being part of the program. The "lack" of program advising was clearly compensated for by the nurturing and care found in the teachers. I see no major issues here, but a great potential that the new leadership can make good use of.

Facilities
The deferred maintenance in Perloff Hall was glaring and obviously quite disconcerting to faculty and students with a sensitivity to the environment. The faculty's frequent dramatic referral to the sinking end of the building (a consequence of the instability of the ancient arroyo) seemed symptomatic of a general feeling that the building is, despite all its qualities, in terrible shape. The consistent complaint by faculty and staff about the lack of service, cumbersome bureaucracy, and high project costs involved in dealings with UCLA Facilities clearly indicates a problem that is situated outside the department and the school. But when a department decides to take construction into their own hands, something is wrong.

The spatial needs of the department are fairly well met, although there are strange inefficiencies, best seen on the basement level and in an excellent classroom space on the ground floor now used for a school server. A thorough spatial analysis and a fundraising program to address both the deferred maintenance and a more efficient spatial use should be high on the agenda, since the new undergraduate program will require space prominently located to ensure the necessary integration between it and the graduate programs.

Major Issues
My referring to the department as a sleeping beauty is emblematic of a series of paramount problems it faces that, if solved, would to my mind propel the Department of Architecture to the forefront in the university and to the top ranks among schools of architecture in the country. It goes without saying that some of these problems are resource problems stemming back to the decision to transform the school into a
department. At that time Richard Weinstein had a veritable fundraising machine at work, and although the faculty was not as distinguished as it is now, as a school UCLA Architecture was poised to achieve high status. Instead, the decision had a devastating effect on the internal culture, which today is reflected in the lack thereof. New leadership is coming and, if able to gather force, will ameliorate some of these problems, but not without new resources and new initiatives. Two glaring, interconnected issues come to mind: the lack of autonomy and the lack of visibility. To leave fundraising and image management to the school, which has five other departments with dramatically different concerns and worldviews, under a dean from the same area is, to put it mildly, problematic. Again some of this “alienation” can be resolved by new leadership in the department, particularly since the lack of intersubjectivity does not seem to stem from lack of either interest or concern on the part of the dean. One option would be to give the department some independence in the form of resources that will allow it to have its own fundraiser and communications person—and maybe even resume its status as a school, in name if not in economic autonomy. If the 21st century is to be the “century of the environment,” as reflected in the leadership shown on the state level, a totally independent architecture school with an expressed concern and expertise in this subject may prove to be a veritable money machine, able to sustain itself the way research-dependent schools do on the South Campus.

Weinstein seems more than happy to resume his old role as the fundraising faculty person. As a fundraising professional with intimate knowledge of architecture culture, he would rapidly restore not only fundraising but visibility to alumni and friends of the department. Add an information officer able to project the work of the faculty and students, through print and virtual media, to two obvious audiences—the city and school peers—and UCLA Architecture will awaken and begin to live up to its promise. It is my firm belief that putting these two functions, fundraising and visibility, to work will have an immediate effect. With this dual initiative will come the realization that department culture must be restored and that everyone—even the most independent and famous—will benefit in turn from this consolidation. If a Strategic Plan process associated with this consolidation is undertaken that clearly expresses the mission and vision of the consolidated school, the new personnel would have no problem guiding the project. Although other issues came up in our deliberations, none stand out as prominently as those falling under the rubric of relative autonomy and self-determination.

As a coda, I would like to make a personal observation: the theme of a department campaign ought to include and highlight Dana Cuff’s cityLAB, since all the architecture schools in Los Angeles seem profoundly oblivious to the fact that they exist in one of the most interesting cities in the world. If a concern for the city were coupled with sustainability and carbon neutral buildings, UCLA’s Department of Architecture would be at the forefront.

In conclusion, I want to express my gratitude. It has been an honor and a privilege to serve under the able chairmanship of Don Babbett, his two UCLA colleagues, and Tom Hanrahan. Our three UCLA colleagues showed remarkable objectivity, openness, and
willingness to help the department to excel. Tom’s considerable experience and extraordinary ability, reflected in the new status of his school at Pratt, added considerable weight and insight to our deliberations.

The opportunity to make UCLA’s Architecture and Urban Design Department one of the very best in the nation lies at the university’s fingertips. It would be shameful to miss it, since the resources and initiatives needed to do so are miniscule in comparison to the opportunity.

Lars Lerup
William Ward Watkin Professor and Dean
Rice School of Architecture
Professor Emeritus UCB Berkeley, College of Environmental Design (1970-93)
PROGRAM REVIEW REPORT
UCLA
DEPARTMENT OF ARCHITECTURE & URBAN DESIGN

1. ADMINISTRATIVE STRUCTURE & IDENTITY

ISSUE: Dissolution of School status when Planning division moved to Policy. This left faculty with sense of diminished identity as Department.

RECOMMENDATION:

No change in structure is recommended. Program has re-built its identity as truly exceptional design program focusing on new technologies and experimental design. Strongly recommended that visibility of this program be increased through publications and website. Identity as unique, professional program should be recognized at all levels of university with possible need for publications or information officer within program.

2. DEVELOPMENT OF ALUMNI

ISSUE: Development and fund-raising was a successful and regular activity prior to dissolution of school. Centralized development is perceived as hindering, rather than helping, development activities.

RECOMMENDATION:

Strong recommendation to either assign development officer within dean’s office to focus on program or create new development position within program. Richard Weinstein will assist incoming Chair for two years in this activity. This provides adequate transition time to create and hire new development officer for the program.
ISSUE: Students and faculty are only casually aware or connected to alumni. Alumni network not perceived as strong.

RECOMMENDATION:

Special events and dinners have proven highly effective in past years. Strong enthusiasm within School for these types of events. University should make effort to support these programs from the Dean's office or provide funding directly to the program. These events should pay for themselves as building an alumni network will lead to alumni giving.

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ISSUE: Department does not recognize its alum frequently enough.

RECOMMENDATION:

Possible additional publication/newsletter focusing on alumni achievement.

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3. FACULTY

ISSUE: Program’s greatest strength is truly exceptional faculty in design and research. Extremely accomplished practitioners and scholars in mid-career must be supported and retained.

RECOMMENDATION:

No need for immediate action required, but administration should be aware of competing programs and their intention to hire. Careful consideration of competitive salaries should be made.

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ISSUE: Absence of ladder faculty at junior levels. Four to six vacant or new positions will be searched in immediate future.

RECOMMENDATION:
Special attention should be given to filling these lines with promising active junior faculty.

ISSUE: Faculty are extremely accomplished and effective educators, but are also extremely active professionally, reducing engagement with strategic thinking within program.

RECOMMENDATION:

Chairs office must find effective way to bring faculty into meaningful engagement with planning the program's future. Release time may be a solution, together with clear identification of faculty responsibilities. The sophisticated perspectives of the faculty are untapped resource.

ISSUE: Critical studies faculty provides almost all administrative support for program.

RECOMMENDATION:

New faculty should be hired with understanding that they will be sharing these responsibilities. Also new Chair is practicing professional and may find effective means of communicating with professional faculty and engaging them to assist in administrative/coordinating work.

4. STUDENTS

ISSUE: Perceived lack of advising/course choices for Advanced Standing M. Arch I and M. Arch II students.

RECOMMENDATION:

Prepare menu of elective courses within and without program appropriate for architecture students. This should be accomplished within current structure with effective leadership by Chair and engagement with faculty within and without program.
ISSUE: Strong approval for current advisor when students make contact with office.

RECOMMENDATION:

No change in administrative structure is needed. Advisement is working, but could be improved with more effective orientations and specialized group discussions.

ISSUE: Need for financial aid and/or additional Graduate Assistantships.

RECOMMENDATION:

New B.A. program should meet some of this need, particularly for Ph.D. students who can teach this group. Additional aid should be sought from both University and private sources.

ISSUE: Students felt strongly connected to practice and job market through contact with their faculty in an "organic" way.

RECOMMENDATION:

Faculty within program are important resource for the school and assisting students entering the job market. Strongly recommended that the program maintain this strength.

5. CURRICULUM

ISSUE: Program has extremely strong identity as design school of the highest caliber focusing on experimental design and digital technology, less focus on new technologies in sustainable design.

RECOMMENDATION:

Program should consider developing components of the curriculum focusing on sustainability and new materials. Interdisciplinary linkages to ‘south’ campus program could be a solution. Convert portions of shop to materials lab/resource center.
ISSUE: There are no structured travel programs in the studio sequence.

RECOMMENDATION:

Funding should be sought to support 1 to 2 week travel programs as part of the design studio.

ISSUE: Critical studies appears to be more diffuse as emphasis in the program continues to shift from ‘critical theory’ to technology and design.

RECOMMENDATION:

While seeming to splinter, two new directions in the critical studies were very promising. Citi-lab and Visualization Portal are both impressive and should be supported and further integrated into the program. Linkages to sustainable curricula could be sought in these areas.

ISSUE: Ph.D. is not as strong as desired.

RECOMMENDATION:

This may be strictly a function of limited financial aid, but a review of goals of program may be helpful.

ISSUE: New B.A. launches in the fall.

RECOMMENDATION:

Extremely positive program, but curriculum should draw on strength and identity of grad school. Possible ‘fresh start’ for a sustainable design curriculum.
6. **FACILITIES AND TECHNOLOGY**

**ISSUE:** Building is in need of renovation and reorganization.

**RECOMMENDATION:**

Conflicting uses should be consolidated or relocated, such as server room and some basement functions, particularly as B.A. program grows. General refurbishment could create more contemporary and appropriate identity for school. Some discussion of new building, but was recognized this would require special gift.

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**ISSUE:** Faculty desired better fabrication and robotic technology.

**RECOMMENDATION:**

Current production lab is equal in quality to many programs. Additional equipment could help position program as leader in this field but special care should be taken to identify goals of additional technology, particularly with respect to curriculum and sustainability.

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7. **STRATEGIC PLANNING**

**ISSUE:** Mission and planning goals were not regularly emphasized through program review. No strong evidence of clear strategic plan.

**RECOMMENDATION:**

New Chair should clearly re-define mission and undertake planning effort with faculty. Many potentials and directions are possible, but clear goals are needed.
8. LEADERSHIP

ISSUE: Program is expecting new Chair after period of acting leadership. Strong enthusiasm was expressed by everyone for new Chair.

RECOMMENDATION:

Every effort should be made to support new Chair. School has enormous potential to be a truly stellar program; Opportune moment to reach even higher level of quality.
Appendix A-6

cityLAB
cityLAB
www.citylab.ucla.edu

DANA CUFF, DIRECTOR

Mission
cityLAB was initiated in 2006 as a center within UCLA’s Department of Architecture and Urban Design. It operates as a component of the Regents of the University of California and under their aegis. cityLAB has three initiatives that guide its projects: the postsuburban city, rethinking green, and urban sensing. Across all projects, design excellence and advanced research are merged in order to reimagine the future of the American metropolis.

cityLAB is concerned with contemporary and historical urban issues, urban design, and the architecture of the city. Specifically, cityLAB is charged with exploring the challenges facing the 21st century metropolis through research and design, expanding the possibilities for our cities to grow more livably, sustainably, and beautifully. cityLAB aims its investigations to comprise rigorous scholarship as well as practical implication, design and theory, and formal exploration of cultural and political consequence. The center undertakes projects related to its three core initiatives: the post-suburban metropolis, rethinking green, and urban sensing.

The audience for cityLAB’s research is national and international and underpins the center’s recent recognition by Architect as one of the most influential North American thinktanks centered on urban design issues. On the other hand cityLAB remains the most significant portal for UCLA’s Department of Architecture and Urban Design’s civic and community engagement in Los Angeles. cityLAB is an active and valued partner in the greater Los Angeles region, and its faculty and staff have collaborated with a wide range of communities—including those in the inner city—on issues ranging from the provision of affordable housing and the revitalization of public housing to the reprogramming and rehabilitation of moribund commercial spaces. Among cityLAB’s special efforts to reach a broad segment of the community is its involvement in UCLA’s Center for Community Partnerships in order to develop knowledge from research and teaching that improves the quality of life in moderate and low-income neighborhoods in Los Angeles.

Program Activities

2006-2007
Prop X: Inventing the Next Los Angeles
PropX comprised three coordinated projects, all intended to experiment with better ways to move cities into the future: a competition, a symposium, and a publication. The competition involved the selection of fifty young professionals from design, planning, and real estate to work in teams to develop regulatory innovations that held significant
repercussions for the design of affordable, market-rate housing in Los Angeles. The competition was juried by a panel of urban leaders who participated in a symposium at UCLA attended by over 200 people.

**PropX: Lessons Learned**
The team projects from the PropX competition, along with expert commentary, were edited and published in the pamphlet *PropX: Lessons Learned*. The pamphlet was distributed widely at no cost to policy makers, civic leaders, community advocates, architects, developers, and planners. (see www.cityLAB.aud.ucla.edu/projects).

**Symposium: “Fast Forward Urbanism.”**
Ten invited speakers came to Los Angeles for a two-day symposium on the future of the postsuburban city. Organized by cityLAB directors Dana Cuff and Roger Sherman, the symposium put forward a collection of theory, opinion, and design projects that together lay the groundwork for a new urban practice called fast forward urbanism. This symposium is the basis for a forthcoming book to be published in 2010 by Princeton Architectural Press (see 2008-2009).

**Superficial Superglow: LA Contemporary Exhibitions Gallery**
cityLAB sponsored and advised a group of students under the direction of architecture and computer science faculty members, in the design, construction, and implementation of a gallery façade with light animations activating the public space of the street. This was the first full-scale, new media/architecture collaboration undertaken by cityLAB.

**LA 2106, O.Z.-LA: Design Excellence**
The team of cityLAB, Roger Sherman Architecture and Urban Design and Robert Somol, was invited by the Discovery Channel to propose visions for Los Angeles 100 years hence. The project model was displayed at LA County Museum of Art and shown in a wide range of media. A booklet was also produced that has become part of various lectures and publications. (see www.cityLAB.aud.ucla.edu/projects).

**2007-2008**

**Superficial Superglow 2.0: Channeling the Stars**
For a second year, cityLAB worked with a multidisciplinary team of faculty and students to advance the first LACE project (see above). This second full-scale installation involved responsive technologies in a new gallery façade, using sophisticated sensing and actuating software that captured motion and responded with lighting protocols. Superficial Superglow 2.0 served as a model for the new interactive storefront of the future.

**Flip-A-Strip Competition: Design Excellence**
cityLAB, with Roger Sherman Architecture Urban Design, entered an international design competition, called Flip-A-Strip, to create sustainable community oriented development at an abandoned mini-mall in Arizona. We won a citation (one of 6
winning entries), and the scheme was exhibited at the Scottsdale Museum of Contemporary Art.

**Urban Sensing**
With collaborators from Design/Media Arts and Law, cityLAB’s Dana Cuff lectured at the National Academy of Sciences, Google, UC Berkeley, and UCLA about their work on Urban Sensing. This effort produced several publications, including the cover story: “Urban Sensing: Out of the Woods.” Communications of the ACM, in March 2008.

**Lecture Series: Speculative Mappings**
2007. cityLAB organized a lecture series for the School of the Arts and Architecture at UCLA entitled “Speculative Mappings” coupled with more intimate “citySEMs,” a seminar series with limited, first-come first-served seating. An international set of speakers contributed to the discourse about new forms of urbanity, including Keller Easterling (Yale), Stefano Boeri (Abitare), Mirko Zardini (CCA, Quebec), Grahame Shane (Columbia), Teddy Cruz (UCSD)

**2008-2009**
**WPA 2.0: Working Public Architecture – Design Competition**
cityLAB organized an international design ideas competition, WPA 2.0, that has received tremendous response (as of this date, more than 60,000 hits on the competition website) and 180 registrations. First-round submissions will be judged by an internationally recognized panel of architects, engineers, and landscape architects (C. Balmond, T. Mayne, E. Diller, W. Hood, M. Taylor, and S. Allen). This undertaking that addresses posturbanism and green issues in the context of rethinking infrastructure as a community resource. (see www.wpa2.aud.ucla.edu)

**WPA 2.0 Symposium and Policy Sessions**
cityLAB organized a day-long symposium for WPA 2.0 winners that will be held at the National Building Museum in Washington, DC, in November 2009. cityLAB will also meet with elected officials and policymakers who deal with infrastructure and the stimulus package to present WPA 2.0 competition winners, and to discuss ways that design can become more integral to the federal ideas about rebuilding America.

**Backyard Homes**
cityLAB is working closely with LA’s Planning Department, the Mayor’s office, and the LA Housing Department, along with housing developer Lee Homes and Chase Bank to participate in the federal Neighborhood Stabilization Program (NSP), funded with bailout monies. Representatives of the City of LA have engaged cityLAB to design creative solutions to concentrations of foreclosures in various councilmanic districts across the LA basin.

This is year two of the UCLA in LA Community Partnership project called Backyard Homes, through which we are working closely with members of the city government
staff to surgically increase density in residential zones in LA. This funded research will be completed by June 2010.

Pop-Up Pavilion
cityLAB, in collaboration with public and private entities, is developing the program, business plan, and implementation scheme for a pavilion to be constructed in Hollywood for one month in each of three consecutive summers. This temporary installation entails an invited design competition among internationally renowned collaborative teams of architects and responsive media artists. The pavilion will contain the YOU ARE HERE exhibition, a café, and a performance space.

Cities in the Making, and Design after Disaster: Publications
We submitted the manuscript for a book at the beginning of July, titled “Cities in the Making: Plots, Plans and Predicaments in Metrourbia.” It will be published by Princeton Architectural Press (2010).

Cuff edited an issue of the journal PLACES (Spring 2009), publishing 7 articles by UCLA graduate students writing on cityLAB’s theme of Design after Disaster.
The UCLA Experiential Technologies Center (ETC) — housed within the Department of Architecture and Urban Design — supports cross-disciplinary collaborative research and educational work by UCLA faculty and students; fosters partnerships between UCLA and other colleges and universities; develops educational products and new learning environments; and provides a robust K-12 outreach program. The ETC promotes the use of new technologies for experiential research in diverse disciplines including architecture, the performing arts, classics, archaeology, foreign language studies, and education, among others. Projects explore a wide range of phenomenological issues, including movement, sequencing, sonification and visualization.

With past grants, the ETC team has distinguished itself in the spatial modeling of comprehensive environments, from natural and artificial landscapes, urban environments and other material culture data, to the scientific visualization of surfaces and data. Comprehensive simulations of historical environments allow scholars to study various reconstruction issues and provide new spatial gateways into research and teaching about the broader cultural, social, economic and political aspects of civilizations — both ancient and contemporary.

A focus on experiential historical architectural research — supported by major grants from the National Science Foundation, NEH, and the Mellon Foundation, among other sources — has distinguished the ETC from other digital media centers by expanding upon current scholarly investigations and technology investments in virtual reality (VR) research and teaching applications for the arts and humanities. (See http://dlib.etc.ucla.edu:8080/projects/Forum.)

The ETC offers many opportunities for UCLA students and faculty, outside scholars, and the general public to participate in virtual reality research. Classes and workshops are available on a rotating schedule. A Research Fellow Program paves the way for UCLA student involvement. Internships provide funding for qualified scholars to spend time in residence with the ETC staff. Public demonstrations that include the work of the ETC are regularly scheduled through the UCLA Academic Technology Services (ATS) Visualization Portal.

The ETC builds upon existing research in the arts, architecture, performing arts, music, musicology, and other fields that have exploited new technologies, and promotes further innovative investigations. In particular, the ETC aims to draw together scholars from diverse disciplines across campus, providing training, support and advice regarding computing for
Experiential Technologies Center

research, as well as assistance with grant writing for those fields which traditionally have had limited access to and knowledge of advanced tools.

In addition, the ETC encourages alliances with other institutions on campus. The center is proud to have an agreement of cooperation with the Cotsen Institute of Archaeology at UCLA to facilitate research projects and oversee new courses teaching the specific applications of new technologies for archaeological research. The ETC collaborates with the UCLA Center for Research in Engineering, Media and Performance (REMAP) — a collaborative effort by the School of Theater, Film and Television and the Henry Samueli School of Engineering and Applied Science — on a number of undertakings, including the dynamic EXP Lecture Series. On an individual level, the intern scholar program trains students from different disciplines in a wide range of technologies.

Technology

The ETC has experience in delivering its computer models on diverse high-, mid- and low-end computer and video platforms. 3D models are generally created using MultiGen Creator on powerful graphics workstations running Windows. When appropriate, MultiGen files are exported to such rendering programs as Lightscape or 3D Studio Max. MultiGen models can run on the SGI Onyx platform for use in real time applications. They can also be formatted to run on a PC or laptop with Windows, Linux, or the Mac o/s. Fly-throughs of the models are possible on many platforms from the Onyx to digital or Beta SP video format, or to MPEG. Models can be made available on the World Wide Web using software such as QuickTime and VRML. Many of our models have been used in TV documentaries.

Examples

- **Real-time applications**
  The models are created with real-time functionality in mind. “Real-time” means that users have complete freedom of movement through the virtual environment. They can, at will, move up, down, sideways, and they can also change their orientation. Real-time applications can be presented to groups in reality theaters such as the UCLA Visualization Portal, a room seating 40 people with a semi-spherical screen and triple, edge-blended projection. Using high-performance shuttles, the digital models can be presented anywhere, allowing for flexibility in teaching and research.

- **Web applications**
  3D assets of all kinds have become common features of Web sites. Our models can be converted to such Internet-capable formats as QuickTime and VRML.

- **TV and Video applications**
  Models can be rendered at very high resolution for use in animations in various video formats. They can also be used in a virtual set studio, where live actors are composited in real time with the virtual environment.
Experiential Technologies Center

Outreach

The ETC is committed to sharing materials developed through the center to UCLA and to partners outside the campus.

- **K-12**
  We have developed presentations specifically targeting K-12 education. During the last year the K-12 outreach program showed the digital models of historical environments to more than 1000 young students. The center has also been involved with the ArtsBridge at UCLA program, which provides UCLA students with scholarships that enable them to teach art, music, dance and architecture in Los Angeles schools. UCLA graduate students in architecture and urban design have used the digital models of historic environments to teach elementary, middle and high school students, allowing them to experience the models first-hand, to see the power and possibilities of the new technologies, and to learn about various career paths.

ETC fellows present their work at inner-city schools through a generous grant from the Steinmetz Family Foundation.

- **Community**
  Although the ETC was only recently formally established, the team behind the center and the facilities that form the center’s infrastructure have long been in place. The Visualization Portal, which is the main presentation theater for much of the visualization and modeling work done at UCLA, has drawn thousands of visitors — including researchers, students and members of the greater UCLA community. In 2006, more than 4,000 people visited the Portal to see the innovative work being done by UCLA faculty and research fellows. In addition, more than 1,200 UCLA students visited the Portal to experience the digital reconstructions of historical monuments.

- **Campus**
  ETC staff members are available to work with instructors interested in using visualizations in their classrooms.
Appendix A-8

Department Catalog