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

Architecture Program Report for 2016 NAAB Visit for Continuing Accreditation

Master of Architecture (M. Arch. I)  
(Undergraduate Degree plus 126 Graduate Quarter Units)

Year of the Previous Visit: 2010  
Current Term of Accreditation: The professional architecture program: Master of Architecture was formally granted a six-year term of accreditation. The accreditation term is effective January 1, 2010.

Submitted to: The National Architectural Accrediting Board  
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Todd Lynch, Mohamed Sharif
# University of California Los Angeles
## Architecture Program Report
### September 2015

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Section 1. Program Description

I.1.1 History and Mission

History and Description of the Institution
UCLA ranks among the world’s preeminent universities, known for academic excellence. Many UCLA 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 by centralized administrative and financial elements, but each largely independent with regard to educational responsibilities. UCLA is devoted to undergraduate and graduate scholarship, research, and public service.

Some 193 buildings on 419 acres house the College of Letters and Science and 11 professional schools, serving over 39,000 students. A major period of campus development has recently provided additional facilities for a new medical center, student housing, engineering, science and technology research programs, and the arts, while UCLA is on track to complete its ongoing program of campus seismic improvements by the time it reaches its centennial year in 2019.

The Master of Architecture (M.Arch I) degree program is offered by the Department of Architecture and Urban Design (A.UD), one of the largest departments in the School of the Arts and Architecture (SOAA). The SOAA, under the leadership Interim Dean David Rousseve and former Dean Christopher Waterman has been dedicated to educating exceptional architects, artists, 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, and World Arts and Culture. The School also administers the Center for Intercultural Performance, the Fowler Museum of Cultural History, the Center for the Art of Performance at Royce Hall, and the Hammer Museum of Art. SOAA is now undergoing a reorganization as the Ethnomusicology and Music Departments depart to establish an independent UCLA Herb Alpert School of Music. This moment of redefinition will open a new chapter in A.UD’s history and its role in the SOAA.

Institutional Mission  UCLA has a threefold mission: 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 even greater than the sum of its parts.” Another description of this three-part mission can be found in the 1974-78 University of California Academic Plan:

_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 education, and professional education, research and other kinds of public service…_

Though new social, technical, and educational developments change programs as time goes on, these three guiding principles continue to inform and guide institutional and Departmental decisions. UCLA is not only a place of instruction, but a place where new knowledge is collaboratively discovered for the benefit and service of the public, California, and the world. Programs at A.UD strongly reflect this ethos.

Program History
At its founding in 1964, the Department of Architecture and Urban Design and the Department of Urban Planning were both part of the Graduate School of Architecture and Urban Planning (GSAUP). In 1970, two years after Harvey S. Perloff was appointed Dean of GSAUP, the M. Arch. I program was established under Tim Vreeland. A.UD’s M. Arch. I degree has been continuously accredited by the NAAB since 1977.
In 1985, Richard Weinstein succeeded Perloff as Dean of GSAUP. In 1994, the UCLA Professional Schools Restructuring Initiative (PSRI) relocated the Department of Architecture and Urban Design (A.UD) in the 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. 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 Pritzker Prize winner and AIA Gold Medalist Thom Mayne, imbue the program with expert architecture and urban design experience, teaching advanced studios through real projects from their professional offices, along with the clients, consultants, and technical and code restraints they entail. The core studio sequence prepares students for thoughtful research by focusing on traditional architectural skills and knowledge, such as drawing, model making, integration of building technologies, and document production, alongside a strong commitment to progressive design that characterizes the achievements of the UCLA faculty.

This strength of instruction in architecture and urban design is matched by teaching in the areas of critical studies and digital technologies. The Department has continued to add faculty with strong ties to professional practice, design, and critical studies. Many collaborate with the best design firms in Los Angeles. Their obligation to UCLA is teaching, but they share with the students the advanced expertise acquired through the research efforts of internationally recognized firms like Buro Happold or Thornton Thomasetti. 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.

This range of experience is enhanced by the culture and urban environment supporting our extraordinary faculty and programs. Frequent visitors include international and local practitioners, consultants and collaborators, members of government, and researchers and scholars from a vast array of institutions. This broad community often comes together at public events and is frequently covered by regional, national, or even international media. Proactively engaging thought leaders both within architecture and across a range of disciplines, A.UD research and events position students to help shape and transform our discipline and the world in which we live. From Tech Core to the integration of robotics into design, student projects and studios engage real world issues and help to solve real world problems, with intelligence, rigor, and insight.

A.UD is committed to public outreach and community service. Various programs engage high school students, underserved populations, municipal decision makers, and even the broad public through interviews on local radio. Engagement with Los Angeles and our contemporary global context makes the A.UD an ideal place to earn a rigorous, challenging, and exciting professional education.

Program Mission
The primary goal of the M.Arch 1 program is to provide an exceptional education to allow our graduates to become leaders in the field. Because problems and responsibilities facing architects today have grown to include issues associated with globalization, threats to the environment, and promising new technological applications in design and construction, this goal demands not merely exceeding the requirements of professional training, but that research should be given a priority, especially at a major research university located in a national center of high technology. A.UD is, therefore, engaged in architectural research that moves from the realm of pure experimentation to applied urban design research in the Los Angeles region.

We believe 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 both architectural and urban design, as well as significant course work in technology, critical studies, and history. These 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, A.UD offers an education that coordinates the teaching of longstanding fundamentals alongside the new techniques that arise out of these powerful, changing conditions. Accordingly, the Department continues with 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 research in 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 these Three Initiatives 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 complex metropolitan centers. Consistent with this setting, the program focuses on 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. A.UD students understand that their work today on emergent technologies—many of them generated first in the Southern California region—will become the basis for significant changes in the production of architecture. At the same time, the program emphasizes the cultural resources of the University, the School of the Arts and Architecture, and Los Angeles in 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.

I.1.2 Learning Culture

Students and faculty at A.UD are engaged in a shared culture of learning and research, rooted in creative and technical experimentation. In studios and seminars, and in their subsequent careers, A.UD students push at boundaries and confront the most challenging problems with originality and rigor. More than just a slogan, UCLA students and faculty really are “Optimists,” and A.UD attracts students with bold vision from all over the world who want to design in a city where the future is being invented today.

The special confluences of technology and culture in Los Angeles in the 21st Century inform the curriculum and the culture of the program. Interdisciplinary exploration and research is central to the Department’s identity and its role as a hub for ideas in the university and the city. Architects need to be leaders who can perceive, analyze, and synthesize multitudinous variables into new visions that have clarity and intelligence. Their work depends upon collaboration with individuals from all different backgrounds and perspectives, from industrial to governmental, artistic to highly technical, and they need to learn how to communicate – not merely to present ideas of their own, but to listen to those of others and find a way forward that honors and benefits from each.

Architecture Studio and the Curriculum

Since the last visit, the core curriculum is similar, but topics and explorations continue to dynamically respond to changes in the conditions of global architectural practice. A.UD continues to integrate
digital design and fabrication technologies with coursework, in step with industry developments in design, construction, and project management. Students begin building skills in 2D and 3D software during the first two quarters, and project documentation requirements oblige students to employ machines such as laser cutters, 3D printers, vacuum formers, CNC milling machines, and robots. Emerging systems and techniques are taught alongside more traditional analog processes and modes of representation such as model building, sketching, and hand drafting. Technology seminars and the 415 Comprehensive Architecture Studio, given in the Winter of the second year, offer perhaps the best illustration of how students apply the full range of tools and techniques, built upon early foundational skills.

Studio is central to the A.UD learning culture as the place where students integrate the wide range of knowledge, inspiration, and influences on offer at UCLA. Students attend a packed season of lectures, reviews, and events by visiting practitioners and scholars. They interact with other schools and disciplines within the University, they help organize large public events publicized on the radio and online, they attend professional conferences, and they participate in organizations like AIAS, AIA-Los Angeles, USGBC Students, the Urban Land Institute, and many others. In recent years, the AIAS chapter has been especially active, co-organizing career events and portfolio reviews with the department and reviving the annual tradition of a Beaux Arts Ball. In a similar vein, M.Arch I students learn from the diversity of complementary Departmental degree programs: SupraSTUDIO, the MA/Ph.D. program, the joint degree program with Urban Planning, the undergraduate Major. Alongside these, A.UD Research Centers CityLAB, the NOW Institute, and the Experiential Technologies Center, and affiliates like the Urban Humanities Initiative, Digital Humanities, the Sustainability Grand Challenge, bring problems and projects to A.UD that inform studios. Students enjoy a vast array of options to explore dimensions of their profession and discipline, as demonstrated by the creativity and thoughtfulness of their own work.

Of particular significance this past year has been the process to develop a program for a potential new building. In response to this community-wide challenge, the Department has made the topic of architectural education in the 21st century a focus for the curriculum. A search for lessons, precedents, and goals has informed several studios, a faculty retreat, a full-day school-wide symposium, the lecture series, and more. This visioning process has had an important effect on the learning culture of the entire Department and its continued orientation toward the forefront of new ideas, technologies, and innovations in architecture.

The Department maintains a written Studio Culture Policy as a guiding document (available online and provided with Part VI Supplementary Material). It elaborates studio philosophy and standards, as well as mutual responsibilities of students and faculty in the program. It encourages students to be present and active participants in a culture of exploration, rigor and dialogue, where ideas, individuals, and materials are treated with respect, and where work conditions are observed that are balanced, reasonable, and healthy. The concepts and standards underlying the Policy are introduced to incoming students, and sometimes must be reiterated, especially around final reviews and their pressures. Although the ethos and standards of the Studio Culture Policy are widely shared and observed by faculty and students, the document is referenced principally to encourage a benefcial climate for design and discourse, or to reinforce procedures before final reviews that promote reasonable time management.

Every two years, a Studio Culture Task Force conducts a policy review along with each year’s Student Representatives. Periodically, or if needed, the Studio Culture Policy will also be reviewed in an open forum that invites the participation of all students and faculty members. Any changes will be approved by a vote of the Chair, Studio Culture Task Force, and the Student Representatives.

I.1.3 Social Equity

Policy of Diversity and Inclusion

UCLA and the A.UD are committed to diversity and inclusiveness in architectural education and the profession and to building public awareness of associated issues. One index of this commitment is in the composition of the A.UD community itself: individuals of many widely varied backgrounds, ethnicities,
nationalities, and socioeconomic circumstances. Gender balance overall is good and parity and impartiality remain important principles in all administrative matters. Faculty and their practices are internationally-oriented and often travel globally with their studios. Collaborators and visitors come from around the world. Likewise, Department and School Staff have come to A.UD from throughout the wider university and city. Visitors to UCLA encounter a microcosm of Los Angeles with its vibrant cultural variety and social diversity.

Inclusiveness is an especially important ideal for a major public university with the largest overall enrollment in California. Students in the Undergraduate program (taught in part by M.Arch I students), are often the first of their families to attend college. A.UD Students come from across the nation and around the world. Widely varied perspectives strongly enrich the Department’s character, contributing to an important cultural awareness. Other resources at UCLA (departments and schools, libraries, museums, performances, institutes) contribute to this inclusiveness – the campus is large enough to support many distinctive subcultures, communities, and opportunities for individualized growth and learning. Alongside this bounty, A.UD strives to retain a manageable scale and welcoming spirit, through attention to class sizes, student-faculty ratios, and availability of staff for advising and academic support. Studio culture, and the many events and collaborative activities offered, reinforce this sense of shared community and also advance students quickly to a high level of skill and engagement, whatever their prior background or origin.

Institutional Initiatives for Equity, Diversity, and Inclusion

Many institutional initiatives and numerous dedicated officials support Equity, Diversity, and Inclusion. Two recent appointments include longtime A.UD faculty member Ben Refuerzo, now Associate Dean for Equity and Inclusion of the SOAA, and Professor Jerry Kang, now Vice Chancellor for Equity, Diversity, and Inclusion for UCLA, the senior campus official responsible for promoting equity and fundamental fairness at UCLA. Both lead and coordinate efforts to create a diverse, inclusive, and welcoming environment for all students, staff, faculty, alumni, and community partners. Vice Chancellor Kang’s focus is high-level coordination of campus-wide equity and diversity initiatives; strategic planning; evidence-based policy analysis and development; training, education and research; community relations; compliance; campus climate; and communication. Beyond these appointments, UCLA continues to reinforce and improve campus procedures and resources to support and encourage diversity and a non-discriminatory climate.

In 2014, UCLA also approved an Undergraduate Diversity Course Requirement to begin in 2017, with the active endorsement of Chancellor Block, Vice Chancellor Kang, and Associate Dean Refuerzo. Though not a direct requirement for the M.Arch. I program, specific attention to these issues in university-wide and elective courses will also reinforce them in the research and teaching of the A.UD program.

Since his appointment, Assoc. Dean Refuerzo has circulated information regarding diversity and climate to the faculty, addressed faculty meetings on the topic, and planned meetings with a representative of the Vice Chancellor’s Office of Equity, Diversity, and Inclusion for UCLA.

Institutional policies and procedures relative to Equal Employment Opportunity and Affirmative Action for faculty, staff, and students are provided in Part VI, Supplemental Materials.

Departmental Actions Toward Social Equity and Inclusion

Social equity, global culture, diversity, accessibility, and historical traditions are deeply embedded in the curriculum and learning culture of the Department. Long-term, the goal of the Department is to continue to monitor balance in cultural and social diversity, and support measures that would reinforce it or improve it. These measures include institutional initiatives for admissions, hiring, and promotion, provided elsewhere, but also through coursework and event and lecture programming that supports a wide variety of viewpoints and immerses students in a diverse, tolerant, and inspiring educational context.

See Part IV Supplemental Materials for Details on Departmental admissions procedures that promote cultural and socioeconomic diversity and inclusion.

I.1.4 Defining Perspectives

All Five Perspectives resonate with A.UD courses, programs, and student-led activities, reinforcing a culture
of collaboration that prepares students to excel as architectural leaders. The rigor and inventiveness of our design focus is evidenced by the work and by the recognition received by graduates, alumni, and faculty of the program. Students are immersed very early into professional-quality experiences through demanding assignments and dedicated research projects with outside collaborators. Stewardship of the environment through design is a central focus of dedicated coursework, studios, research centers, and collaborations with other departments, like the Sustainability Grand Challenge. The global outlook of the department and its hub of interactions make it a highly diverse and inclusive context for student activity, and the department regularly reaches outside its boundaries to explore architectural innovations or solutions. Thanks to the quarter system, A.UD, like UCLA as a whole, combines great breadth of offerings with an intensity of focus that enriches and enhances the educational experience for all participants. Long-range planning focuses on continuing to enhance the quality and vitality of these experiences through new partnerships, new technologies, and new horizons – continuing to follow the guiding principles of Chair Abe’s Three Initiatives.

I.1.4.A. Collaboration and Leadership

The ability to collaborate—to provide leadership and organization, to work productively with peers, consultants, clients, and stakeholders, to synthesize and articulate a group vision—are fundamental for successful architectural practice of any sort, from design studio to cross-disciplinary partnerships.

A.UD students regularly work in groups, from collective site context models to research projects, to constructing large-scale mockups in Tech Core. In workshops and charrettes for Department-affiliated centers like CityLAB, students work closely with municipalities, regional or international governments, and non-profit organizations. Cross-departmental programs like the Digital Humanities, Urban Humanities, Leaders in Sustainability, or the joint degree with Urban Planning, reach across institutional categories to offer students diverse knowledge, networks, skills.

A.UD is a hub for collaborations, from the regional professional design community to innovators from around the globe. Collaborators with department programs have ranged from architecture firms at all scales to major companies, to city governments in Los Angeles, Brazil, and Japan. Advanced Topic Studio work this past year took part of the UCLA Sustainability Grand Challenge, and M.Arch I students attend lectures, events, and reviews surrounding the intensive industry collaborations in the SupraSTUDIO program, such as work with Boeing Aircraft or Elon Musk’s ‘Hyperloop’ high-speed transit initiative.

From the earliest design studios, students must work together and learn from one another, sharing ideas in discussions both during and outside of class. The diverse backgrounds of each class, the faculty and staff, the University, and Los Angeles itself help to broaden students’ perspectives and their appreciation of divergent points of view. Through formal class situations like reviews or seminar discussions, they learn greater empathy and how to bridge gaps through effective communication. By working on projects together and with real stakeholders, they learn to make decisions and manage teamwork within time constraints. But it is the energy and vitality of the overall program, packed with lectures, exhibitions, and events featuring thought and design leaders from around the world, which immerses students in a culture of design excellence, one which inspires them in turn to become leaders in the field.

Students build interpersonal skills through collaborative activities and their participation in outside University and community events, but A.UD course assignments also teach these skills. Team work is fundamental to 401 Advanced Studio - Tech Core. 403 Research Studios also require students to adapt and respond to emerging technological and social conditions – producing original research content and advancing a contemporary social discourse – not merely looking to existing models or received knowledge. Collaboration and management techniques, contracts and dispute resolution are specifically addressed in 461 Professional Practice, while 437 Building Construction and 291 Architectural Programming address team-building and collaboration with diverse stakeholders and a wide audience. Lessons in Cultural awareness and empathy also feature in the 291 curriculum, but are more specifically developed in 10A and 10B History Courses and studio courses, such as 415 Comprehensive Design Studio, or 403 Research Studios. Awareness is further expanded through the wide exposure to ideas through visiting lecturers, exhibits, and university-wide offerings. In addition to attending many of
these events, many students help to prepare, run, and document the events as well.

Evidence-based argumentation is developed through coursework in elective Seminars and especially 201 Architectural Theory. Structured mid-review and final studio presentation requirements foster presentation and leadership skills, especially the rigorous expectations for each year’s final RUMBLE event. Likewise, the requirements for mandatory first year portfolio reviews and second and third year awards selection help students prepare to enter the professional world and communicate their ideas to colleagues and the public.

Opportunities to engage the profession are supported through the student advising program, including the Architect Licensing Advisor, and organizations like AIAS. For more detail, see the response to the third perspective, Professional Opportunity.

These capacities for leadership and collaboration are perhaps most organically manifest in various A.UD student initiatives that have emerged and flourished in recent years. “SupperSTUDIO” is a periodic series of informal student-organized dinner gatherings between students and faculty to discuss particular topics. Recent discussions have included the nature of the Research Studio. Together with student leadership, the AIAS Chapter that relaunched since the last NAAB visit has put great energy into programming career fairs, portfolio reviews, campus construction tours, film nights, firm crawls, and the return of the traditional Beaux-Arts Ball. Another group of students has launched a new online student journal, known as POOL-LA, which incorporates the work of students and faculty. The energy and initiative shown by students in this last area are perhaps the best indication that the program is preparing students to work together generatively and to show leadership in the profession and the discipline going forward.

See also Part I.2.1 Human Resources section for more details on lecture series and events, student organizations and events, and the POOL-LA magazine.

I.1.4.B Design

Design is a central focus of the M.Arch I program. Student work is called upon to respond rigorously to circumstance, develop elegant and functional details, and achieve quality of presentation and resolution. Design investigations are encouraged to be bold, but also thoughtfully considered, clearly articulated, and responsive to requirements. The core curriculum sequence builds design aptitude and skills over progressively more complex forms and assemblies.

The First Year begins with organizational and formal analyses and precedents in 411 Introductory Studio, where students learn the fundamentals of digital applications, structural behavior, and construction methods. 412 Building Design Studio builds upon this knowledge with more integrated building problems, greater structural awareness, and theoretical perspective. In the third quarter, the structural sequence completes and a technical analysis of building siting and 442 Building Climatology informs an in-depth focus on envelope and materiality. Student groups in 401 Advanced Studio - Tech Core begin with a detailed study of important architectural works and use them as the point of departure for new envelope concepts or transformations, including large-scale models or mockups.

In second year, the toolbox is ready, and students take on larger challenges, as well as two electives. The terrain of investigation is literally larger in 413 Building Design with Landscape. Siting, planning, topography, urban context, and regulation move to the fore. Projects may involve multiple structures on shared sites, and students are expected to integrate many technical criteria, and take clear architectural positions that serve their clients, the occupants, and the public. 437 Building Construction supports this jump in scale to larger assemblies, systems, and stakeholder groups. 415 Comprehensive Design Studio requires a thorough design integration of a steel building, involving research and programming, a well-developed structure, environmental systems and controls, regulatory requirements, material assemblies and selection criteria, technical documentation, and a high degree of professionalism. The third quarter builds again in scale to the 414 Major Building Studio, integrating multiple building programs on challenging sites. Alongside this, detailed zoning and code analysis tools in 461 Professional Practice reinforce the strategies and competencies necessary to obtain, manage, and deliver buildings in the real world, as well as all the responsibilities and liabilities that pertain.
In the third year, development of a personal architectural voice continues through selection of **401.1+ Advanced Topic Studios** in the first two quarters and a **403 Research Studio** that carries across the full year, first as two quarters of seminar and then as a full studio in the last quarter. The **Research Studios** are a particular strength at A.UD, offering the opportunity to engage large architectural cultural, or environmental problems in a focused and intensive way. M.Arch I students generally join the Research Studios offered in Perloff Hall, but do have the option to join SupraSTUDIO technology seminar or studio offerings as well, with the consent of the instructor. **Research Studios** are a major source of interaction and collaboration within A.UD and the wider professional and industrial communities. Collectively, these experiments and investigations impact the community and advance architectural technologies or discourse with a power that individual student projects rarely could.

The design vitality of the program is a direct function of its excellent faculty. Counted in this group is a Pritzker prizewinner and AIA Gold Medalist, many internationally-known and award-winning practitioners, and many important emerging professionals. Faculty practice in many parts of the world on diverse and complex projects, and this sophistication and intensity animates the classroom as well. Advanced Topic and Research Studios challenge students to help solve real-world problems and allow them to experience a rigorous professional context before graduation. Research centers like CityLAB and the NOW Institute push this further through dedicated workshops with outside stakeholders in many different settings, including even multi-year investigations for municipalities or nonprofit organizations.

A.UD students transition smoothly because of early and intensive technical training, practice building arguments upon evidence and analysis, rigorous criticism and evaluation of their designs, and the examples of their peers and professors. In the A.UD’s Studio Culture of collaboration and friendly competition, students learn from and teach one another. The Department’s scale is large enough for wide variety, but small enough for good interaction between programs, and for classes of students and their professors to get to know each other well over the course of three years.

Alongside the studio curriculum, the A.UD design education takes many forms, from inspiring visiting Lecturers, prominent alumni, and the rich Los Angeles context itself, with its long tradition of experimentation and excellence. Students visit building sites with professors, attend conferences, symposia, and exhibits, and immerse themselves in the design culture of the city and the region. Beyond Departmental offerings, the quality and diversity of UCLA’s many other academic programs and resources offer innumerable other potential investigations for architecture. The confluence of these many possibilities enriches and vitalizes the entire program.

Long-term priorities for maintaining design quality include continuing to attract and retain outstanding faculty and student applicants; to identify and nurture developing talent for teaching; to offer support to alumni as they enter the profession; and to continue to enrich the A.UD community through high-quality events and dedicated outreach to alumni, collaborators, and community friends.

**I.1.4.C Professional Opportunity**

Core Curriculum and Advanced and Research studios share a dual mission – to prepare capable, knowledgeable graduates, well-poised to enter architectural practice and continue efficiently though internship and examination toward licensure, and at the same time to also give those graduates an expansive understanding of the full range opportunities that come with an architectural education. Students obtain many advanced skills in the most current technologies for design, fabrication, and construction, and are challenged to think critically, analytically, and practically about their designs and their roles as designers. Interlocutors include many professional architects, engineers, urban planners, product designers, critics, inventors, and other innovators, as well as the broader public.

The Core Curriculum, and particularly **461 Professional Practice** undertake this directly, introducing students to the range of issues that professionals must face as designers, as businesspeople, and as practitioners. Students learn that by designing with these responsibilities and liabilities in mind, not only can they avoid having projects derailed by cost issues or regulatory constraints, but they can stay in business and out of trouble, and better able to fully achieve what they can envision.
The path toward architectural licensure is presented at many points over the course of the M.Arch I program – during incoming student Orientation and Open House, in formal coursework as part of 461 Professional Practice, and during lunchtime meetings organized 2-3 times per year. The Architect Licensing Advisor for UCLA, Todd Lynch, is available to students via email or appointment and his contact information is identified on the websites of the A.UD, NCARB IDP, and the California Architects Board. He mentors students, recent graduates, and emerging professionals from inside and outside the A.UD community and regularly attends the annual summer Architect Licensing Advisors Summit to stay current on new developments with internship, ARE, and matters in licensure. In addition, Lynch organizes opportunities for students to tour construction projects on campus, notifies them of volunteer service opportunities, and outside continuing education or design competitions as ways to earn IDP credit hours while still completing their degrees. He has directed independent study efforts for students interested in early preparation for ARE divisions. In addition, he serves as faculty advisor for AIAS and USGBC Students at UCLA, and mentors emerging professionals regionally through AIA-LA.

As with design, the interaction of the broader professional community with A.UD through lectures, reviews, exhibits, events, etc., contributes to the students’ awareness of the profession and firm cultures, and prepares them to be ready for that world. Leading up to the 50th Anniversary Celebration, Alumni have been actively involved in many Department events, from the “DRAWN” exhibit of over 100 alumni and faculty drawings, to the end of year RUMBLE event, to generous donations in support of programs and student fellowships.

Students have many opportunities to discover the profession and to find internships or employment. The Department maintains a Jobs Board, and has collaborated with AIAS, the Luskin School for Public Affairs, and local firms to organize Portfolio workshops, Career Fairs, firm visits or on-campus presentations, and other professional events. A.UD students are regularly recruited by major firms, and have enjoyed success in job placement and professional advancement post-graduation, as our list of alumni can attest.

See also Part I.2.1 Human Resources and Part IV Supplemental material for more details about IDP and licensure resource webpages, AIAS, Career Fair, and Jobs Board, and the DRAWN exhibit.

1.1.4.D Stewardship of the Environment

Responsibility for the environment is a core value at A.UD. Architects have an outsize influence on the character and efficiency of human development and its impacts on the planet and other species, both locally and globally. Environmental considerations and priorities are woven deeply into the fabric of the culture and curriculum. In studios and technical coursework, and especially in advanced research studios, students are taught to understand natural conditions and their implications for building practice. Their design work is asked to apply this knowledge and demonstrate stewardship and sustainable preservation of material, natural, energy, and water resources in a way that can sustain long-term balance between the built and natural environments. In drought-stricken California, careful attention to water use is of particular urgency, as is the ongoing attention to development patterns and transportation.

Formal education on building environmental systems, control measures, and climatology in the M.Arch I program is part of the 441 and 442 class sequence, while urban planning development and regulatory schema and green building rating systems and regulatory schema are addressed in 291 Architectural Programming and 461 Professional Practice. Supplementary course CM153/CM247A Introduction to Sustainable Architecture and Planning covers these topics specifically as well. Holistic and thoughtful integration of these principles is part of the design studios, where students grapple directly with environmental problems and specific cases, such as wooded hillside sites or urban creek beds, or the careful detailing of a building envelope. Research studios have a tradition of evaluating larger-scale urban and environmental contexts such as wetland remediation, high-speed rail, or sustainably oriented rebuilding in the wake of disasters in Japan and elsewhere.

The wider context of UCLA and Faculty research surrounds and elevates this student discourse. Faculty and stakeholders throughout UCLA are participating in a major interdisciplinary Grand Challenge project, entitled “Thriving in a hotter Los Angeles,” which aims to chart a path for Los Angeles to achieve
100% sustainability in terms of water and energy within five years. It is a challenge to manage relentless urban growth in a context of scarcer resources – water, energy, food, open space – through reductions in both consumption and impacts. This Challenge responds to a White House initiative to enlist researchers from across the range of university disciplines to take on thorny, multifaceted problems like sustainability. At UCLA, A.UD faculty are helping to lead the way, with a NOW Institute SupraSTUDIO dedicated to the Grand Challenge. CityLAB and the Urban Humanities Initiative also collaborated on a Grand Challenge Advanced Studio to create a prototypical “Bi(h)OME” design in response to L.A.’s dire need for denser and more affordable housing. Weighing only 8 pounds per square foot, the small backyard house would minimize impacts on the land, our fellow species, and the long-term health of our environment. Designed and built at full scale by students, the prototype received attention on regional radio and from a visiting international delegation.

Many studios and seminars, as well as joint programs, speakers, and events position students squarely in the regional and international discourse on environmental issues. For students with particular interest in sustainability, the Leaders in Sustainability Certificate Program can integrate additional dedicated classwork to supplement the M.Arch I degree. The Architect Licensing Advisor is also the Faculty Advisor for USGBC Students, including informal preparation for the LEED GA exam, and Campus Construction Tours frequently focus on campus Green Buildings.

Thoughtful attention to environmental issues and the critical obligations and responsibilities of architects are core concerns of the A.UD curriculum and the entire Department. Long-term planning will continue to reflect this conviction, through planning for studio topics, seminar offerings, lectures, and special events.

See Part I.2.1 Human Resources for UCLA Sustainability Grand Challenge, Now Institute CityLAB / Urban Humanities Initiative Bi(h)OME, Leaders in Sustainability Certificate, Campus Construction Tours.

I.1.4.E Community and Social Responsibility

Students at A.UD are dedicated to making better places and environments through thoughtful architecture and improving social conditions throughout the world. Many studios address social topics, such as affordable or multi-use housing projects in 414 Major Building Design Studio, or universal design and multi-generational co-housing in 415 Comprehensive Design Studio, from parklike sites in 413 Building Design with Landscape Studio, to Advanced Topic or Research Studios that address disaster relief or sustainable urban planning in places like post-earthquake Japan. Some examine the potential to improve unplanned contexts like Brazilian Favelas, or reimagining patterns of sprawl and expansion by CityLAB. Architectural History coursework and elective research Seminars frequently address social issues and contemporary or theoretical problems affecting communities. 291 Architectural Programming and 461 Professional Practice teach regulatory frameworks and architectural obligations, strategies for community engagement, building consensus, and inclusive design.

Students learn through involvement with many communities—their own peers, the Department, the University, L.A., the region and the world—through symposia, conferences, and events or tours. AIAS, the POOL-LA Student Journal, and exhibits organized by students and faculty all reflect this. In 2011, the Department was a key participant in L.A.’s Little Tokyo Design Week, with exhibits and events focused on the theme of ‘future city.’ A.UD Chair Hitoshi Abe led the festival which included the Little Tokyo community, other regional design schools, the Japanese American Cultural and Community Center, and the Geffen Contemporary at MOCA. Closer to campus, CityLAB hosted planning charrettes to help generate a vision for the nearby Westwood Village neighborhood association, but their work has also reached to cities across the country. CityLAB Director Dana Cuff, was recently recognized with a Presidential Award for Community Contribution from the AIA-Los Angeles chapter. Similarly, Research Studios have worked with city and national agencies or foreign governments to address social issues, with Thom Mayne’s Now Institute considering disaster relief in Haiti in 2013-14.

Even Critical Studies courses and programs address social responsibility. In 2014, an Urban Humanities Initiative symposium considered “Archiving Risk” and the implications of social responsibility on the discipline, the profession, and our culture. “Hi-C” is a program in experimental curatorial and
theoretical practice directed by Sylvia Lavin, offered as an elective 289 Seminar. Hi-C has organized many exhibits, both on campus and in locations like the Canadian Center for Architecture (2010), the ACE Gallery, and Little Tokyo Design Week (2011).

Lectures, events, exhibits, and activities such as RUMBLE, whether organized by A.UD Faculty or independently by student groups, attract participants and visitors from other schools or institutions, the AIA, and the general public. Studio research has had wide media coverage, from radio and television to Architectural and higher-education publications. The launch of the IDEAS campus also took part in Pacific Standard Time, a major arts event across Los Angeles, with funding and support of the Getty Institute. A series of lectures and events called “Extreme IDEAS” at four community sites generated huge interest and culminated at the new campus. Of course, planning for a new building has also brought the entire A.UD community and collaboratively plan its own future.

In addition to the expansion of the SupraSTUDIO program and the addition of the undergraduate major, the Department’s added summer offerings for newcomers to the profession – JumpStart and Teen Arch Studio, also serve an outreach function and bring the community into the Department. Similarly, the A.UD enjoys good working relationships with other regional schools, institutions, and community organizations (MAK Center, the Japanese American Community Cultural Center, the L.A. Forum, or the Hammer Museum which all provide outlets and opportunities for student creativity and action.

As a major public university with a global outlook, UCLA’s other public programs and facilities offer students many more ways to engage their community and the world. Past AIAS and USGBC Student projects have included work with the UCLA Volunteer Center on Volunteer Day and One Bus-One Cause efforts, the Green Apple Day of Service, and a Habitat for Humanity Build Day. Students are also encouraged to apply this work toward Leadership and Service credit hours for IDP.

Long-term, the Department will continue to plan community-oriented programs and events, and move our discourse and work beyond the bounds of the academy. Communication and inclusion will be important goals. Architecture is inherently and actively social – design shapes communities for years afterward; students must understand their public responsibilities and also rise to provide leadership through civic engagement and thoughtful consensus-building. A.UD coursework, programs, operations, and administration will be planned to help students design and work with the public’s benefit in mind.

See Part I.2.1 Human Resources for additional details on examples listed above.

I.1.5 Long Range Planning

Long Range Planning and the Program: Toward a Vital Platform

In keeping with our mission to provide an excellent professional education and to produce leaders in the field, the M. Arch I program continues to expand and intensify. While maintaining and improving the core curriculum, we have aimed to enrich it through ambitious supporting programs that connect to other departments in the SOAA, to domestic and international professional societies, such as the AIA, to corporate collaborators, and to A.UD alumni.

When Chair Abe joined the Department in 2007, he confronted several needs as recommended by the Eight-year Graduate Council Review: to enhance and distinguish the identity of the M.Arch II program (now SupraSTUDIO); to renew and improve digital and technological resources available to students; to confront major UC-wide state budget cuts (soon made more challenging by the global financial crisis); to maintain faculty and program competitiveness in an increasingly international marketplace; and to seize upon the unique opportunities available to an architectural program within a major research institution. What is research in the context of architecture? How can it best be deployed?
The answer to all these challenges was a new financial foundation for the Department, which has served to guide and stabilize it through a period of significant growth. The M.Arch. I Professional Degree Supplemental Tuition (PDST) and Self-Supporting Degree status for SupraSTUDIO made it possible to increase enrollment of both pre- and post-professional programs, increase revenue, and increase the amount of space available for A.UD programs. Whereas traditional A.UD enrollments had hovered closer to 150 students, mostly in the Professional Degree program, recent expansion in other programs is now bringing the size of the full student community closer to above 250 and could approach 300. This growing population has allowed the new programs to flourish, but as the growth is largely independent from and complementary to the M.Arch. I Degree, that program has still maintained its intimate feel and character, while it now enjoys a wealth of new discourse and opportunities. Meanwhile, Summer Institute programs have also added income and student opportunities for teaching experience and financial support. They have further enhanced A.UD’s visibility in the local community and multiplied its impact.

Chair Abe’s Three Initiatives (see Program Mission, Section I.1.1) remain planning priorities. This triple program of cross-cultural programming, applied urban research in Los Angeles, and design exploration through technology and partnership with industry has helped A.UD to generate alternative funding, corporate partnerships, collaborations with the professional community, and related events such as symposia and exhibitions, traveling studios, and publications. These three initiatives strongly overlap the five NAAB Perspectives and each affects the other.

Expansion of Design Culture Through Cross-cultural Programs
This initiative is closely aligned with the Perspectives on Collaboration and Leadership, Professional Opportunity, Stewardship of the Environment, and Community and Social Responsibility. Globalized society and Digital technology are creating dynamic, negotiable borders. The world is an ever smaller place and education at the A.UD reflects this. Studio research frequently involves travel abroad, from China, to Egypt, Japan, Mexico, or Brazil. Partnerships with other Universities offer chances to immersively explore different architectural cultures, social and natural environments. Faculty participation in international Expositions such as the Venice Biennale or conferences and exhibitions abroad multiply this experience for students as well. Internationally-prominent faculty place A.UD students within a very global discourse, and many graduates have gone on to professional work abroad. Increasing numbers of applicants from other states and foreign countries have expanded cultural and socioeconomic diversity. Moving forward, A.UD will continue to develop and enhance its many cross-cultural collaborations and partnerships.

Applied urban research in Los Angeles to bridge academic and practical realities
The IDEAS campus, CityLAB, the NOW Institute, and the UCLA Grand Challenge each reach out to Los Angeles and allow students to study and propose solutions to regional problems alongside industry professionals in design, planning, real estate, economic development, engineering, and science. Applying architectural modes of research, analysis, and presentation to difficult urban problems, they also reflect the NAAB Perspectives on Collaboration and Leadership, Professional Opportunity, Stewardship of the Environment, and Community and Social Responsibility, all addressed through Design.

Design exploration through technology and partnerships with industry
Continued integration of advanced technology and robotics into the studio environment and additional space at the IDEAS campus for large-scale fabrication and prototyping have brought A.UD investigations to a new level. Publications and public programs have attracted prominent partners, interlocutors, and collaborators. Through this initiative the A.UD is not only able to keep pace with rapid technological shifts, but to drive innovation directly through student work.

Long-range curriculum planning will challenge students with a range of strong research options, visiting studio critics, and educational opportunities. Core Curriculum topics and content will be continually evaluated for student outcomes and demonstrated competencies to meet both NAAB Student Performance Criteria and the evolving needs of the profession. Data sources for evaluation will include student...
feedback from both Course Evaluations and Student Representatives, the Core Studio Coordinator, meetings of the Faculty and appointed committees, institutional and independent evaluations for accreditation, and input from industry partners, alumni, employers of graduates, and the architectural community at large.

To continue to attract and retain the best students, ongoing goals include maintaining strong faculty with a new tenured group and increasing the number of ladder-rank faculty; continuing the intensity and quality of the programs and culture of the Department; improvements to the environment with the potential for a new building; and administrative growth to keep growing operations running smoothly.

### I.1.6 Assessment

#### I.1.6.A Program Self-Assessment

Our faculty is strong, with distinction in architectural and urban design practice, scholarship and research. Our professional and academic graduate degree programs continue to attract the highest quality students who are challenged by the program and graduate into positions of professional and academic responsibility. To maintain this quality, A.UD employs self-assessment procedures to ensure the ongoing strength of its programs. Faculty achievement and activity is reviewed through advancement processes and course evaluations. Curricular review is conducted through faculty committees in consultation with the Chair. Changes must be agreed upon by the full faculty. See Part IV Supplemental Materials.

**Institutional Requirements for Self-Assessment**

UCLA requires yearly strategic reassessment for all Schools and Departments, implemented through the Dean in consultation with the Chair, concentrating on budget requests, student projects, faculty allocation, capital programs that help to implementing our vision. It encompasses all our degree programs, rather than focusing on the M.Arch.I professional degree program alone. The University’s requirement of strategic budget planning requires a continuous rethinking and reevaluation of our mission and direction.

Beyond the recurring NAAB assessment, the other primary formal self-assessment mechanism is the Eight-Year Review carried out by the UCLA Graduate Council. This review 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 Part IV Supplemental Materials). The Department successfully received approval for the full eight-year cycle. The next full Graduate Council Review is now planned for 2016-17, rescheduled to follow the current NAAB accreditation visit. In preparation, the Department will prepare a thorough self-review, with external reviewers from the field, and a full site visit will be conducted. Other details of A.UD self-assessment follow in Curricular Assessment.

**Progress Relative to Program Mission, Goals, and Multiyear Objectives**

We remain committed to our mission statement, “to provide an exceptional education that will support our graduates in becoming leaders in the field.” (Sept 2003). This mission is advanced through a studio-centered curriculum with significant course work in technology and critical studies. As described above, program goals have advanced the Three Initiatives - cross-cultural programming, L.A.-based urban research, and design exploration through advanced technology.

Many of the challenges previously faced by the program have been confronted through greater financial independence and corresponding growth in enrollment and activity: A.UD’s many programs, partnerships, and exchanges with other institutions both nationally and globally; the development of robust research centers based in or supported by the Department; and the new facilities and resources made available in the IDEAS campus, including robots, large-scale fabrication facilities, and an expansion of the pre-professional and post-professional programs. These developments have expanded the A.UD community and the course offerings available to M.Arch.I students. One of the strengths of our professional M.Arch.I program is its opportunity to draw on resources and activities of the SupraSTUDIO, MA, and PhD programs.
Opportunities for exchange between these programs have increased through our lecture series, exhibitions, workshops, and all-school events. The satellite IDEAS campus and related initiatives have allowed more room and some reorganization of the studios in Perloff, as well as enhanced interactions with alumni. 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. The quality of incoming classes has progressively improved, along with a stable roster of adjunct faculty that complement our world-renowned permanent faculty in a highly collaborative context.

Leading up to the A.UD 50th year anniversary celebration in 2016 and the UCLA Centennial Campaign through 2019, the Department has worked to strengthen its network of alumni and supporters, both recent graduates and longtime professionals, including many leaders in the industry. A recent exhibition of Alumni Drawings drew over 100 entries, showcasing the breadth and quality of work that has emerged from the Department. Such initiatives have enabled significant strides in fundraising from both private and corporate donors and partners with generous commitments to support our research and educational mission. Meanwhile, the Professional Degree Supplemental Tuition has generated funds that have helped to cover shortfalls in UC funding and enabled the Department to expand its programs.

**Strengths, Challenges, and Opportunities Faced by the Program**

Strengths include the caliber of faculty and students, a history of quality, investigation, and experimentation, and new facilities and programs, supplemental funding from professional fees, and the diverse vitality of the SOAA within a major public research university. Students are energetic, rigorous, and productive. Challenges often include the uncertain dependability of state funding alongside increasing numbers of applicants, competition for top students with other major universities, and the regular need for technological upgrades to track and lead the state of the field. One such challenge had been sufficient space, but recent progress in physical resources has helped to meet that need. A goal will be to make those measures more permanent and to create on-campus space for both programs. Challenges of growth are expected to remain, with the goal to increase administrative capacity to better support the expansion of programs and sites. Though progress has been made, this remains a priority.

Opportunities for A.UD abound in the cultural, technological, intellectual, and design resources of UCLA; the diverse urban context of Los Angeles; the experimental ethos of the Department, its global purview, and network of alumni and supporters. SOAA’s coming reorganization will separate out two departments into a new Herb Alpert School of Music and will reinforce A.UD’s existing ties to art, design, media arts, and performance disciplines, as well as an important role in future SOAA strategic planning. Renewed Alumni involvement in the 50th anniversary year and the building programming effort is expected to create further opportunities through fundraising and gifts.

**Progress Addressing Causes of Concern Since the Last Visit**

Significant progress has been made regarding the concern for Physical Resources. A feasibility study is underway for a program that would remodel, expand, or reimagine Perloff Hall to better support the current and future needs of the program. The Department-wide programming effort it has occasioned has also been an important form of self-assessment unto itself, involving students, faculty, staff, and administration in conceptualizing a building brief to move architectural education forward in response to emerging paradigms and contexts in the 21st century. Despite this concrete progress, the A.UD must continue to fundraise and build support to reinforce this project as an institutional priority. The IDEAS satellite campus has brought important new facilities and space to A.UD. M.Arch I students can use facilities and participate in elective courses, lectures, and events at IDEAS, with a productive symbiosis between the two sites. Perloff studios were able to reorganize and accommodate more students with greater flexibility, as well as relocate student advising to be more accessible to students.

The other causes of concern involved student awareness of Legal Responsibilities associated with professional architectural practice. In response, the 461 Professional Practice course was overhauled, with a renewed emphasis on code and regulations, contracts and project delivery methods, legal terminology and relationships, liability, dispute resolution methods, and office management principles. Knowledge is assessed through concrete exercises and tests or quizzes. Studio coursework has
better integrated 461 instructors and 461 exercises relate more to studio projects, particularly the 415 Comprehensive Design Studio and 414 Major Building Studio. Additionally, ‘New Practice’ elective offerings, such as Jeffrey Inaba’s, explore other dimensions of architectural practice from a critical studies perspective. Just as the Studio Culture Committee meets quarterly with the Chair to discuss issues affecting studio coursework, New Practice and technical faculty coordinate with the Chair and one another to ensure continuity and coverage of related topics in the curriculum. See also Part 2.

I.1.6.B Curricular Assessment and Development

Course Reviews
At the level of individual courses, students are given the opportunity to provide anonymous feedback at the end of each quarter, using a form that combines numerically-scaled evaluations with room for more qualitative narrative responses and any suggestions for improvement. While individual course and instructor evaluations 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. An example is provided in Supplemental Material.

Committee Meetings and Curriculum Review
As noted elsewhere, the Studio Culture Committee meets regularly to review conditions in studio and to consider adjustments to pedagogy, focus, or emphasis. Jason Payne is the Core Studio Coordinator for the M.Arch I Degree, responsible for oversight and coordination among faculty and coursework in the program to ensure distribution of content and synergistic learning opportunities. In general, curriculum structure has remained fairly constant since the last visit, accommodating a wide variety of investigations along a consistent series of graduated steps to build student competencies, skills, and knowledge. Faculty groups in New Practice, Critical Studies, and Technical coursework coordinate to enhance resonance among program offerings, and ensure coverage of required content. Technical and studio faculty interact regularly and visit one another’s classes, to give students integrated project input during reviews.

In addition to regular faculty meetings that assess curricular or staffing issues, A.UD occasionally holds faculty retreats or all-school meetings to focus more specifically on Departmental governance, the reorganization of the SOAA, reevaluations of the core curriculum, or other issues of community-wide significance, such as the programming process for a possible new building project. For more focused discussions, Task Forces are frequently formed to review specific areas of the curriculum (Studio Culture, Professional Practice, Critical Studies, Technology), as well as other governance and academic issues that are ultimately brought to the faculty as a whole. The Chair meets with elected student representatives at a minimum of once a quarter to discuss issues of concern to the student body. Feedback from these assessments and internal and external reviews is shared with the faculty, students, and communities through formal announcements and meetings, but also made available in online form.

Assessment of faculty, student, and graduate feedback regarding the M.Arch I curriculum and learning context is ongoing and dynamic. Overall responses have been positive, and suggestions, criticism, or concerns are addressed by the appropriate committees or administrative contacts when they arise.

A table of A.UD Faculty Committees is provided in Section I.2.5 Administrative Structure & Governance. A chart showing the curricular assessment process and roles and responsibilities of participants is provided in Part IV Supplemental Materials.
Section 2. Progress since the Previous Visit

Program Response to Conditions/Criteria Not Met

13.33 Legal Responsibilities

Visiting Team Report [2010]: This criterion has not been met. Due to a faculty retirement, the Professional Practice course was not taught in 2008 and 2009. A new course format has been developed with a comprehensive syllabus which is expected to result in a substantially improved student performance outcome.

Program Activities in Response [2010 – 2015]: The legal obligations of architects and other participants in design and construction activities are formally taught during the Spring quarter in 461 Introduction to Professional Practice. Legal concepts addressed include: Ethics and the Standard of Care; public health, safety, and welfare as protected by building and zoning codes, standards and testing; contract arrangements and theories of liability; office management and quality control procedures; workplace access and safety laws; dispute resolution methods (arbitration, mediation, and litigation). These topics were presented through lectures, primary and secondary readings, in-class role-playing exercises, and visits by experts such as campus code officials, building inspectors, and practitioners. The course uses AIA Series Contracts to review the meanings and implications of specific language and clauses and their possible liabilities. Knowledge was applied through short-answer essay exercises, graphic zoning and code based design problems, and a final exam or quizzes.

This course follows a studio sequence (AUD 414 and 415) in which students are progressively required to learn and incorporate more regulatory and technical requirements into their design work. In the 2010-15 years, Todd Lynch, who teaches 461, visited the two preceding studios to present code concepts and critique student projects to help students apply these issues within a design context. In the 2013-14, Wil Carson, who taught 461 that year did the same; in 2014-15, Carson was a Studio Instructor for 415 during the Winter Quarter.

Beyond this curricular change, student awareness of legal issues surrounding licensure, internships, and the requirements to practice architecture legally in California, nationally, and internationally have been raised through presentations and mentoring by the Architect Licensing Advisor and AIAS Faculty Advisor, Todd Lynch. Increased student and alumni participation in IDP have also helped to bring this issue to the fore as students evaluate career options.

Less directly, theoretical and cultural issues surrounding liability were the focus of an Urban Humanities Initiative Lecture series Symposium entitled “Archiving Risk” in February 2014. [http://www.aud.ucla.edu/news/symposiumArchivingRisk_398.html]

Program Response to Causes of Concern

5.1 SPC for Practice

Visiting Team Report [2010]: Several of the Student Performance Criteria (SPC) found to have been either Not Met or minimally Met, are expected to be satisfied and enhanced by the new impetus in Professional Practice AUD 461. By way of example, current coursework in AUD 461 has provided sufficient evidence associated with Construction Cost Control, and the course
syllabus provides great expectations that other criteria will be satisfactorily addressed during the balance of this quarter.

*Program Activities in Response [2010-2015]:* At UCLA, architecture students are strongly encouraged to create projects that are innovative as well as technically and practically realistic. Between outside visits and lectures by practitioners, in-studio critiques of student work by consulting engineers, and even work with actual clients, projects, and sites in the Supra Studio environment, "real-world" concerns help to ground the students' creativity and brings an essential rigor to the Department.

Concepts in Architectural Practice are formally taught in *Architecture 461, Introduction to Professional Practice*, offered in the Spring Quarter. In 2010, lectures presented a wide range of topics: architectural ethics; interactions with clients, contract arrangements and project delivery systems; scheduling, estimating and fees; code, zoning, and regulatory requirements and standards; coordination with consultants and team management; construction documentation and specifications; construction administration and jobsite procedures; legal liability and the standard of care; dispute resolution; the path to licensure and registration; business practices and systems of organization; internship and workplace obligations; and marketing, copyright, and tips for finding work. The class was also visited by representatives of various disciplines: the campus building official and the chief inspector, a project manager for Morphosis, three representatives from PCL Construction Company, the Membership Director of AIA Los Angeles and two outreach committee members from Gruen Associates. Later course sessions offered exposure to other professional engineers, cost estimators, and distinguished practitioners. In 2013-15, Wil Carson taught 461 with support by Todd Lynch

Readings included the AIA Student Handbook of Professional Practice, supplemented by a series of other primary texts and readings.

Weekly exercises required students to apply their knowledge by tying new concepts to past design projects and cases. Using the previous quarter's studio project or provided examples for analysis, students completed cost estimate tasks, a project schedule, a masterspec 3-part specification with an outline table of contents, keynoted details, a field observation report and an RFQ submittal. A separate study problem focused on a comparative site analysis using zoning, building code, and LEED criteria. Another exercise asked students to prepare for documentation that would enroll them in IDP and record their prior experience and prospective internship opportunities.

The class culminated in a final exam using ARE-style question formats to test students on concepts learned in class and from readings. In 2013-15, this format was subdivided into a series of shorter quizzes that allowed for better scheduling at the end of term.

The class went well but one immediate challenge was that the amount of material covered in one quarter proved somewhat overwhelming for many students. During subsequent years, the instructors of 461, Todd Lynch and Wil Carson, helped to present various key topics such as code, zoning, egress, and accessibility by participating in the preceding two studios, and critiquing student projects in a one-on-one design based context. This integration became stronger in 2015, when Wil Carson was one of the Studio Instructors for 415. This integration helped to reinforce students' familiarity with topics subsequently covered in 461 and deepened their understanding of resources and techniques that the Professional Practice was then able to cover in greater depth.

As mentioned above, Todd Lynch is serving as the Department's Architect Licensing
Advisor (previously IDP Educator Coordinator) as well as the Faculty Advisor for AIAS and USGBC Students. In fulfilling this role he has also helped to coordinate extracurricular opportunities for students to tour campus construction projects or participate in volunteer activities to earn Supplemental Experience for IDP. Also introduction sessions have made students more aware of career and professional resources, including the Digital Practice and IDEAS Lecture series, the online Emerging Professional's Companion, NCARB Monographs, and AIA Continuing Education offerings, available free to AIA LA student members. Through mentorship activities and other AIAS-sponsored events – firm crawls, portfolio reviews, Habitat for Humanity Build Days, and of course, internships, M.Arch I students have continued to become more familiar and comfortable with the requirements and demands of Professional Practice.

In the coming years, the AUD looks forward to incorporating even more opportunities to incorporate examples and resources for exceptional practice throughout the curriculum, building on exceptional collaborations with industry, regional firms, and research centers.

5.2 Physical Resources

Visiting Team Report [2010]: 5.2 Physical Resources continues to be a Cause for Concern, especially related to Facilities. A significantly renovated or replacement building for the architecture program continues to be a major issue for the program. Inadequate facilities exist.

Program Activities in Response [2010-15]: With the Dean’s support, A.UD has continued to evaluate ways to address necessary improvements to Perloff Hall. As detailed elsewhere in Section I and I.2.2 Physical Resources, the SupraSTUDIO program has relocated to a new site on the IDEAS Campus in Playa Vista, with a Center for Advanced Technology. This development has created several new opportunities for the Department, including a new identity, new technology, and an expansion of that program, as well as more available space for M.Arch I students in Perloff Hall. The additional space also allowed some reorganization of studio spaces and improvements in access to Student Advising Services. Proceeding on a parallel track, the Department has steadily pursued funding to explore a renovation or expansion of Perloff Hall in a way that could address existing building deficiencies and also enhance program offerings in line with today’s practice. Ideally, the facilities at the IDEAS Campus could return to the main campus, if an appropriate design solution and funding can be found. The draft programming document developed by the Department for the study is provided with Part IV Supplemental Material, and a feasibility is currently in process with UCLA Capital Programs and Cannon Design. Fundraising to support these initiatives is in process and is being pursued in combination with the Department’s upcoming 50th year anniversary and the larger UCLA Centennial Campaign.

In the meantime, renovations of offices have been completed as well as assorted mechanical repairs. Monitoring of building settlement has been ongoing, in response to the recommendations of geotechnical and structural evaluations. Significant new settlement has not been identified. The Department will continue to explore building alternatives with the Dean’s office in an effort advance improvements and provide more adequate facilities for the Architecture program at UCLA.

Program Response to Change in Conditions

Although the NAAB Conditions for Accreditation did change significantly between 2008 and 2014, the Department has found that the M.Arch I curriculum still aligns well with the new Conditions and Perspectives. As described in Part I, there is a great deal of overlap between the NAAB Five Perspectives and the A.UD Three Initiatives. Our key priorities have been to engage and collaborate with the
design and professional community to tackle problems that affect our local and regional context and environment. This approach has produced impressive and inspiring results in our students, and we believe will make them capable and excellent professionals.

The reorganization of the Student Performance Criteria and Realms, as well as the introduction of new SPC appear to have been generally well-suited to the strengths of our program. The consolidation of 34 SPC into 26 was a welcome change that should allow for focused review during the Team visit. Realm B criteria expanded emphasis on codes, accessibility, life safety, and legal obligations at the same time that our curriculum was endeavoring to do so. Criteria in structures and building systems and assemblies likewise mirrored the emphasis of our technical coursework and its integration into studios like 401 Advanced Studio - Tech Core and 415 Comprehensive Design Studio. The decision to shift from a single SPC for Comprehensive Design into a 3-SPC Realm C for Integrative Architectural Solutions seems a better fit for our program and also seems to better reflect the natural distribution of these skills throughout the Core Curriculum. Studios such as the two mentioned above were carefully designed to reflect strong integration of a wide range of design, technical, and practical SPCs.

Elsewhere in the Conditions, the added emphasis on the role of the Architect Licensing Advisor and the presentation of Pathways to Licensure have been shared goals of our advising team, the faculty, students, and especially, our recent graduates. The efforts of the program in this direction to improve alumni and professional outreach, career services, and student advising on licensure have all been to address this direction in the new Conditions.

Section 3. Compliance with the Conditions for Accreditation

I.2.1 Human Resources and Human Resource Development

Faculty and Administration
There are 13 full-time faculty and 25 part-time faculty for an FTE of 19.25, producing a studio student to faculty ratio of 6:1 relative to the M.Arch I degree program and 12:1 overall. 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.

The department has a full-time Chair, Hitoshi Abe. In addition to his primary administrative responsibilities, Chair Abe continues to teach and maintain his own professional architectural practice. He is assisted by the Vice Chair, Neil Denari, and Associate Vice Chair, Heather Roberge, who provide administrative services in addition to their teaching and professional responsibilities. The Chair is assisted by several faculty Committees, such as Studio Culture, New Practice, New Criticism, and Technology. A full list of committee assignments is provided under Section I.2.3 Administrative Structure and Governance. The chair meets regularly with Student Representatives to discuss issues and work on topics of interest. Specific responsibilities may be delegated to individual faculty members and committees.

Human Resource Development – Faculty
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.

Faculty Professional Development
For faculty, staff, and students alike, A.U.D and SOAA support many opportunities to pursue professional development, both personally and collectively. The department supports a large series of lectures, symposia, and events each year, as well as publications and exhibits. Examples are listed elsewhere in this section. With the addition of the IDEAS campus, this programming has expanded significantly and there is now a second series of lecture events, nearly every week, which helps to expand the reach of topics and presenters, as well as building community within the Department and with the general public. Beyond School-wide efforts, the A.U.D encourages student and faculty participation in professional events, and regularly announces events, tours, exhibits, conferences, or expositions in the local, national, or international professional communities. Many faculty participate directly in these outside events as presenters or contributors.

Criteria on Faculty appointments, reappointments, promotions, tenure and compensation
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.

SOAA Human Resources Policy
The Chair conducts all faculty and staff searches, appointing a search committee to review applications, invite shortlisted applicants for interviews, and make recommendations to faculty. All students, staff, and faculty are invited to public interviews. Search Committee recommendations are voted upon by faculty for approval or any changes. The Dean and Chancellor review and approve all hiring decisions.

UCLA Academic Personnel Manual (APM)
Detailed information on advancement criteria and compensation is provided by the UCLA Academic Personnel Office in a document entitled the UCLA CALL: https://www.apo.ucla.edu/policies/the-call This APM document details the characteristics of each academic personnel series, including all ranks of professor and lecturer, criteria for appointment and advancement, steps in rank and merit increase stages, etc. Policy statements are followed by 37 appendices which further detail various policy matters regarding Academic Personnel. More information and an APM excerpt is provided in Part IV Supplemental Materials.
Faculty: Course Evaluations

All course evaluations are kept on file and are available for review by faculty and administration. Summaries of evaluations are provided to faculty. Course evaluations are available for review by NAAAB visiting team upon request. See Supplemental Materials IV.3 – Self-Assessment for a copy of the Course Evaluation Form.

Institutional Policy on Human Resource Development Opportunities
(sabbatical, research leave, and scholarly achievements)

The Graduate Division makes policy regarding human resources development. https://grad.ucla.edu/
Division recommendations to programs: Excellence in Graduate Education: Programmatic Issues: https://grad.ucla.edu/gasaa/library/excellence.pdf . See also Supplemental Materials IV.7 for the A.UD Departmental Human Resources Policy.

Departmental Administration and Faculty

Resumes in the NAAB-Required Format follow for faculty teaching in the M.Arch I program. Additional information is available on the A.UD and SOAA websites at:
http://www.aud.ucla.edu/faculty/index.html http://www.arts.ucla.edu/directory/

Administrative Leadership - School of the Arts and Architecture

Interim Dean     David Rousseve, Professor of Choreography and Performance
Past Dean        Christopher Waterman, Professor of Culture and Performance
Associate Dean, Community Engagement and Arts Education Barbara Drucker
Assistant Dean, Administration Guy Custis
Assistant Dean, Academic Personnel Lisa Rubin
Director of Operations Jason Corbett

Administrative Leadership - Department of Architecture and Urban Design

Chair             Hitoshi Abe, Chair and Professor of Architecture and Urban Design
Vice-Chair        Neil Denari, Professor of Architecture and Urban Design
Associate Vice-Chair Heather Roberge, Assoc. Professor of Architecture and Urban Design

Full-Time Faculty

Dana Cuff, Professor of Architecture and Urban Design, Director CityLAB
Diane Favro, Professor of Architecture and Urban Design, Associate Dean of Academic Affairs, School of the Arts and Architecture
Co-Director Experiential Technologies Center
Craig Hodgetts, Professor of Architecture and Urban Design
Sylvia Lavin, Professor of Architectural History and Theory, Head of Ph.D program, Past Chair
Greg Lynn, Professor of Architecture and Urban Design
Mark Mack, Professor of Architecture and Urban Design
Thom Mayne, Distinguished Professor of Architecture and Urban Design
Michael Osman, Assistant Professor of Architectural History and Theory
Jason Payne, Associate Professor of Architecture and Urban Design, Core Curriculum Coordinator
Ben Refuerzo, Professor of Architecture and Urban Design, Associate Dean for Diversity, Equity, and Inclusion, School of the Arts and Architecture

Part-Time Instructional Faculty
Erin Besler, Visiting Assistant Professor in Architecture and Urban Design
Wil Carson, Lecturer in Architecture and Urban Design
Steven Christensen, Lecturer in Architecture and Urban Design
Kevin Daly, Lecturer in Architecture and Urban Design
Lisa Fetchko, Lecturer in Architecture and Urban Design
Ron Frankel, Lecturer in Architecture and Urban Design
Gabriel Fries-Briggs, Lecturer in Architecture and Urban Design
Margo Handwerker, Lecturer in Architectural History and Theory
Georgina Huljich, Adjunct Assistant Professor of Architecture and Urban Design, Director, Summer Program
Wonne Ickx, Visiting Assistant Professor in Architecture and Urban Design
Jeffrey Inaba, Lecturer in Architecture and Urban Design
Glen Irani, Lecturer in Architecture and Urban Design
Julia Koerner, Lecturer in Architecture and Urban Design, SupraSTUDIO
Andrew Kovacs, Visiting Assistant Professor in Architecture and Urban Design
Jimenez Lai, Lecturer in Architecture and Urban Design
Andrew Lantz, Lecturer in Architecture and Urban Design, Director, TeenArch Studio
Andrew Liang, Lecturer in Architecture and Urban Design, SUPRASTUDIO
Alan Locke, Adjunct Professor of Climatology and Environmental Control Systems
Todd Lynch, Lecturer in Architecture and Urban Design, Architect Licensing Advisor
Narineh Mirzaeian, Lecturer in Architecture and Urban Design
Marta Nowak, Lecturer in Architecture and Urban Design, SUPRASTUDIO
Guvenc Ozel, Lecturer in Architecture and Urban Design, IDEAS Technology Director
Marty Paull, Lecturer in Architecture and Urban Design
Mohamed Sharif, Lecturer in Architecture and Urban Design
Roger Sherman, Adjunct Professor of Architecture and Urban Design, Co-Director, CityLAB
Past Faculty

German Aparicio, Lecturer in Architecture and Urban Design, SUPRASTUDIO
Peter Ebner, Visiting Professor in Architecture and Urban Design
Kiduck Kim, Lecturer in Architecture and Urban Design, SUPRASTUDIO
Mark Lee, Lecturer in Architecture and Urban Design
John May, Lecturer in Architecture and Urban Design
David Montalba, Lecturer in Architecture and Urban Design
Hadrian Predock, Lecturer in Architecture and Urban Design
David Ross, Lecturer in Architecture and Urban Design, SUPRASTUDIO
Kivi Sotamaa, Associate Adjunct Professor of Architecture and Urban Design

Emeritus Faculty

Marvin Adelson, Professor Emeritus of Architecture and Urban Design
Samuel Aroni, Professor Emeritus of Architecture and Urban Design
Baruch Givoni, Professor Emeritus of Architecture and Urban Design
Thomas Hines, Professor Emeritus of History and Architecture
Eugene Kupper, Professor Emeritus of Architecture and Urban Design
Jurg Lang, Professor Emeritus of Architecture and Urban Design
Robin Liggett, Professor Emeritus of Architecture and Urban Design
Murray Milne, Research Professor Emeritus of Architecture and Urban Design
Barton Myers, Professor of Architecture and Urban Design
George Rand, Associate Professor Emeritus of Architecture and Urban Design
Richard Schoen, Research Professor Emeritus of Architecture and Urban Design
Thomas Vreeland, Professor Emeritus of Architecture and Urban Design
Richard Weinstein, Professor Emeritus of Architecture and Urban Design, Former Dean of the Graduate School of Architecture and Urban Planning

Faculty Matrix
The following pages include matrices for all Faculty teaching in the M.Arch I Degree Program during the 2013-14 and 2014-15 academic years. An updated supplemental matrix for the current academic year will be provided in advance of the visit and placed in the team room.

Faculty Resumes
Following the Faculty Matrix are resumes, using the required one-page template, for each full-time member of the instructional faculty who teaches in the professional degree program. Additional resume information beyond space limitations, including more extensive descriptions of research, awards, and professional accomplishments and credentials, can be also made available.
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### Spring Quarter 2015

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<tr>
<th>Faculty member (alpha order)</th>
<th>Summary of expertise, recent research, or experience (limit 25 words)</th>
<th>Course number</th>
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</table>
Faculty Resumes

Name: Hitoshi Abe, Dr. Eng.

Courses Taught (Four semesters prior to current visit):
- 401.1 Advanced Topics Studio (W 2015)
- 401.4 Advanced Topics Studio (W 2014)

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

Teaching Experience:
- 2007-present: Professor and Chair, UCLA Department of Architecture & Urban Design
- 2008: Visiting Professor at Department of Architecture and Building Science, Graduate School of Engineering, Tohoku University
- 2008: Professor, Salzburg Summer Academy
- 2006: Visiting Professor at University of California, Berkeley (Friedman Professor)
- 2002-2007: Professor, Graduate School of Engineering, Tohoku University
- 1998-2002: Associate Professor, Tohoku Institute of Technology
- 1997: Lecturer, Tohoku University

Professional Experience:
- 1992-present: Principal, Atelier Hitoshi Abe
- 2003-2007: Urban Design Advisor, Sendai Oroshisho Center

Licenses/Registration: N/A

Selected Publications and Recent Research:

Professional Memberships:
- 2004-present: Sendai Oroshisho Center Town Planning Committee
- 2004-2006: Sendai Scenery Council
- 2003-2007: Oroshimachi Revitalization Committee
Name: Erin Besler

Courses Taught (Four semesters prior to current visit):
- 220 Intro. to Computers (F 2013),
- 289.1 Tech. Seminar: The Entire Situation (S 2014),
- 289.2 Tech Seminar: Moving Constraint (S 2014),
- 401 Advanced Topics Studio (S 2014)
- 411 Studio (F 2013, F 2014)

Educational Credentials:
- 2012: M. Arch. I The Southern California Institute of Architecture
- 2004: B.A. Yale University

Teaching Experience:
- 2013-present: UCLA Department of Architecture & Urban Design (Teaching Fellow: 2013/14; Visiting Assistant Professor since 2014/15)
- 2013: Lecturer, University of Southern California, School of Architecture
- 2012-13: Assistant Teacher, The Southern California Institute of Architecture

Professional Experience:
- 2014-present: Besler & Sons (LA), Principal & Co-Founder
- 2012-13: OFFICE OF OUTDOOR RESEARCH/LANDSCAPE MORPHOLOGIES LA (LA), Researcher
- 2012-13: First Office (LA), Designer & Project Manager
- 2011-12: Testa/Weiser (LA), Designer
- 2010-11: ZAGO ARCHITECTURE (LA), Designer
- 2005-09: VOA Associates (CHICAGO), Associate & Designer
- 2004-05: Tigerman McCurry Architects (CHICAGO), Designer

Licenses/Registration:
- LEED AP, US Green Building Council

Selected Publications and Recent Research:
- 2015 “The New Creativity: Man and Machines” – Group Exhibition Curated by Sylvia Lavin and The UCLA Curatorial Project at the MAK Center for Art & Architecture, Schindler House
- 2015 Museum of Modern Art (MoMA) PS1 - Young Architects Program (YAP) Finalist – “Roof Deck” (New York)
- 2015 American Collegiate Schools of Architecture (ACSA) 103rd Annual Meeting, “The Problem.” Conference Topic Panel Co-Chair (Toronto)
- 2015 “Chatter: Architecture Talks Back” – Exhibition at the Art Institute of Chicago and Exhibition Catalog, Publication of Work, Text by Karen Kice (Art Institute of Chicago), Yale University Press
- 2015 “Along the Resolution Frontier” – Text co-authored with Ian Besler – Pidgin Journal

Professional Memberships: NA
Name: Dana Cuff

Courses Taught (Four semesters prior to current visit):
- 289.1: Domestic (Inter)Sections (F2013)
- 289.10: Making Urban Work (S2015)
- 291: The Program in Theory and Practice (F2014, F2013)
- Independent Studies: Design/Build Backyard BIHOME (full-scale demonstration house; with Kevin Daly) (W2015, S2015)

Educational Credentials:
- 1982: Ph.D Architecture, UC Berkeley
- 1976: BA Design; Psychology, UC Santa Cruz

Teaching Experience:
- 1994-present: UCLA; Professor (awarded 1999), Step VI (awarded 2013); Department of Architecture & Urban Design; Department of Urban Planning, non-voting appointment
- 2012-14 Chalmers University, Gothenburg University, Sweden; Adlerbertska President’s Chair, Visiting Professor
- 1992-94: UC San Diego School of Architecture; Associate Professor, Founding Faculty Member
- 1986-92: University of Southern California; Associate Professor, School of Urban and Regional Planning and School of Architecture
- 1983-86: Rice University School of Architecture; Assistant Professor
- 1981-83: University of Colorado, Boulder, College of Design and Planning; Assistant Professor

Professional Experience:
- 2006-present: Director and Founder, cityLAB, UCLA
- 2002-2006: Director and Founder, Institute for Pervasive Computing and Society, UCLA
- 1999-2006: Principal, Community Design Associates; Consulting in programming and community planning; affiliated with Kevin Daly Architects, Santa Monica

Selected Publications and Recent Research:
Name: Neil M. Denari, FAIA

Courses Taught (Four semesters prior to current visit):
- 412 Studio (W 2014)
- 415 Studio (W 2015)

Educational Credentials:
- 1982: Master of Architecture, Harvard University
- 1980: Bachelor of Architecture, University of Houston

Teaching Experience:
- 2008-present: Tenured Professor – UCLA Department of Architecture & Urban Design
- 2010: Visiting Professor – GSD Harvard University (Fall Semester)
- 2010: Visiting Professor – Cornell University-NYC (Summer Master Class)
- 2005-2008: Associate Professor in Residence – UCLA
- 2008: Herbert H. Greenwald Visiting Professor – University of Illinois, Chicago (1 Week Master Class; M.Arch)
- 2007: Esherick Visiting Professor – UC Berkeley (Fall Semester)
- 2007: Visiting Professor – Princeton University (Fall Semester)
- 2002-2005 Lecturer - UCLA Department of Architecture & Urban Design
- 1997-2001 Director - Southern California Institute of Architecture (SCI-Arc)
- 1995 Visiting Professor - Columbia University, New York
- 1993-1996 Visiting Professor - University of Texas at Arlington
- 1994 Banister Fletcher Visiting Lecturer – The Bartlett, University College London
- 1990-1992 Visiting Professor - Shibaura Institute of Technology, Tokyo
- 1988-1997 Studio Instructor - SCI-Arc, Los Angeles
- 1986-1987 Adjunct Assistant Professor - Columbia University, New York

Professional Experience:
- 1988-present: Neil M. Denari Architects, Inc. (NMDA) Principal
- 1983-86: James Stewart Polshek and Partners, New York. Senior Designer
- 1982: Aerospatiale Helicoptres, La Courneuve, France. Technical Intern

Licenses/Registration:
- California
- New York
- Texas

Selected Publications and Recent Research:
- "HL23." Log 29, Fall 2013: 100-9.
- Gyroscopic Horizons, New York: Princeton Architectural Press, 1999

Professional Memberships:
- 2015: FAIA
- 1999-present: AIA
Name: Diane Favro

Courses Taught (Four semesters prior to current visit):
- 289.1: Fornix-ation, the Roman Commemorative Arch (W2015)
- 289.4: Modern Architecture 1- Renaissance and Baroque (S 2015)
- 289.4: Modern Architecture 1- Renaissance and Baroque (F 2015)

Educational Credentials:
- 1984: Ph.D, History of Architecture, UC Berkeley
- 1976: MA, Art History, UCSB
- 1973: BA Art, San Jose State

Teaching Experience:
- 1999-present: Professor, UCLA Department of Architecture & Urban Design
- 1993-1999: Associate Professor, UCLA Department of Architecture & Urban Design
- 1993-1994: Visiting Professor Bilkent University, Ankara, Turkey
- 1980-1981: Florida A and M, Assistant Professor

Professional Experience:
- 2011-present: Archaeological Institute of America, Digital Committee
- 2000-present: Architectural consultant, excavations at Nysa, Olba, Magnesia, Rome

Licenses/Registration: N/A

Selected Publications and Recent Research:
- Visualizing Statues in the Late Antique Roman Forum, PI/Editor, launched October 2010
- The Urban Image of Augustan Rome, author, Cambridge University Press, 1996

Professional Memberships:
- Archaeological Institute of America
- Society of Architectural Historians [Past President]
Name: Gabriel Fries-Briggs

Courses Taught (Four semesters prior to current visit):
- 289.1 Integrated Building Systems/Ideal Pragmatics Tech. Seminar (S 2015)
- 411 Studio (F 2014)

Educational Credentials:
- 2014: M.Arch, Princeton University School of Architecture
- 2008: BA, Columbia University

Teaching Experience:

Professional Experience:
- 2013-present: Reimaging Fabrication, Founder
- 2012: MOS Architects
- 2011: All of the Above
- 2010-2011: Situ Studio

Licenses/Registration: N/A

Selected Publications and Recent Research:

Professional Memberships: N/A
Name: Margo Handwerker

Courses Taught (Four semesters prior to current visit):

- 289.2: Special Topics in Architecture & Urban Design (Ideas of Landscape) (F 2014)
- 289.3: Special Topics in Architecture & Urban Design (On the Frontier: Architecture & Extreme Environments) (F 2014)
- 289.6: Special Topics in Architecture & Urban Design (On the Frontier: Architecture & Extreme Environments) (F 2013)
- 289.3 Special Topics in Critical Studies in Architectural Culture/Modernism 3 (S 2014)
- 289.4: Special Topics in Critical Studies in Architectural Culture (Hi-C, with Sylvia Lavin) (S 2014)

Educational Credentials:

- In progress, PhD, Princeton University, Architectural History & Theory
- 2010: MA, Princeton University, Architectural History & Theory
- 2005: MA, School of the Art Institute of Chicago, Art History, Theory, & Criticism
- 2002: BA, Indiana University, Bloomington, Art History

Teaching Experience:

- 2012-present: Lecturer, UCLA Department of Architecture & Urban Design
- 2009-2013: Preceptor, Princeton University
- 2006-2007: Instructor, Glassel School of Art
- 2003-2005: Teaching Assistant, School of the Art Institute of Chicago

Professional Experience: N/A

Licenses/Registration: N/A

Selected Publications and Recent Research:

- Speaker, Society of Architectural Historians Annual Conference, Chicago (2015.)
- Speaker, College Art Association Annual Conference, New York (2015.)
- “New Jersey as Non-site at Princeton University Art Museum,” JAE (February 2014.)

Professional Memberships:

- Society of Architectural Historians, Member
- College Art Association, Member
- M12 Studio, Board of Directors, Secretary (2013), Chair (2014–present)
Name: Craig Hodgetts, FAIA

Courses Taught (Four semesters prior to current visit):
- 413 (F 2013)
- 414 Studio (S 2014)

Educational Credentials:
- 1966: M.Arch, Yale University
- 1960: BA, Oberlin College

Teaching Experience:
- 1994-present: Professor, UCLA Department of Architecture & Urban Design
- 1984-present: Graduate Thesis Advisor, Southern California Institute of Architecture
- 1990-1994: Professor, University of California San Diego
- 1982-1990: Adjunct Professor, Dept. of Architecture, University of Pennsylvania
- 1969-1972: Associate Dean, School of Design, California Institute of the Arts

Professional Experience:
- 1984-present: Principal, Co-Founder, Creative Director: Hodgetts + Fung Architecture
- 1989-present: Principal, Co-Founder: Harmonica, Inc.
- 1968-1983: Principal, Co-Founder: Studio Works
- 1967-1968: Designer, James Stirling
- 1967: Designer, Conklin and Rossant

Licenses/Registration:
- California

Selected Publications and Recent Research:
- Grant Recipient: Graham Foundation, for the publication of Biography of a Teaching Machine and Other Writings, a collection of Craig Hodgetts’ writings, 2015
- Exhibition: The New Creativity, Man and Machines, MAK Center for Art and Architecture, June 2015
- Exhibition: Never Built Los Angeles, A+D Museum, Los Angeles, 2013
- Exhibition: A New Sculpturalism: Contemporary Architecture from Southern California, MOCA, Los Angeles, 2013
- Monograph: Hodgetts + Fung, China Architecture and Building Press, 2005

Professional Memberships:
- FAIA
Name: Georgina Huljich

Courses Taught (Four semesters prior to current visit):
- 401.1 Advanced Topic Studio (W 2014, W 2015)
- 411 Studio (F 2013)
- 413 Studio (F 2013)

Educational Credentials:
- 2003: M.Arch, UCLA, 2003
- 2001: Diploma, UNR. Universidad Nacional de Rosario, Argentina, School of Architecture, Planning and Design

Teaching Experience:
- 2006-present: Adjunct Assistant Professor and Director of A.UD Summer Programs, UCLA Department of Architecture & Urban Design
- 2012: Louis Kahn Visiting Assistant Professor, Yale University
- 2006: Tokyo Institute of Technology, Department of Architecture and Building Engineering; Visiting Professor / Elastic Interstices Workshop
- 2005-2006: UC Berkeley, School of Architecture, Berkeley; Maybeck Fellow
- 2005: Lecturer, University of Southern California, School of Architecture

Professional Experience:
- 2006-present: Co Principal of PATTERNS, Los Angeles
- 2001-2002: Designer, Morphosis Architects, Los Angeles
- 1999-2001: Designer, Kearney Architects, Rosario, Argentina
- 1996-1997 Internship in Architecture Department, Guggenheim Museum, New York

Licenses/Registration: Argentina

Selected Publications and Recent Research:
- 2013 A New Sculpturalism, Contemporary Architecture from Southern California, C. Mount
- 2013 Indesign, New York, League of Shadows Graduation Pavilion
- 2012 LA Times, League of Shadows, Los Angeles, California, by Larry Gordon;
- 2012 Art Forum, MoF by Helene Furjan
- 2010 21st Century World Architecture, Liaoning Publishers, China;
- 2010: Architecture in Latin America, PHAIDON
- 2010 Praxis, 11 Architects, 11 Questions, US; Metropolis Magazine, New York, Prism Gallery
- 2009 1000 x World Architects, Fusion Publishers
- 2009 Angeleno Magazine, Los Angeles
- 2008 Beijing Biennale, Edited by Neil Leach
- 2008 A+U, Japan, Los Angeles Issue
- 2007 Shenzhen – Hong Kong Biennale, Ed. by Qingyun Ma

Professional Memberships: N/A
Name: Julia Koerner

Courses Taught (Four semesters prior to current visit):
- 289.8 Transform Fabrication I Tech. Seminar: (F 2013, 2014)

Educational Credentials:
- 2009: MAG.ARCH. University of Applied Arts Vienna Austria - Magister of Architecture
- 2005: BS, University of Technology Vienna

Teaching Experience:
- 2012-present: Lecturer, UCLA Department of Architecture & Urban Design
- 2014 Workshop: RETHINKING THE DIGITAL - IED Madrid
- 2014 Workshop: DIGITALLY CRAFTED COLUMNS - AA Visiting School, Jordan
- 2012 Workshop: CIPHER SYSTEMS – Lund University, Sweden
- 2011 Workshop: SCOPIC ASSEMBLAGE - Lund University, Sweden
- 2011 Workshop: STEREO VOGUE - AA Visiting School, Paris
- 2010 Workshop: SYNTHETIC AESTHETICS - Lund University, Sweden
- 2010 Workshop: DETAIL & HUE with Florencia Pita - Lund University, Sweden

Professional Experience:
- 2012-2014: Collaboration with Iris Van Herpen Fashion Designer
- 2007-2012: Designer and Project Manager, Ross Lovegrove
- 2006-2007: Intern, Gage and Clemenceau Architects
- 2004: Intern, One Room Architects

Licenses/Registration: N/A

Selected Publications and Recent Research:
- 2014: NATIONAL GEOGRAPHIC MAGAZINE - December Issue - “Just Press Print”
- 2014: Dezeen Interview “Technology adds an incredible advantage to fashion design”
- 2014: POST MATTER “Interview Artificial & Organic”
- 2014: AD Magazine - December Issue
- 2014: Vienna for Art's Sake! Archive Austria / Contemporary Art - Curated by Peter Noever - Imago Mundi - Fabrica - Luciano Benetton Collection
- 2014: ARCHILAB - NATURALIZING ARCHITECTURE - 3d printed dresses in collaboration with IVH - FRAC CENTRE: Orléans / FRANCE
- 2013: ACADIA Conference - Adaptive Architecture

Professional Memberships:
- AA London
- Initiative Architektur Salzburg Austria
Name: Andrew Kovacs

Courses Taught (Four semesters prior to current visit):
- 411 Studio: (F 2013, F 2014)
- 412 Studio: (W 2014)
- 414 Studio: (S 2014, S 2015)

Educational Credentials:
- 2012: M.Arch Princeton University (M.Arch.)
- 2006: B.Arch Syracuse University (B.Arch.)
- 2004-2005: Architecture Association (Visiting Student)

Teaching Experience:
- 2012-present: UCLA Department of Architecture & Urban Design (Teaching Fellow: 2012/13; Visiting Assistant Professor since 2013/14)
- 2011-2012: Princeton University Teaching Assistant

Professional Experience:
- 2008: Atelier Bow-Wow
- 2007-2008: OMA Rotterdam
- 2005-2006: OMA-NY/REX

Licenses/Registration: N/A

Selected Publications and Recent Research:
- Recent articles in: Clog, Domus, Fulcrum, Perspecta, Pidgin, and Project
- Ongoing professional research: Architectural Affinities

Professional Memberships: N/A
Name: Jimenez Lai

Courses Taught (Four semesters prior to current visit):
- 289.6 Archi Opera Tech. Seminar (S 2015)
- 411 Studio: (F 2014)
- 412 Studio: (W 2015)

Educational Credentials:
- 2007: Master of Architecture, University of Toronto: Faculty of Architecture, Landscape and Design.
- 2002: BA, Hon. University of Toronto

Teaching Experience:
- 2014-present: Lecturer, UCLA Department of Architecture & Urban Design
- 2014: Visiting Critic, Syracuse University
- 2008-2014: Assistant Professor, University of Illinois at Chicago
- 2007-2008: LeFevre Fellow, The Ohio State University
- 2004-2005: Howarth-Wright Fellow, Taliesin West

Professional Experience:
- 2008-present: Founding Partner, BUREAU SPECTACULAR. Chicago, IL – Los Angeles, CA
- 2007: OMA. Rotterdam, NL.
- 2005: Atelier Van Lieshout. Rotterdam, NL

Licenses/Registration: N/A

Selected Publications and Recent Research:
- Treatise Series / Politics of Flatness, Organizer and Founder of Publication Series, Published by the Graham Foundation, 2014
- Log / Issue 22, Entry: “Primitives”

Professional Memberships: N/A
Name: Sylvia Lavin

Courses Taught (Four semesters prior to current visit):
- M201 Theories of Architecture (W 2014, W 2015)
- 289.1 Creative Space (W 2014)
- 289.4 Critical Studies Seminar/Hi-C (S 2014)
- 289.4 Building Postmodernism (W 2015)
- 289.7 Critical Studies Seminar/Hi-C (S 2015)

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

Teaching Experience:
- 2000-present: Professor, UCLA Department of Architecture & Urban Design
- 2008: Visiting Professor, Princeton University
- 2005-2007: Visiting Professor, GSD, Harvard University

Professional Experience:
- 2015: Rose Art Museum, Head of Selection Jury
- 2014: Topaz Jury
- 2014: SOM Jury
- 2011: Broad Museum, architectural selection committee

Licenses/Registration: N/A

Selected Publications and Recent Research:
- Everything Loose Will Land, exhibition catalog, edited; MAK Center and Verlag fur Kunst, 2013.
- Arts and Letters Award in Architecture 2011
- Getty Center Research Grant 2011-12, 2004-5, 1989-90
- Graham Foundation Grant 2011

Professional Memberships:
- International Advisory Board, Chicago Bienial
- International Advisory Board, Art History
- Canadian Center for Architecture, Board Member
Name: Alan Locke, PE

Courses Taught (Four semesters prior to current visit):
- 442 Building Climatology: (S 2014, S 2015)

Educational Credentials:
- 1985: Master of Science, Fuel Technology, Middlesex University, London, UK
- 1979: Bachelor of Science, Mechanical and Industrial Engineering, Napier University of Commerce and Technology, Edinburgh

Teaching Experience:
- 1997-present: Adjunct Professor, UCLA Department of Architecture & Urban Design
- 1994: Lecturer at USC School of Architecture, Mechanical, Electrical and Plumbing Systems

Professional Experience:
- 2013-present: Senior Principal, Stantec
- 1999-2013: IBE Consulting Engineers, Los Angeles
- 1979-1999: Arup Consulting Engineers (in London and Los Angeles)

Licenses/Registration:
- Arizona PE
- California PE
- New Jersey PE
- Nevada PE
- Texas PE
- Chartered Engineer: Engineering Council, UK

Selected Publications and Recent Research: N/A

Professional Memberships:
- ASHRAE (American Society of Heating, Refrigeration and Air Conditioning Engineers)
Name: Todd Lynch, AIA

Courses Taught (Four semesters prior to current visit):
- 461 Architectural Practice Coordinator (S 2014, 2015)
- 596 Independent Study – ARE preparation (W 2015)

Educational Credentials:
- 1998: M.Arch, UC Berkeley
- 1993: BA, Yale University

Teaching Experience:
- 2009-present: Lecturer, Architectural Practice, UCLA Department of Architecture & Urban Design
  - Architect Licensing Advisor, UCLA Department of Architecture & Urban Design
- 2014-2015 USGBC Students at UCLA Organization – GA Exam workshop and event curriculum
- 2011-present – Education for Sustainable Living Program - Action Research Team Stakeholder
- 2000-2009 – Green Building lectures and in-house workshops, Bohlin Cywinski Jackson, Ballinger
- 1996-1998 – Teaching Assistant, Building Science, UC Berkeley

Professional Experience:
- 2009-present: Principal Project Planner, UCLA Capital Planning and Finance, Capital Programs
  - Sustainability Specialist – Campus Green Building Certification – 19 LEED Certifications
  - Associate for Tod Williams Billie Tsien Architects - Barnes Foundation, Philadelphia
  - Associate for Fumihiko Maki and Associates – Annenberg Public Policy Center
- 2002-2005: Project Architect, Bohlin Cywinski Jackson, Philadelphia
- 1998-2002: Bohlin Cywinski Jackson, Seattle

Licenses/Registration:
- Pennsylvania
- Washington

Selected Publications and Recent Research:
- “LEED Certification Signals Sustainability” – Daily Bruin Video, 2014
- Projects featured in – 2013 Honor Awards: The Barnes Foundation, Architect, 06/2013
  - “The Barnes Foundation” Architectural Record, 06/2012.
  - APPC – Shinkenchiku, Japan 01/2010 Cover and pp 82-87; 05/2008 Japan pp 112-117.
  - “Peter Bohlin AIA Gold Medal,” Architectural Record, 06/2010, p 88.
  - Seattle Civic Center, City Hall, essay in Civic Builders, (Wiley-Academy 2002, pp196-199)

Professional Memberships:
- AIA, NCARB
- AIAS – Faculty Advisor
- US Green Building Council - LEED AP BD+C, Center For Green Schools, USGBC Students
- Society for Campus and University Planners (SCUP)
- UCLA Sustainability Committee, UC Green Buildings Working Group
Name: Greg Lynn

Courses Taught (Four semesters prior to current visit):
• 403 SUPRASTUDIO Research Studio (2013/2014 and 2014/2015)

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

Teaching Experience:
• 1999-present, Lecturer then Studio Professor, UCLA Department of Architecture & Urban Design
• 2000-present, Bishop Visiting Professor, Yale University, SOA
• 1999-present, o. Univ. Prof. University of Applied Arts Vienna, Institute of Architecture
• 1999-2002, Professor, Swiss Federal Institute of Technology in Zurich (ETHZ)
• 1994-1999, Lecturer, Columbia University, Graduate School of Architecture
• 1993, Lecturer, University of Illinois Chicago

Professional Experience:
• 1994-present: Founder, Greg Lynn FORM
• 2015-present: Chief Creative Officer and Co-Founder, Piaggio Fast Forward, Cambridge, MA
• 2015-present: Design Director & Advisory Board Member, Curbside, Palo Alto, CA
• 2015-present: Director, California Carbon Industry, El Segundo, CA
• 1988-1993: Eisenman Architects
• 1987: Antoine Predock Architect

Licenses/Registration: N/A

Selected Publications and Recent Research:
• Greg Lynn Form, New York: Rizzoli, 2008.

Professional Memberships: N/A
Name: Mark Mack

Courses Taught (Four semesters prior to current visit):
- 401.3 Advanced Topics Studio (W 2015)
- 403 A, B, C Research Studio (2013/2014)
- 414 Studio: (S 2014, S 2015)
- 415 Studio (W 2014)
- 437 Building Construction: (S 2014, S 2015)

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

Teaching Experience:
- 1993-present: Professor, UCLA Department of Architecture & Urban Design
- 2007: Visiting Professor, Seoul National University of Technology, South Korea
- 1996: Hyde Chair, University of Nebraska
- 1987-1993: Professor, University of California at Berkeley

Professional Experience:
- 1984-present: mack Architect(s)
- 1978-1984: Batey and Mack

Licenses/Registration: California

Selected Publications and Recent Research:
- Canal House in VeniceCA, Art+Architecture in a Maverick Community, Webb, Michael
- New York: Abrahams, 2007
- Fukuoka Housing and Abbott Kinney Housing in Housing is Back, Ebner, Peter.

Professional Memberships:
- Board Member, MAK Center, Los Angeles, 2007-presenter
Name: Thom Mayne, FAIA

Courses Taught (Four semesters prior to current visit):

Educational Credentials:
- 1978: M.Arch., Harvard University GSD
- 1968: B.Arch, University of Southern California School of Architecture

Teaching Experience:
- 1993-present: Distinguished Professor, UCLA, Department of Architecture & Urban Design
- 1991: Eliel Saarinen Chair, Yale School of Architecture, Yale University

Professional Experience:
- 1972-present: Founder, Director of MorphOsis Architects

Licenses/Registration:
- California
- Louisiana
- New York
- Texas
- National Council of Architectural Registration Boards (NCARB)

Selected Publications and Recent Research:
- Haiti NOW, Los Angeles: the NOW Institute 2015
- Culture NOW Los Angeles: the NOW Institute, 2010

Professional Memberships:
- Forum for Urban Design / Member 2011-Present
- Actors Fund Development Corporation/Advisory Committee 2011-Present
- Southern California Institute of Architecture/Board of Trustees 2011-Present
- Guiding Principles for Federal Design /Advisory Board 2011
- President's Committee for Arts on Humanities / Member 2010-Present
- American Academy of Arts and Letters / Member 2010-Present
- Institute of Urban Design/ Board 2008 - Present
- American Academy in Rome / Trustee 2007 - Present
- A+D Architecture and Design Museum Los Angeles / Advisory Board 2001 - Present
- American Institute of Architects (FAIA) 1999
- Global Green USA / Advisory Board 2007 - Present
- Architecture League of New York/ Board
- American Academy of Arts and Sciences/ Member
- National Academy of Design/ Member
Name: Michael Osman

Courses Taught (Four semesters prior to current visit):
- 289.3 “Architecture & Industry” (W 2015)
- 289.7 “Architecture & Industry” (S 2014)
- 289.6 “Building Machines” (F 2014)

Educational Credentials:
- 2008: Ph.D, Massachusetts Institute of Technology
- 2001: M.Arch I, Yale School of Architecture
- 1998: BA, University of Chicago

Teaching Experience:
- 2008-present: Assistant Professor, UCLA, Department of Architecture & Urban Design
- 2006-2008: Yale School of Architecture

Professional Experience:
- 2000: Zaha Hadid Architects

Licenses/Registration: N/A

Selected Publications and Recent Research:

Professional Memberships:
- Society of Architectural Historians
Name: Guvenc Ozel

Courses Taught (Four semesters prior to current visit):
- 289.9 Tech. Seminar ‘Golems’ (W 2014)
- 401.2 Advanced Topics Studio (F 2014)
- 401.3 Advanced Topics Studio (F 2013)

Educational Credentials:
- 2005: M.Arch I, Yale School of Architecture
- 2002: BA, Bennington College

Teaching Experience:
- 2013-present: Lecturer, IDEAS Technology Director, UCLA, Department of Architecture & Urban Design
- 2011-2013: Assistant Professor, University of Applied Arts Vienna
- 2009-2011: Adjunct Professor, Woodbury University
- 2003-2005: Teaching Fellow, Yale University

Professional Experience:
- 2009-present: Principal, Ozel Office Inc.
- 2008-2009: Senior Designer, 5+ Design LLC
- 2005-2008: Designer, Gehry Partners

Licenses/Registration:
- Istanbul Chamber of Architects, Turkey (2006)

Selected Publications and Recent Research:

Professional Memberships: N/A
Name: Martin Paull

Courses Taught (Four semesters prior to current visit):
- 431 Structures I (F 2013, F 2014)
- 432 Structures II (W 2014, 2015)
- 433 Structures III (S 2014, 2015)

Educational Credentials:
- 1968: BS Columbia University, Electronic and Electrical Engineering with a concentration in Bioelectronics
- 1987: M. Arch, Southern California Institute of Architecture

Teaching Experience:
- 1999-present: Continuing Lecturer, UCLA Department of Architecture & Urban Design
- 1982-2006: Instructor and Assistant Coordinator of the Department of Science and Technology, The Southern California Institute of Architecture
- 1991-1994: Chair, Department of Science and Technology, The Southern California Institute of Architecture

Professional Experience:
- 1981-present: Martin Paull Design Studio

Licenses/Registration: N/A

Selected Publications and Recent Research:
- Distinguished Visiting Lecturer CSUN. A series of three lectures, one each year 2011-2013, “Structure as Provocation,” “Structure as Opportunity,” “Structure as Intersection.”

Professional Memberships: N/A
Name: Jason Payne

Courses Taught (Four semesters prior to current visit):
- 289.9 Tech. Seminar ‘Golems’ (W 2014)
- 401 Advanced Topics Studio (S 2014)
- 403 A, B, C Research Studio Sequence (F 2014/W and S 2015)

Educational Credentials:
- 1995: MSAAD, Columbia University
- 1994: B. Arch, Southern California Institute of Architecture

Teaching Experience:
- 2014-present: Associate Professor, UCLA Department of Architecture & Urban Design
- 2002-2014: Assistant Professor, UCLA Department of Architecture & Urban Design
- 2015: University of Pennsylvania
- 2014: Southern California Institute of Architecture
- 2011: The Ohio State University Knowlton School of Architecture
- 2011: Southern California Institute of Architecture
- 2009: University of Illinois at Chicago School of Architecture
- 2000-02: Rice University School of Architecture
- 1998-00: Pratt Institute School of Architecture
- 1996-98: Rensselaer Polytechnic Institute
- 1997: Bennington College

Professional Experience:
- 2006-present: Hirsuta LLC, LA, Founder and Principal
- 1999-2006: Gnuform LLC, Founder and Co-Principal
- 1996: Moving Pixels, Architectural Consultant
- 1995: Daniel Libeskind Architectural Studio, Project Designer

Licenses/Registration: N/A

Selected Publications and Recent Research:

Professional Memberships:
- ACSA
Name: Ben Refuerzo

Courses Taught (Four semesters prior to current visit):
- 289.8 Digital Fabrication Tech. Seminar (S 2014)
- 401.3 Advanced Topics Studio 9F 2014)
- 401.4 Advanced Topics Studio (F 2013)
- 415 Studio (W 2014)

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

Teaching Experience:
- 1999-present: Professor, UCLA Department of Architecture & Urban Design
- 1992-1999: Associate Professor, UCLA Department of Architecture & Urban Design
- 1984-1992: Assistant Professor, UCLA Department of Architecture & Urban Design
- 1979-1984: Assistant Professor, University of Texas at Austin
- 1976-1979: Lecturer, University of Michigan

Professional Experience:
- 1980s-present: Principal, R-2ARCH

Licenses/Registration: N/A

Selected Publications and Recent Research:
- “Refuerzo, Ben J. and Verderber, Stephen, Innovations in Hospice Architecture, Taylor and Frances, 2005
- “R2-ARCH – Quachita Parish Community Healthcare Center (West Monroe, Louisiana) and the proposal for a community care clinic in Richland Parish (Rayville, Louisiana),” Architecktura & Biznes (Poland, December 2004)

Professional Memberships: N/A
Name: Heather Roberge

Courses Taught (Four semesters prior to current visit):
- 289.3 Exercises in Plasticity Tech. Seminar (W 2014)
- 401 Advanced Topics Studio (S 2014)
- 403 A, B, C Research Studio Sequence (F 2014/W and S 2015)

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

Teaching Experience:
- 2014-present: Associate Professor, UCLA Department of Architecture & Urban Design
- 2002-2014: Assistant Professor, UCLA Department of Architecture & Urban Design
- 1998-2000: Pratt Institute, Brooklyn, NY
- 1997-1999: Rensselaer Polytechnic Institute, Troy, NY

Professional Experience:
- 2008-present: Principal, Murmur: Architecture and Environments
- 2000-2008: Co-Principal, Gnuform
- 2000-2002: Project Designer, Hellmuth, Obata, Kassabaum, Houston TX

Licenses/Registration: N/A

Selected Publications and Recent Research:
- Solo Exhibition, En Pointe, SCI-Arc Gallery, Los Angeles, CA. June-August 2015.
- 2015 Grant Recipient, UCLA Faculty Research Grant Program, Project funding ($4700) for exhibition, En Pointe.
- 2014 Grant Recipient, Charles Moore Traveling Grant ($12,000), UCLA A.U.D, Genealogies of the Column, Arch 403 Studio.
- 2014 Grant Recipient, Pasadena Art Alliance, Project funding ($6000) for exhibition, En Pointe.
- 2014 Grant Recipient, UCLA Arts Arts Initiative Award, Research funding ($13,500) for project entitled “Responsive Tooling”, with Noa Kaplan, UCLA Design Media Arts (D|MA.)

Professional Memberships:
- Associate AIA
Name: Mohamed Sharif

Courses Taught (Four semesters prior to current visit):
- 401 Advanced Topics Studio (S 2014, S 2015)
- 412 Studio (W 2014)
- 415 Studio (W 2015)

Educational Credentials:
- 1993: B.Sc. (Hons.) Architecture, The Robert Gordon University, Aberdeen, UK

Teaching Experience:
- 2011-present: Lecturer, UCLA Department of Architecture & Urban Design
- 2010-2011: Design Faculty and Critical Studies Faculty, The Southern California Institute of Architecture
- 2007-2010: Assistant Chair, Architecture/landscape/Interiors, OTIS College of Art and Design
- 2007-2010: Visiting Critic, Rhode Island School of Design
- 2001-2005: Assistant Professor, Cal Poly Pomona
- 1994-1996: Lecturer, the Robert Gordon University, Aberdeen, UK

Professional Experience:
- 2000-present: Principal, Bureau for Architecture and Design
- 2005-2008: Associate, Koning Eizenberg Architecture

Licenses/Registration: N/A

Selected Publications and Recent Research:
- 2010: Review of Gregory Michael Hernandez's installation 'Rebuilt Homestead' in X-TRA Contemporary Art Quarterly (Volume 13 No. 2)
- 2010: Notes on abductive experimentation in ACADIA 2010 conference publication
- 2010: Review of 'Ira Rakatansky: As Modern As Tomorrow' (John Caserta, Lynnette Widder, editors) in arq 14:3 (Architectural Research Quarterly; Cambridge University Press, Cambridge, UK)
- 2010: Observation on Juan Azulay/Matter Management's recent installation 'Vivarium' in Log Journal for Architecture #19 (Anyone Corporation, New York, NY)
- 2010: 'Six for a City' (review of the exhibition 'Craig Hodgetts: Playmaker') in Constructs: Yale Architecture Spring 2010
- 2010: 'Jonesing for Some Discipline: Notes on Meet the Nelsons' in 'Meet the Nelsons' by Wes Jones (January 2010, R.A.M Publications. Los Angeles, CA)

Professional Memberships:
- Associate AIA
- Los Angeles Forum for Architecture and Urban Design, Advisory Board Member
Name: Roger Sherman, AIA

Courses Taught (Four semesters prior to current visit):
- 289.4 OP CITY: Figuring the Urban Future and its Audiences (W 2014)
- 289.5 OP CITY: Figuring the Urban Future and its Audiences (W 2015)
- 412 Studio (W 2014, W 2015)
- 413 Studio (F 2013, F 2014)
- 414 Studio (S 2014, S 2015)

Educational Credentials:
- 1985: M. Arch Harvard GSD
- 1980: B.A. Architecture, University of Pennsylvania

Teaching Experience:
- 2006-present: Adjunct Professor, UCLA Department of Architecture & Urban Design
- 1999-1988: Lecturer, UCLA Department of Architecture & Urban Design
- Various dates since 2000: Visiting Professorships @ University of Toronto, Harvard University GSD, Syracuse University, Arizona State University, University of Michigan

Professional Experience:
- 2015-present: Principal, Director of Urban Projects, Gensler, Los Angeles
- 1988-2015: Principal, ROGER SHERMAN ARCHITECTURE AND URBAN DESIGN

Licenses/Registration:
- California
- New York

Selected Publications and Recent Research:
- Fast Forward Urbanism (with Dana Cuff), New York: Princeton Architectural Press, 2011
- LA Under the Influence, Minneapolis: University of Minnesota Press, 2011

Professional Memberships:
- AIA
Staff

A.UD has a well-developed support staff which contributes to the academic and research programs, administrations, and community relations. In particular, the full-time staff includes a Chief Administrative Officer, a Management Services Officer, an Assistant to the Chair, two Student Advisors, an Admissions Assistant, a Director of Special Projects, a Shop Supervisor, and a Director of Technology. SOAA Dean’s Office Staff provide additional support as well as 10-14 part time student assistants. Over 85% of staff effort is expended in support of the Department’s administrative mission.

Human Resource Development – Staff
Policies and procedures governing staff Human Resources are presented on the UCLA Campus Human Resources Website at: http://chr.ucla.edu

On this site information is provided for Benefits and compensation, Career opportunities, Childcare, Conflict resolution, Employee counseling, Management and Supervision, New Employees, Policies and Labor Contracts, Staff Diversity - Equal opportunity, Training and Development, and Human Resources Administration. Note that faculty also enjoy access to many of these campus benefits, such as childcare or training and development.

As a seat of higher learning, UCLA strongly supports opportunities for all staff (and faculty) to gain new knowledge and skills that will help to advance them in their careers and lives. The campus makes extensive educational and training programs available to staff and encourages managers to allow employees paid time off for training activities to the extent compatible with their assigned job duties, and to make employees aware of these many opportunities and events. The Training and Development policies and resources found on the UCLA Campus Human Resources website include: Career Development Programs, Departmental Employee Services, educational and employee development benefits, the Professional Development Program (PDP), the Staff Enrichment Program (SEP), training courses and workshops, a training and development directory, training certificate programs, and the UC Training Institute. More information about these programs is available online or can be provided.

Technical, Administrative, and Support Staff

Chief Administrative Officer  Olga Duka, formerly Jason Corbett, Areli Lucatero
Oversees staff and department operations; manages budgets & expenditures for all funds; processes Bruin Buy purchase orders and invoices; processes Travel Express reimbursements; reconciles ledgers and recharges; submits deposits to Main Cashiers; oversees student billing for sales and service operations; submits contracts and grants

Student Affairs Officers  Verlena Johnson, Jim Kies, formerly Nayla Huq
Advises prospective students regarding course requirements, admissions policies; advises current students on course of study, graduation requirements; coordinates course schedules, and TA assignments with faculty; responsible for inputting course requirements, changes in program requirements; coordinates commencement, student awards program, student support committee; organizes grading; oversees sending application materials to prospective students, organizes admissions processes and ensures files are ready for faculty review; maintains student data base; supervises work study students

Academic Personnel Coordinator  Michelle Gamboa-Huitron
Administers academic budget, appointments, and actions; processes faculty, staff, and student employee hire data; collects and inputs time reports; advises employees regarding benefits; assists Chair with course scheduling; building security; coordinates academic searches and visiting scholars; assists with BruinBuy and Travel Express transactions
Director of Special Projects  Caroline Blackburn
Works with designers on posters, mailings, and other publicity; coordinates departmental catalogue; coordinates publicity with Dean's Office; coordinates lecture series and department exhibitions; coordinates department guests and special events; edits publications and coordinates with publisher/designer; supervises set up of exhibits; maintains department website; coordinates final review schedule, refreshments, Open Houses; manages public areas of building

Director of Program Development and Career Services  formerly Leila Hamidi
Programming, community and professional relations; maintains Jobs Board; alumni relations and events

Director of Technology  Linda Holmes, formerly Anthony Caldwell
Manages network operations, planning, and design; technical planning, implementation; programming; performs billing uploads; building security; supports classroom technology; supervises technical staff and student assistants; coordinates CCLE course management system for faculty; analyzes building use for renovation and other projects

Helpdesk Coordinator  Jacqueline Montes
Manages Print Lab, Help Desk, Media Center; coordinates hardware and software maintenance; management and technical assistance with classroom / audiovisual systems

Shop Supervisor  Philip Soderlind
Supervises Shop operations and maintenance of all shop equipment; trains students on shop equipment and safety procedures; orders equipment and supplies for shop; serves as Building and Safety coordinator; sets up spaces for special events; leads crews on building projects; supervises student assistants

Assistant to the Chair  Lisa Rayburn-Parks, formerly Frances Saunders
Oversees Chair's schedule and communications; assists and advises Chair; processes travel reimbursements; meeting and schedule coordination; maintains faculty lists; facilitates faculty, staff, and student communication with Chair

Administrative Specialist  Carlos Rocha, formerly Nam Chan
Reception, telephone; mail distribution; processes Bruin Buy orders; processes Travel Express reimbursements; coordinates course / room scheduling; collects course outlines and syllabi; coordinates course evaluations process; course reader ordering; admissions processing; inputs student applicant data

Arts Library – See Information Resources for more detail

Architectural Librarian  Janine Henri
Library Assistant  William Huggins

IDEAS Campus

IDEAS Program Director  Valerie Leblond
IDEAS Technology Director  Guvenc Ozel
IDEAS Lab Manager  Peter Vikar
Architect Licensing Advisor

An Architect Licensing Advisor (formerly Intern Development Program [IDP] Educator Coordinator) has been appointed, is trained in the issues of IDP, has regular communication with students, is fulfilling the requirements as outlined by NCARB, and regularly attends ALA training and development programs.

Todd Lynch, AIA, NCARB, AP LEED BD+C, has served as the A.UD Architect Licensing Advisor since joining UCLA in the 2009-2010 academic year. Since his appointment to this position, Todd has attended every annual summer meeting or summit of the NCARB Architect Licensing Advisor Community (formerly IDP Coordinators Conference). There he has learned about the many new developments for the IDP, ARE, and issues in Licensure directly from NCARB and other collaboratives including representatives from ACSA, AIA, AIAS, as well as his fellow advisors, educators, and practitioners. Upon return, Todd briefs the Chair, faculty, and students on new developments as appropriate. During the academic year between sessions, Todd reads and reviews the postings and inquiries on the Architect Licensing community blog to be aware of issues facing other advisers and interns and to keep track of announcements.

At several points during the academic year, Todd makes presentations to overview the path to licensure. At the beginning of the year to welcome incoming students, during the annual open house for prospects and visitor, and two or three other lunchtime presentations roughly once a quarter or more often, according to student interest. These presentations review the details of the Intern Development Program and ARE as well as other licensing requirements in California and elsewhere. One of them was a hosted presentation by Martin Smith of NCARB. Todd sends out email announcements to announce opportunities to earn credit hours during school or during breaks, such as design competitions, volunteer service opportunities, or events in the local professional community. Often, announcement timing is planned around student breaks.

Todd provides links and content for an updated "Professional Resources" page on the A.UD website. He coordinates with Campus project design and construction teams to provide construction tours of job sites for students and IDP candidates. These Campus Construction Tours are promoted by AIAS and USGBC Students at UCLA, two student groups for which Todd is a Faculty Advisor. Whenever possible, Todd participates in AIAS career events and firm visits, and coordinates with other Department staff on career development and alumni outreach efforts.

Todd is a regular resource to graduates as well as current students, as well as undergraduates. He is Mentor or Supervisor for several interns both at UCLA and for an emerging professional community of alumni and graduates of other institutions, through the local AIA-LA mentoring program. He has helped many students to navigate and complete eligibility requirements for enrolling in IDP, and has also directed Independent Study work by students preparing for ARE exam topics.

One former student and teaching assistant for Todd has now become an Architect Licensing Advisor himself, while several former members of USGBC Students are now working in green construction, one as a consultant to two projects at UCLA. He has nominated other students to participate in the NCARB Intern Think Tank, and is hoping to identify a student volunteer to act as an A.UD Student Licensing Advisor.

Like many other Licensing Advisors, Todd also teaches in the professional practice area, including AUD 461. In redesigning that curriculum, he foregrounded the Path to Licensure, IDP and ARE details, and other California Licensure requirements. He has recently worked with the Chair to envison possible department approaches to NCARB’s request for proposals to offer an additional integrated path to licensure, also participating in the discussion of this topic at the California Architects Board spring meeting.

Beyond these efforts and department events, Todd maintains his NCARB certificate and license and attends professional development events or completes online coursework to earn Continuing Education and Health Safety Welfare credit for his AIA membership in good standing, as well as to monitor developments in licensure and advising, green building, and code developments.
Human Resources - Support Services for Student Advising and Career Services

Students
There are 119 M.Arch I students out of a total of 236 in Architecture and Urban Design. Each year approximately 40-50 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 6 years, the program has averaged 372 applications per year with 123 applicants being admitted, for a selectivity rate of 34%.

Approximately half of the entering students have completed an undergraduate major in architecture. Of the students who entered the M.Arch I program between Fall 2010 and Fall 2014, 90% have either graduated or are still in the program. Of the students entering the program between fall 2008 and fall 2013, 97% completed the program in three years.

Human Resource Development – 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 programs, standards, and requirements by a staff Student Advisor who works in conjunction with assigned faculty members. The Student Advisor administers policies for students 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, scholarship, fellowships, and award programs internal to the Department.

As students proceed through the program the Student Advisor keeps them informed of graduation requirements and compliance with degree criteria. Students are warned of potential problems, and solutions are discussed as necessary. Financial assistance questions are fielded by the Student Advisor who works with the Department’s Student Support Committee and Chair, responsible parties for the disbursement of available funds. The Student Advisor can also refer students 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 responsible for monitoring the student’s general progress, giving academic and career advice as needed, and discussing the student’s program of study. 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.

The many sources of financial support for graduate students include 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. A number of travel opportunities are offered the M.Arch I students through fellowship-related funding or through exchange programs. To maintain quality in our M.Arch I professional programs in the face of past budget cuts to state funding, a Professional Degree Supplemental Tuition (PDST) charge was established in 2010 to augment available state support per student. The PDST brought the cost of A.UD attendance closer to the tuition levels of other institutions though still lower, while the new source of funding allowed Department programs and facilities to stay strong. In addition to grants, aid, and fellowships mentioned above, 33% of the revenue from the PDST is required to go back into student support, which also helps to maintain affordability and socioeconomic diversity in matriculation.

Academic Advising
A.UD student advising staff meet regularly with M.Arch I students to review individualized degree checklists and discuss each student’s course of study to ensure satisfactory progress toward the degree. They
advise students of any possible deficiencies in their programs and are available to help with administrative or recordkeeping processes and interactions with the Office of the Registrar. Grading and grade point averages are used as indices of academic progress, and advisors and faculty review them with students to discuss progress or causes for concern. Students develop effective working relationships with their advisors, as well as faculty mentors, student representatives, and the Architect Licensing Advisor. Students needing advice are made welcome to approach any of these individuals, as well as the Department Chair.

Additional advising comes in the form of written mid-quarter evaluations that are provided for each student in 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.

Design juries are both a formal part of the curriculum and a public form of advising in which student work is presented at a public review to a panel of faculty members and invited outside professionals. The discussions of each project provide students with evaluations of their developing abilities and their integration of knowledge and skill in performance of professional tasks. Besides final juries, less formal progress reviews are also important events that help students to develop their designs during the quarter.

**On-campus Career Opportunities**

Students have many opportunities to interact with the professional and academic architectural communities, experiences that can often lead to job placement. Students present design and research efforts to the professional and academic communities at RUMBLE, our year-end exhibition. Last year representatives from nearly twenty local firms attended RUMBLE in order to meet and recruit our students into their organizations. Expanded involvement by UCLA alumni has also helped students to find placement, and the Department worked closely with Student Representatives and AIAS to organize several career events - Portfolio Review sessions, office visits at local firms, presentations by visiting firm representatives, and a joint Career Fair with the Luskin School of Public Affairs. The annual Open House also includes a portfolio review session that helps students and applicants to hone their presentations.

Outside the Department, UCLA’s dedicated Career Center also supports resume and interview preparation and job-seeking resources. Its orientation is more widespread and covers areas throughout the university. A.UD and SOAA have worked to expand coordination with the Center and its offerings in design fields. For additional information, some Career Resources links are below:

- IDP and licensure resource webpages
  - Jobs Board: [http://www.aud.ucla.edu/alumni_and_friends/login.html](http://www.aud.ucla.edu/alumni_and_friends/login.html)
  - UCLA Career Center: [http://career.ucla.edu](http://career.ucla.edu)
  - UCLA Professional Development Career Hub: [https://grad.ucla.edu/careerhub/](https://grad.ucla.edu/careerhub/)
  - UCLA Volunteer Center: [http://volunteer.ucla.edu](http://volunteer.ucla.edu)

- A.UD / AIAS / Luskin School - How to Find a Job: Portfolio and Interview Tips, April 1, 2015
  - [https://www.eventbrite.com/e/event-1-of-3-how-to-find-a-job-registration-16193808116](https://www.eventbrite.com/e/event-1-of-3-how-to-find-a-job-registration-16193808116)

- A.UD / AIAS / Luskin School Career Fair, April 7, 2015;
  - [http://www.eventbrite.com/e/event-2-of-3-career-fair-registration-16194752942](http://www.eventbrite.com/e/event-2-of-3-career-fair-registration-16194752942)


**Off-campus Career opportunities**

Field trips and off-campus activities are frequently available to our students. As part of orientation, the department organizes a bus tour of significant architectural projects and firms in Los Angeles. As part of numerous courses, field trips are arranged to visit buildings, construction sites, national and
international projects of significance (often supported with our Charles Moore Travel Fellowship funds,) and local manufacturers and fabricators. Students receive weekly emails announcing architecture and design related events, lectures and exhibitions in the local community. Students also receive announcements of AIA related functions, particularly Emerging Professional or Mentorship events.

**Internship placement**
Job seeking and marketing, workplace rights and responsibilities, and internship-related considerations are all presented as topics in *461 Professional Practice*, and students are encouraged to begin NCARB Records and start thinking early about ways to record experience and what to look for when they seek employment. Presentations by the Architect Licensing Advisor also cover this information.

While the Department does not directly place students in firms, A.UD receives numerous requests for interns from architects and firms, which are passed along to students via email and/or posted on the A.UD Job Board webpage. When needed, staff will also help gather applications from students to help the architects/firms in question facilitate their selection process. Some Faculty independently decide to recruit talented students to work in their own firms during the summer or during breaks, or after graduation. These positions offer good continuity with studio experiences, and also bring student energy to the hiring firm.

When students begin internships, any questions regarding the recording of IDP credit hours, experience settings, or similar mentoring matters are referred to the Architect Licensing Advisor.

**Student Organizations**
The educational experience of M.Arch I students and others in the Department is enhanced by a wide variety of student-organized groups including the American Institute of Architecture Students (AIAS), U.S. Green Building Council (USGBC) Students, the SupperSTUDIO program, and POOL-LA literary magazine. For more details on these groups, please see:

- AIAS [https://www.facebook.com/UCLAAIAS](https://www.facebook.com/UCLAAIAS) ; [https://orgsync.com/60319/chapter](https://orgsync.com/60319/chapter)
- POOL-LA magazine [www.pool-la.com](http://www.pool-la.com)
  [https://www.facebook.com/media/set/?set=a.133316433485763.29596.110125422471531&type=3](https://www.facebook.com/media/set/?set=a.133316433485763.29596.110125422471531&type=3)
  [http://m.groups.ucla.edu/Organization/Details?organizationId=1881&no_server_init](http://m.groups.ucla.edu/Organization/Details?organizationId=1881&no_server_init)

See also [http://www.studentgroups.ucla.edu/home/](http://www.studentgroups.ucla.edu/home/) for other UCLA Student clubs and organizations.

**Notable Research Centers, Related Programs, and Partnerships**
In keeping with the Department's mission and the Three Initiatives, A.UD is a hub for collaboration and research activity in the community, region, and the world. Beyond the partnerships and opportunities noted in the required curriculum of the M.Arch I program, students also immersed in Industry partnerships and Faculty Research Centers

- **SupraSTUDIO** postprofessional programs include partnerships such as the Now Institute Sustainability Grand Challenge Studio, the Hyperloop Studio in collaboration with Elon Musk, and other major industrial partners, such as past participants, Boeing, Disney, and Toyota.
Community Programs and Events – Lectures, Exhibitions and Programs
Beyond the M.Arch I Core Curriculum and electives, many events and programs on campus substantially enrich the learning environment at UCLA for the NAAB-accredited program, and reflect A.UD’s vision of innovative architectural research and community and global collaboration. More on archived events and past A.UD media coverage can be found at:  www.aud.ucla.edu

A.UD Lecture Series - 50 Years of Advancing Design, Technology, and Culture
During its 50-year history, UCLA Architecture and Urban Design has been an innovator in identifying what architects are taught. From the invention of 3D computer programs; to the integration of sustainability in a design curriculum; to the incorporation of large scale CNC robotics for the first time in a school of architecture in the world; the Department has critically defined the topics, curriculum, and knowledge necessary to keep its graduates relevant in a changing world. Because the profession needs to address significant changes to the way people live and work, in the fall of 2014, UCLA’s Department of Architecture and Urban Design shifted its focus towards rethinking the department building itself. Rethinking the studio, review space, resource rooms, event spaces, and other activities was the subject of a year-
long programming study that included the entire school and curriculum including the lecture series, public events, as well as in-house symposia and working meetings.

**Imagemakers Mini-Lecture Series**  
Organized by Professor Neil Denari these lectures questioned: Is architecture part of the media since it is a medium? While it is not classified as a “graphic” or two-dimensional medium like painting, graphic design, or photography, it is nonetheless a medium of space and construction that has a relationship to these modes of expression and communication. This mini-lecture series asks two graphic design studios and two artists who work in photography to situate their work within the larger field of ideas that make up the image-sphere. In this world, this series argues, architecture does not stand apart from media, it takes its place in between and next to all other forms of image production seen to be traditionally at odds with architecture’s mass and persistence. Presenters returned to UCLA in June to participate in our annual RUMBLE symposium.

**Distinguished Alumni Lecture**  
The Distinguished Alumni Lecture series features renowned graduates whose innovation and accomplishments have significantly impacted the field of architecture and/or urban design.

**Richard Weinstein Lecture**  
Lecture named in honor of the former Dean of the Graduate School of Architecture and Urban Planning.

**IDEAS Lecture Series**  
The IDEAS Lecture Series charts a dynamic new future for architecture by engaging speakers from a broad range of disciplines. The series looks beyond the field’s traditional boundaries and explores topics arising from unexpected quarters—entertainment, automotive, aerospace, and tech industries—in order to explore rapidly emerging new technologies, possibilities for interdisciplinary growth, and the role of Los Angeles in the evolution of architecture. Lectures are free and open to the public. *The IDEAS Lecture Series is generously supported by Paul and Herta Amir.*

**Culture of IDEAS**  
Organized by Professor Greg Lynn, these lecturers show that an engagement with popular and commercial culture combined with a specific critical vision yields not only culturally relevant design work, but more importantly, creative and innovative design. By focusing on contemporary issues of experience, technology, craft, urbanism or commerce the role of the architect is expanded and empowered in new ways. Presenters returned to UCLA in June to participate in our annual RUMBLE symposium.

**FORA – Urban Humanities Lecture Series**  
*Fora* is the lecture series of the UCLA Urban Humanities Initiative. See [www.urbanhumanities.ucla.edu](http://www.urbanhumanities.ucla.edu).

**2014 - 2015 Perloff Hall Lecture Series**

Monday, October 27, 2014  
**Nader Tehrani** Principal, NADAAA, Boston; Professor, MIT School of Architecture, Boston  
Distinguished Alumni Lecture

Monday, November 17, 2014  
**John Ruble** FAIA, Partner, Moore Ruble Yudell Architects & Planners, Los Angeles  
Distinguished Alumni Lecture

Monday, January 12, 2015  
**Preston Scott Cohen** Chair, Department of Architecture, Gerald M. McCue Prof. of Architecture, Harvard Graduate School of Design, Cambridge; Principal, Preston Scott Cohen Inc., Cambridge
Monday, January 26, 2015
**Experimental Jetset** Graphic design studio with Marieke Stolk, Erwin Brinkers and Danny van en Dungen, Amsterdam

Friday, January 30, 2015
**Lorris Rossi** Dean, Faculty of Urban Planning, Environment and Management and Head of Metropolis office, POLIS University, Tirana, Albania

Monday, February 2, 2015
**Neil Spiller** Hawksmoor Chair, Architecture and Landscape, Deputy Pro Vice-Chancellor, Univ. of Greenwich, London

Monday, February 9, 2015
**Rebecca Mendez** Professor, Design Media Arts, UCLA

Monday, February 23, 2015
**Michael Rock** Founding Partner and Creative Director, 2 x 4, New York

**Richard Weinstein Lecture**
Monday, March 2, 2015
**Richard Koshalek** Former Director, Hirshorn Museum of Art; Museum of Contemporary Art Los Angeles and Past President, Art Center College of Design; life-long patron of Architecture

Monday, March 30, 2015
**Karin Apollonia Müller** Photographer

Monday, April 6, 2015
**Ann Lacaton** Co-Principal, Lacaton & Vassal Architects, Paris

Monday, April 13, 2015
**Robert Somol** Director, School of Architecture, University of Illinois at Chicago

Monday, April 20, 2015
**Elizabeth Diller** Founding Partner, Diller Scofidio + Renfro, New York; Professor, Princeton University Architecture, Princeton

Monday, May 4, 2015
**Michael Osman** Assistant Professor, UCLA Architecture and Urban Design

Monday, May 11, 2015
**Sou Fujimoto** Principal, Sou Fujimoto, Tokyo

Monday, May 18, 2015
**Gabriel Fries-Briggs** A.UD Teaching Fellow 2014-15

**2014 - 2015 FORA: The Urban Humanities Lecture Series – Perloff Hall**

**Shanghai/LA: Contested Spaces of Identity**
The 2014-15 lecture series focused on the contested spaces of identity in Shanghai, with speakers from USC, Tongji University, Fudan University, HKU, Cornell, and the University of Washington.

June 8, 2015
NOW SHANGHAI – 2014-15 End-of-Year Symposium
Charles E. Young Research Library Conference Center
The UHI End-of-Year symposium concluded one year of courses, research, and projects by 2014-2015 Urban Humanities students focused on issues of identity and contests space in Shanghai.
Introduction by Dana Cuff and Jonathan Crisman
Keynote by Anna Greenspan, NYU Shangha
Invited symposiasts: Jon Christensen, Cindy Fan, Diane Favro, Ursula Heise, Susan Jain, Yoh Kawano, Miwon Kwon, Todd Presner, Jasmine Nadua Trice, Yunxiang Yan, Maite Zubiaurre

2014-15 IDEAS LECTURE SERIES – at IDEAS Satellite Campus, open to M.Arch I Students

Wednesday, January 15, 2015
HYPERLOOP: TRANSFORMING TRANSPORTATION
Patricia Galloway, Co-Director, Hyperloop Transportation Technologies
Marco Villa, Co-Director, Hyperloop Transportation Technologies

Tuesday, February 4, 2015
BOT & DOLLY: MOVEMENT AND PRECISION
Tobias Kinnebrew, Director of Product Strategy

Tuesday, February 18, 2015
QUALCOMM: SMART CITY
Brian Dunphy, Senior Director of Business Development

Tuesday, March 11, 2015
CIRQUE DU SOLEIL: CREATING ON A TIGHT WIRE
Welby Alditor, Director of Creation, Michael Jackson ONE
Boris Verkhovsky, Director of Performance Design and Development

Tuesday, April 1, 2015
RED BULL: HIGH PERFORMANCE AND HUMAN POTENTIAL DEVELOPMENT
Andy Walshe, Director of High Performance

Tuesday, April 15, 2015
SPACE X: THE MARCH TO MARS
Brandon Pearce, Senior Director Avionics Hardware Development

Tuesday, April 29, 2015
BOEING: ORGANIC INNOVATION
Kevin Meredith, Enterprise Innovation Cell Lead

Tuesday, May 13
YOUTUBE: CULTIVATING COMMUNITY
Liam Collins, Head of YouTube Space LA

WORKSHOPS 2014-2015 (participation determined through an application process)

Monday January 26 – Friday 30, 2015
Lorris Rossi Dean, Faculty of Urban Planning, Environment and Management, Head of Metropolis office, POLIS University, Tirana, Albania

Monday May 11 - Friday May 15, 2015
Sou Fujimoto Principal, Sou Fujimoto, Tokyo
2013 – 2014 Perloff Hall Lecture Series

Monday, September 30, 2013
Kengo Kuma Principal, Kengo Kuma & Associates, Tokyo

Saturday, October 26, 2013
Bernard Stiegler Philosopher; Director of the Department of Cultural Development, Georges Pompidou Center in Paris; Professor, University of Technology of Compiègne
Presented in collaboration with the UCLA Program in Experimental Critical Theory and the French Consulate of Los Angeles.

Monday, October 28
Monica Ponce de Leon Dean and Eliel Saarinen Collegiate Professor of Architecture and Urban Planning, University of Michigan Taubman College of Architecture and Urban Planning

Monday, November 4, 2013
Shohei Shigematsu Partner and Director OMA, New York

Friday, November 15, 2013
Richard Weinstein Lecture
Thomas Auer Managing Director, Transsolar, Stuttgart

Monday, November 18, 2013
Patrik Schumacher Director, Zaha Hadid Architecture; Founder, AA Design Research Lab, London

Monday, January 27, 2014
Carsten Primdahl
Partner and Co-founder, CEBRA, Denmark

Monday, February 3, 2014
Fermin Vasquez
Principal, b720, Fermin Vázquez Arquitecto, Barcelona

Monday, March 31, 2014
Naomi Pollock Writer and Author of Made in Japan: 100 New Products

Monday, April 14, 2014
Distinguished Alumni Lecture
Earl Gales Chairman and CEO Jenkins/Gales & Martinez, Inc., Los Angeles

Monday, April 21, 2014
Howard Lichter Global Director for Creative Outreach, Nike

Monday, May 5, 2014
Koichi Suzuno Director, Torafu Architects, Tokyo

Monday, May 19, 2014
Erin Besler UCLA Architecture and Urban Design Teaching Fellow 2013-14
2013 - 2014 FORA: The Urban Humanities Lecture Series – Perloff Hall
Tokyo / LA Design At Risk

October 21, 2013   Uneven Geographies of Vulnerability: Tokyo in the 21st Century
Andre Sorensen, Associate Professor of Urban Geography, University of Toronto Scarborough

October 29, 2013   Art, Protest, Revolution: Avant-Garde Madness in 1960’s Tokyo
William Marotti, Associate Professor of History, UCLA

November 14, 2013   Introducing Gojira
Anne McKnight, Visiting Assistant Professor of Asian Languages and Cultures, UCLA
Followed by a screening of Godzilla (1954)

November 18, 2013   The Post-Disaster Architect: White Knight or Guerrilla Warrior?
Yasuaki Onoda, Professor of Architecture and Building Science, Tohoku University In Conversation with Professors Hitoshi Abe and Dana Cuff

January 30, 2014   Chronic Space, Terminal Architecture: Building and Unbuilding the Future
Eric Cazdyn, Professor of East Asian studies and comparative literature at the University of Toronto, on issues related to the Urban Humanities Initiative’s yearlong study on risk in Tokyo.

February 8, 2014 (all day) "Archiving Risk: Contributions from the History of Architecture and Urbanism"
"Archiving Risk" was a graduate student symposium sponsored by the Urban Humanities Initiative culling papers from a variety of disciplines that address risk in the history of architecture and urbanism. The historical epistemology of risk is obscured by its apparent novelty, theorized by scholars including Ulrich Beck as an effect of “reflexive modernity,” where risk production replaces wealth production as the overarching political economic order. We submit that the so-called “risk society” is only the most recent ideological manifestation in a long and disparate history of probability, chance, insurance and speculation. This symposium seeks to examine risk in architecture, urbanism and design from the early modern period to the present, revealing it as an ideology underlying design’s agency

Panel 1
Manuel Shvartzberg, Columbia University. 
"The Other Palladio: Risk, Cultural Capital and Interdisciplinarity in 16th C. Venice"
Marrikka Trotter, Harvard University.
"Ornament, Infrastructure and Risk: the Architectural Aftermath of Lisbon, 1755"
Joseph Godlewski, UC Berkeley and Syracuse University.
"Deterritorializing the Architecture of a Proto-Risk Society"
Respondent: Jonathan Massey, Associate Professor of Architecture, Syracuse University

Panel 2
Jack Self, independent scholar. “Derivative Architecture”
Shannon Starkey, UCLA. “California City, Perpetual Mirage”
Respondent: Eric Cazdyn, Distinguished Professor of Aesthetics and Politics, Univ. of Toronto.

Jonathan Massey, associate professor of architecture at Syracuse University
“30 St. Mary Axe, a Risky Pickle” (symposium keynote)

February 20, 2014 Mierle Laderman Ukeles, artist-in-residence of the New York City Department of Sanitation, Work in connection to the city (co-sponsored by UCLA Department of Art History.)

April 3, 2014   Everyday Risk
Yoshiharu Tsukamoto & Momoyo Kaijima, Principals, Atelier Bow-Wow

Wednesday, May 22, 2013 “Extreme Intelligence – The Future of Thinking Environments”
Wednesday, May 29, 2013 “Extreme Culture – The Intermix of Real and Virtual Realities”
Wednesday, June 5, 2013 “Extreme Environments – Design for Unfamiliar Terrain”
Wednesday, June 28, 2013 “Runway” Closing Celebration of Pacific Standard Time, and LA Architecture Month at IDEAS Campus – Symposium and reception

2014 Culture of IDEAS Lecture Series

Monday, January 6, 2014
**Greg Howes** IDEAbuilder, Seattle

Monday, February 10, 2014
**Ian Barry** Designer, Los Angeles

Monday, February 24, 2014
**Dennis Shelden** CTO, Gehry Technologies, Los Angeles; Associate Professor of Practice, MIT

Monday, March 3, 2014
**Peter Arnell** CEO, Arnell Group

Monday, April 7, 2014
**Scott Trowbridge** Vice President of Creative/R&D Walt Disney Imagineering, Burbank

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 curate shows on topics relevant to the Department’s orientation, to traveling international exhibitions.

EXHIBITIONS 2014-2015 – Perloff Gallery

**Plug-In L.A.: Reinventing Personal Mobility**
October 3 – December 13, 2014  
Opening reception: Friday, October 3, 2014 | 6pm – 8pm

*Plug-in L.A.: Reinventing Personal Mobility* explores SUPRASTUDIO summer studio work focusing on the technological, morphological, environmental and economic qualities and foreseen impact of the electric and autonomous car. As the quintessential American city, urban development, economy, environment and structure of Los Angeles has been shaped by the presence of the automobile since the early part of the 20th century. Under the direction of IDEAS technology director Guvenc Ozel students speculated on present and near future scenarios for the proliferation of these vehicles and supporting services, while considering consequent design problems that will impact Los Angeles’ architectural and urbanistic identity.

**Currents: Fall 2014**
January 5 – March 20, 2015  
Opening reception: Monday, January 5, 2015 | 6pm – 7pm
This exhibition highlights A.UD’s best student work from Fall Quarter 2014.

**Currents: Winter 2015**
March 30 – June 5, 2015  
Opening reception: Monday, March 30, 2015 | 5:30 - 6:30pm
This exhibition highlights A.UD’s best student work from Winter Quarter 2015.
DRAWN – UCLA A.UD Alumni from 1968-2014 Alumni Exhibit
Celebrating 50 Years of A.UD Alumni and Faculty Work
April 20 – May 29, 2015 Opening Reception April 20, 6:00-9:00 pm
More than 100 boards exploring the theme of drawing were submitted by current Faculty and Alumni participants. Boards were silently auctioned as a fundraiser for A.UD Programs.

EXHIBITION OFF CAMPUS
The Entire Situation
October 3–30, 2014 Opening Reception: Friday, October 3, 2014 | 7:30–9:30pm
The MAK Center Mackey Schindler Gallery, 1137 South Cochran Avenue, Los Angeles, CA 90019
This exhibition culminates Erin Besler’s 2013–14 Teaching Fellowship at A.UD. Mockups of walls suggest material thickness as an architectural problem where multiple forms of knowledge meet.

RUMBLE
June 8-13, 2015
Faculty and students engage in the shifting edge of contemporary critical thinking and design innovation through an all school exposition presented to the community and to jurors in June of each year at Perloff Hall and the IDEAS campus. “RUMBLE” features final projects completed by students in conjunction with faculty. The exposition includes 20,000 square feet of year-end studio and program installations that redefine the provocative opportunities confronting the next generation of architects. Initiated by department chair Hitoshi Abe and organized by Mohamed Sharif, the exposition utilizes all of Perloff Hall’s spaces: studios, hallways, classrooms, galleries, and the IDEAS campus. During the exposition’s opening night, students are on site to discuss the ideas and aspirations behind their projects with visitors.

EXHIBITIONS 2013-2014 – Perloff Gallery

Currents: SUPRASTUDIO Interface Interlace
September 27 – December 13, 2013 Opening reception: Friday, Sept. 27, 2013 | 6pm – 8pm
UCLA’s SUPRASTUDIO launches at IDEAS satellite campus in Playa Vista in Fall 2013, with studios led by Frank Gehry, Greg Lynn, and Thom Mayne. To expand the boundaries of architectural practice, a new research-based focus was developed, utilizing architecture education as a platform to advance experimentation and cross-disciplinary collaboration among professors, students, and industry partners. The summer studio Interface Interlace, led by IDEAS Technology Director Guvenc Ozel, investigates the merger between the digital and the physical realms through an exploration of three modes of architectural thinking: translation, iteration, and animation. Divided into three modules and led by the individual SUPRASTUDIO instructor, students engaged in a thorough urban analysis of the Los Angeles River as its unifying context.

Currents: Fall 2013
January 6 – March 21, 2014 Opening reception: Monday, January 6, 2014 | 8pm – 9pm
This exhibition highlights A.UD’s best student work from Fall Quarter 2013.

Currents: Winter 2014
March 31 – June 6, 2014 Opening reception: Monday, March 31, 2014 | 8pm- 9pm
This exhibition highlights A.UD’s best student work from Winter Quarter 2014.

RUMBLE
June 9-14, 2014
The first RUMBLE to also incorporate SupraSTUDIO at IDEAS at the Hercules campus.
Publishing and Film

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.

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, focused largely 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.

A.U.D Publications

IAES Documents: New Directions in Architecture Education (UCLA Architecture & Urban Design and ANCB The Metropolitan Laboratory, 2014) The International Architectural Education Summit (IAES) 2013 took place in Berlin in September 2013 assembling more than 40 architectural education leaders from four continents. Jointly organized by UCLA and The Metropolitan Laboratory, Aedes Network Campus Berlin, the summit brings together architects, educators and scholars from leading schools of architecture and related institutions to consider the interdisciplinary possibilities for architecture education.

The Culture Now Project (part) 1 — Midsize America (UCLA Architecture & Urban Design, 2012) The Culture Now Project founded by Pritzker prize-winner and UCLA Distinguished Professor Thom Mayne, one of the world’s leading architects with urbanist Karen Lohrmann and UCLA Architecture and Urban Design connects academic research to real-world professional practice. The Culture Now Project seeks to integrate public policy and urban studies with contemporary culture. Mayne and his students present the results of The Culture Now Project’s first major study of midsize American cities as they struggle to recover from economic crisis.

RUMBLE: A Film (UCLA Architecture & Urban Design, 2012) RUMBLE, is UCLA A.U.D’s annual end-of-year exposition. It is a major event that crystallizes the schools’ passionate commitment to sharing idea-driven work beyond UCLA. During two days in June, RUMBLE brings together critics, alumni, faculty, and friends to grapple with a broad range of rigorous research and speculation created by students at the school over the course of the academic year. Since launching it in 2006, RUMBLE has become highly anticipated by a wide audience of students, critics and designers from Los Angeles and across the globe. Heartened by its broad appeal and success, as a novel and inspirational vehicle for staging project reviews, the school invited filmmaker David Fenster to document the bold vibe and vitality of RUMBLE in spring 2011. RUMBLE: A Film was selected for inclusion in the 2012 Architecture and Design Film Festival.

IAES Documents: Volume 01 Tokyo (UCLA Architecture & Urban Design, 2009) The International Architectural Education Summit (IAES) in Tokyo in July 2009 assembled more than 25 architectural education leaders from four continents and boasted more than 1500 visitors to the exhibition and symposium. The conference proceedings are published in IAES volume 01 Tokyo documents, (Flick Studio, 2010.) Jointly organized by UCLA and the University of Tokyo, the conference explored the theme...
“Negotiating Global Pressures on Professional and Educational Standards in Architecture.” The event brought together internationally respected architects, educators, and scholars to address tensions between local practices and international standards for a globalized architectural profession.

IDEAS Year One (UCLA Architecture & Urban Design, 2014) Filmmaker David Fenster documents Year One at IDEAS, UCLA A.UD’s new platform for cross-disciplinary research and collaborations among students, faculty, and industry partners that questions challenges and expands the current parameters of architectural practice with SUPRASTUDIOS led by Frank Gehry/Gehry Technologies, Greg Lynn and Thom Mayne/Now Institute.

Megavoids (UCLA Architecture & Urban Design, 2014) The 2008–09 version of SUPRASTUDIO, Megavoids, has endeavored to bring two of the main issues facing cities today to the forefront of architectural study at UCLA: future urbanism and sustainability. Neil Denari with Chris Hostetter of Toyota Motor Sales (TMS) U.S.A. and their students present the results of their study here, played out as six projects for five extremely large unoccupied sites around the greater Los Angeles area. The projects presented ask questions about city form and how transportation and urban space can work in more synchronous ways.

Past A.UD Publications
- Thought Matters (UCLA Department of Architecture & Urban Design, 2006)
- Crib Sheets (Monacelli Press, 2005)

Full-time Instructional Faculty Research, Scholarship, Creative Activities
Through centers associated with the A.UD as well as in their own scholarship and practices, faculty are regularly involved in publications, exhibits, competitions, and research. An illustrative list follows:

Hitoshi Abe

Erin Besler
- 2015 Architectural League of New York – League Prize For Young Architects & Designs - “Authenticity” (New York.)
- 2015 Museum of Modern Art (MoMA) PS1 - Young Architects Program (YAP) Finalist – “Roof Deck” (New York.)
- 2015 American Collegiate Schools of Architecture (ACSA) 103rd Annual Meeting, “The Problem.” Conference Topic Panel Co-Chair (Toronto.)
- 2015 “Chatter: Architecture Talks Back” – Exhibition at the Art Institute of Chicago and Exhibition Catalog, Publication of Work, Text by Karen Kice (Art Institute of Chicago), Yale University Press
• 2014 “Some Scale Models that I’d Like to Know” – Text co-authored with Ian Besler – San Rocco Journal.
• 2012 “Low Fidelity” – Synthetic Digital Ecologies: The Proceedings of the 32nd Annual Conference of the Association for Computer Aided Design in Architecture (ACADIA) (Peer Reviewed.)

Dana Cuff

Neil Denari
• "HL23." Log 29, Fall 2013: 100-9.

Diane Favro
• Visualizing Statues in the Late Antique Roman Forum, PI/Editor, launched October 2010

Gabriel Fries-Briggs
• “The Toolpath Problem: Compressing Representation and the Real”, ACSA 2015 Conference.
• “Certain Experiments in Rustling”, Nova Organa, No. 4, Architecture, 2014.
Margo Handwerker
- Speaker, Society of Architectural Historians Annual Conference, Chicago (2015.)
- Speaker, College Art Association Annual Conference, New York (2015.)
- “*New Jersey as Non-site* at Princeton University Art Museum,” *JAE* (February 2014.)

Craig Hodgetts
- Grant Recipient: Graham Foundation, for the publication of *Biography of a Teaching Machine and Other Writings*, a collection of Craig Hodgetts’ writings, 2015.
- Exhibition: Never Built Los Angeles, A+D Museum, Los Angeles, 2013.

Julia Koerner
- 2014: NATIONAL GEOGRAPHIC MAGAZINE - December Issue - “Just Press Print.”
- 2014: Dezeen Interview “Technology adds an incredible advantage to fashion design.”
- 2014: POST MATTER “Interview Artificial & Organic.”
- 2014: Vienna for Art's Sake! Archive Austria / Contemporary Art - Curated by Peter Noever - Imago Mundi - Fabrica - Luciano Benetton Collection.
- 2014: ARCHILAB - NATURALIZING ARCHITECTURE - 3d printed dresses in collaboration with IVH - FRAC CENTRE: Orléans / FRANCE.

Jimenez Lai
- Log / Issue 22, Entry: “Primitives,”

Sylvia Lavin
- *Everything Loose Will Land*, exhibition catalog, edited; MAK Center and Verlag fur
Kunst, 2013.

- Arts and Letters Award in Architecture 2011.
- Graham Foundation Grant 2011.

**Greg Lynn**

- 2014: Hay Research Grant | ANFA, UCLA with Salk Institute & University of Southern California School of Architecture.

**Mark Mack**


**Thom Mayne**

- **Haiti NOW**, Los Angeles: the NOW Institute 2015
- **Culture NOW** Los Angeles: the NOW Institute, 2010

**Michael Osman**

- “Listening to the Cooler,” **Cabinet 47: Logistics** 2012.

Jason Payne

Heather Roberge
• Solo Exhibition, En Pointe, SCI-Arc Gallery, Los Angeles, CA, June-August 2015.
• 2015 Grant Recipient, UCLA Faculty Research Grant Program, Project funding ($4700) for exhibition, En Pointe.
• 2014 Grant Recipient, Charles Moore Traveling Grant ($12,000), UCLA A.UD, Genealogies of the Column, Arch 403 Studio.
• 2014 Grant Recipient, Pasadena Art Alliance, Project funding ($6000) for exhibition, En Pointe.
• 2014 Grant Recipient, UCLArts Arts Initiative Award, Research funding ($13,500) for project entitled “Responsive Tooling”, with Noa Kaplan, UCLA Design Media Arts (D|MA.)

Mohamed Sharif
• 2015: Forthcoming: (Kind of) Just Like Heaven; essay in Soupergreen (Princeton Architectural Press)
• 2013: Expert Reviewer, Journal of Architectural Education (JAE)
• 2006-present: Contributing Editor: Architectural Research Quarterly (Cambridge University Press)
• 2010: 'Notes on abductive experimentation' in ACADIA 2010 conference publication
• 2010: Observation on Juan Azulay/Matter Management's recent installation 'Vivarium' in Log Journal for Architecture #19 (Anyone Corporation, New York, NY)
• 2010: 'Six for a City' (review of the exhibition 'Craig Hodgetts: Playmaker') in Constructs: Yale Architecture Spring 2010
• 2010: 'Jonesing for Some Discipline: Notes on Meet the Nelsons' in 'Meet the Nelsons' by Wes Jones (January 2010, R.A.M Publications. Los Angeles, CA)
• 2009: 'Observations on Superficiality and Superexcrucescence’ in Log Journal for Architecture #17 (Anyone Corporation, New York, NY)
• 2009: 'Meet the Nelsons: or Jonesing for some discipline on Hollywood Boulevard’ exhibition guide for Wes Jones’s Meet the Nelsons exhibition at the LA Forum.


2007: ‘Zaha Hadid/Recent Work’ – co-editor for CD Rom publication (in-d publications)


2002: ACADIA 2002: panel paper review published in conference proceedings


Roger Sherman


I.2.2 Physical Resources

Since the last visit, the A.UD has made incremental improvements to its physical facilities and resources, incorporating current and emerging technologies to support effective teaching and research. Perloff Hall, the on-campus home of the M.Arch I program, has been remodeled in several locations that were opened up by the relocation of the postprofessional SupraSTUDIO program to Playa Vista and the new IDEAS campus. Studio areas in Perloff were subsequently reorganized and common computer and printing facilities were improved. Student advising was relocated for better proximity to students in Studio and the former Resource Room was converted to Faculty meeting and interaction space. The main office layout was changed to improve administrative interaction, and technology upgrades were made to classrooms and shop and digital equipment.

IDEAS brought advanced robotic technology to A.UD, as well as more space for fabrication, events, and instruction. With a different, more industrial, workshop environment, it complements the offerings of the main campus and further embeds the Department into the wider cultural fabric of Los Angeles.

Perloff Hall

Perloff Hall, the 54,000 sf campus home of A.UD, is located at the North Core of the main campus. Perloff occupies the north side of Dickson Court, close to the earliest campus buildings at UCLA. The building was constructed in 1968 and subsequently renamed for Harvey S. Perloff, the first Dean of the Graduate School of Architecture and Urban Planning. Perloff Hall complies with the ADA, and is fully accessible and secure. It is convenient to other campus amenities, including the Arts Library, a book store, cafeteria / coffee shop, and public transportation. Nearly all M.Arch I courses are held in the building, which contains studio spaces, electronic studios, computers, shop and fabrication facilities, lecture halls, an exhibition gallery, classrooms, and faculty offices. M.A. and Ph.D. students have their own designated study area.
UCLA Campus
The campus map is available at www.maps.ucla.edu/campus

Reference Floor Plans

Perloff Hall – First Floor
**Studio-Based Learning Spaces**

Perloff Hall contains 11,400 sf of architecture studio spaces, primarily on the second floor for M.Arch I students. Studios for Undergraduate majors are on the first floor. Students have ample space for permanent computer and drafting tables and personal storage areas. Most students bring their own computers to studio and have full access to Departmental digital resources through both wireless and hard-wired connections. The center of the studio is partially enclosed for special printers, large scale plotters, and a digital lab. Studio is an open environment with desks grouped by instructor. It is a very communal space, where students can share ideas and learn from one another’s creativity.

**Presentation Review Spaces**

Perloff offers roughly 630 linear feet of pinup space for design reviews. The primary formal review space is in a double-height room that connects the first floor and lower levels, open above to the main level corridor, and adjacent to a second large pinup space visible across the lower corridor. The lower partition walls can move to allow reconfiguration for pinups. Similar spatial and visual connectivity is found throughout the building, enabling students in Perloff Hall to easily notice and unobtrusively observe and learn from the wide range of reviews and investigations that take place over each quarter.

**Instructional Spaces**

The ground floor has five classrooms with moveable furniture that can be set up as lecture or seminar spaces. Each is equipped with a digital projector and screen, a computer, and wireless access. Some have movable partition walls that allow them to be reconfigured for larger gatherings or exhibitions. The lower level has more classrooms, a small seminar space, and B320, the primary lecture room for larger technology and critical studies classes. Perloff 1102 is a 148 seat auditorium with fixed seats and media equipment. Large classes and symposia take place here, though as a General Assignment Classroom, it is also available by reservation to other Departments.
**Fabrication Shop**

Perhaps the most intensely utilized space in building, the fabrication shop occupies 5,300 sf and combines traditional shop tools and resources with two large-format Computer Numerically Controlled (CNC) milling machines, four 3D printers, two large-scale vacuum formers, three laser cutters, one full-color powder printer, two mono-color powder printers, and an FDM plastics printer. UCLA was one of the first programs to provide students with access to these advanced techniques and continues to add or upgrade technologies and equipment whenever possible. Students routinely use equipment for rapid prototyping and quick production of 3D physical models of buildings or components from digital files. A spray booth and shop tables for are available for assembling prototypes and models. All power tools have after-hours locks. Complementing the equipment is an expanding database of expertise on emerging technology and its application that allows new users immediate access to established techniques and methods of production. AUD students have early and continual access to this equipment and knowledge base. Graduate student tech assistants are available during shop hours to assist other students with fabrication projects, as is the full-time staff Shop Supervisor.

Apart from the Shop, the Department also maintains a photographic studio to document models.

**Computing Facilities**

A.UD Computing Facilities are devoted to advanced design, education, and research. Encompassing electronic studios, a media ready multi-purpose room (Decafé), and access to additional school-wide resources at the School of the Arts and Architecture, the Department provides a rich environment supporting professional use as well as specialized software development and design innovations.

Infrastructure supports a networked, distributed computing environment that includes the ability for students to connect their personal systems. Perloff Hall is a wireless environment. In addition to wired network access in the studios, wireless network access, file, and print services are available throughout Perloff Hall. Linux file and print servers are augmented by shared disks on the network to provide over two terabytes of disk storage. Output devices range from letter-size black-and-white and color laser printers to 36-inch wide color plotters. Workstations are equipped with CD/DVD burners for file transfer and backup. The entire Architecture and Urban Design network is connected to the overall UCLA campus network, which provides the Department with high-speed access to the Internet. Bruin Online is a UCLA service for all faculty, staff, and students that provides centralized e-mail services and remote access to A.UD networks and to the Internet. It also provides digital access to many UCLA campus and library facilities, such as the campus bookstore and the ORION and MELVYL databases.

The facility supports software for a wide range of computer-aided design, modeling, graphics, virtual reality, and real-time simulation. The studios, lab, and shop all have access to a range of professional-level design software, including AutoCAD, Maya, Rhino, Adobe Creative Cloud Suite, Microsoft Office,
Surfcam, and Magics. (All brand/product names or trademarks are the property of their respective holders.)

UCLA’s Common Collaborative Learning Environment (CCLE) is a networked online platform for distributing course materials, texts, or assignments, which supports digital submissions of student work and links with the UCLA Registrar’s Grading System. A.UD has a policy that all student coursework and design assignments are to be submitted digitally.

A Media Center offers technical support in a variety of areas to faculty and students, and the Department employs a full-time IT Manager and a Helpdesk Coordinator to offer in-house technical support and system supervision and maintenance, as well as Audiovisual support. Additional staff from the UCLA Office for Instructional Development are also available for computer and audiovisual support as needed.

**Scholarship and Research Spaces**

Academic Offices for faculty are located on the first floor and the lower level. Several offices are shared by Lecturers and part-time or emeriti faculty. Graduate teaching and research assistants are sometimes allowed use of these rooms, and the MA/PhD room on the east side of the lower level provides additional research and study areas for advanced students. Research Centers, such as CityLAB or Digital Humanities, also have office space on the lower level, used by faculty and participating students alike for research and meetings.

Until this year, A.UD maintained a Visual Resource Room on the first floor adjacent to the gallery, which offered access to current issues of national and international design magazines covering architecture, graphic design, product design, and interiors. Due to its distance from the studios and access issues, as well as wider online media availability, student usage of this room had declined substantially, and as a result these functions and materials are being redistributed along with Student Advising to be closer to studio, and this multipurpose meeting room is being renovated for faculty meeting and interaction. It will still support informal individual study, meetings and discussion sections, but now also faculty collaboration.

**Mentoring and Student Advising Spaces**

Student advising services had previously been concentrated in the main office, which had administrative advantages but was relatively remote from students and did not promote convenient interaction. These staff functions are relocating to be closer to studios and also will support better opportunities for more informal mentoring and should improve student awareness of professional or disciplinary career opportunities. The number of staff in this function has also increased, and this move should also support increased interaction with Studio Faculty, the Architect Licensing Advisor, and the coordinator of Alumni Outreach. Mentoring issues for students are often initiated or addressed via Email, but this new location should make it easier to follow-up more quickly, or to address a group of students close to studio hours.
Administrative Offices
The main Department office is on the ground floor and combines A.U.D Reception with the Office of the Chair, the Chief Administrative Officer, the Director of Special Projects, and the Management Services Officer, well as workroom space. As described above, the Student Advising staff has recently expanded and is moving to new space much closer to the Studio to improve access for students, along with some relocated resource room materials.

Public Interaction - Social and event spaces
The Decafé is the Department's intellectual and symbolic center. So called because it replaced an underutilized café that previously occupied Room 1302, the Decafé 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 full audiovisual capabilities. Primarily corporeal rather than conceptual, the renovated Decafé stimulates the visual, auditory and touch senses to create a synesthetic experience. An expansive and rhythmic felt landscape surrounds the audience while local surface features produce a tactile awareness of the suppleness of new interior. The project was designed and installed as part of a seminar in 2006 entitled Synesthesia taught by Heather Roberge and Jason Payne.

The Decafé is adjoined by a 1,100 sf gallery in Perloff 1318 and the new faculty meeting space that was previously the Visual Resource Room. The Decafé and gallery provide easy access to the public through the large landscaped outdoor courtyard used for casual gatherings and formal events. During final reviews, and especially RUMBLE at the end of the academic year, these spaces become major exhibit spaces. The Main first floor corridor also functions as a Gallery exhibition space, which often presents recent work by students or alumni. Because it is so central to the building, it is also a place where students learn about the work of other studio groups. At the end of the academic year, students post their work here anonymously to be considered for merit awards.
Beyond these Department features in Perloff Hall, A.UD also benefits from all the social and physical amenities of the wider UCLA campus. Two key locations are the Arts Library and the new IDEAS campus.

**UCLA Arts Library**
The Arts Library, 1400 Public Policy Building, is an interdisciplinary research collection in the areas of architecture and history of architecture as well as art, art history, design, film and television, photography as a fine art, studio art, and theater comprised of more than 254,000 volumes. Holdings in architecture include approximately 51,000 books wholly or partially devoted to the field, 650 current serial subscriptions (including some 300 periodicals), extensive backfiles of periodicals with indexes, and a collection of Department of Architecture theses. The library receives the most important American, European, Japanese, and Australian architecture titles, and also gets many leading periodicals covering graphic, industrial, and furniture design. Its holdings, particularly in the areas of regional and contemporary architecture, are continuously expanding.

Other nearby campus libraries include the Young Research Library Department of Special Collections, which actively collects drawings and papers of architects and landscape architects. Among the architects represented are Richard Neutra, A. Quincy Jones, S. Charles Lee, and Lloyd Wright.

UCLA offers an abundant choice of digital resources for architecture students. ORION2, the University Library’s online information system, provides access to books, archives, audiovisuals, computer files, dissertations, government documents, and maps in all UCLA libraries. The California Digital Library’s (CDL) Melvyl Catalog provides computerized access to similar multimedia resources in the libraries of the UC system campuses, the California State Library, the California Academy of Sciences, the California Historical Society, and the Center for Research Libraries.

**Arts Library Reference Plans**

![Arts Library Reference Plans](image-url)

Public Affairs Building Second Floor  
First Floor Mezzanine  
Lower Level Mezzanine

Public Affairs Building First Floor  
Basement Floor South
IDEAS Campus
The post-professional SupraSTUDIO program (formerly M.Arch II) has moved to a 6,000 sf new Advanced Technologies Lab space in Playa Vista, known as the Hercules Campus or IDEAS. This new site for instruction initially fulfills an longstanding A.UD goal to establish a Center for Advanced Design and Technology, and was recently awarded a Presidential Award by the AIA-Los Angeles Chapter. The program occupies a vast aircraft hangar within which Howard Hughes built his famed Spruce Goose megaplane. In this new setting, the Suprastudio program was able to expand into three large studios and accommodate large-scale robotic technology. The expanded scope of the program has also enabled engagement with the design community and public on a whole new level. As mentioned above, relocation of the post-professional program allowed reconfiguration of the primary second floor studio spaces and made pin-up spaces more available. It also allowed the number and frequency of exhibits, lectures, and events to increase. Today, A.UD events take place in both locations, with free shuttle services arranged to allow students easy transit between the two sites.

For more information on the IDEAS campus, see Part IV Supplemental Material for the Branch Campus Questionnaire, as well as http://www.aud.ucla.edu/ideas/about.html.

IDEAS Branch Campus Reference Plan
Problem identification
While improvements have been made since the last NAAB visit, the physical limitations of Perloff Hall persist, as well as problems of deferred maintenance and building age that still require further attention. There has been evidence of settlement and leaking and unexpected mechanical system interruptions during winter months required repair. Settlement has compromised the building’s brick cavity wall below and the studio window walls above. As a result, the windows do not operate properly, and could pose a safety risk to students working in studio. Past problems have included moisture infiltration that has put student work and student-owned computing equipment at risk, as well as the IT wiring and electrical outlets that run along the wall. More crucially, space limitations were limiting program aspirations for technology, studio, and social spaces.

A partial solution was found by looking beyond Perloff Hall. With the help of the SOAA Dean’s Office, the off-campus space at IDEAS was identified to accommodate the expanded robotics laboratory and the previously proposed Center for Advanced Design and Technology. Although this has helped A.UD to keep ahead of changes in the profession, and has proven a social and technical success for the Department, however, there is still strong interest in bringing IDEAS programs and technologies back to the main campus if it is possible to find a way to provide comparable appropriate space.

New Building Feasibility Study
In continuing to address these issues and a past cause of concern for the NAAB, A.UD has also worked with the Dean and Campus administration to initiate feasibility studies for an improved on-campus facility that would complement or expand a more major renovation of Perloff Hall. To fund this effort, the A.UD community and generous alumni have helped to raise $100,000 in support. This effort is being coordinated with coming celebrations of the Department’s 50th anniversary. The new building initiative has sparked a department-wide conversation about ideal facilities and spaces for various programs as well as the nature of architectural education, design processes, and fabrication in the present moment. The 2014-15 lecture series was organized to engage these topics with practitioners that have designed for architectural education, as well as a major symposium and a day-long series of workshops. Faculty workgroups focused on specific areas such as “studios,” or “classrooms” to explore categories in-depth and worked to produce an in-house program document that can inform the design process for the selected Architect for the initial study, Cannon Design. A Faculty Committee was appointed to work with the Chair, the Campus Architect, and UCLA Capital Programs to develop a Request for Proposals for the study, which received applications from firms both nationally and internationally. More information on the in-house program document is provided with Self-Assessment materials in Part IV Supplemental Materials and an update on the status of the planning study will be available in the Team Room during the visit.
### Financial Resources

The A.UD M. Arch I program has two primary funding sources, state funds and supplemental tuition.

#### State Funds

The first primary funding source is state general funds permanently allocated to A.UD and the SOAA through the University of California and UCLA.

- **Allocation process:** State funding to UC programs is fixed and determined by the state budgeting process. It has been the historical practice of campus leadership to allocate new funds from the State or UC Office of the President on an across-the-board basis.
- **Historically,** state funding has been steady aside from allocated merit increases for faculty or state budget augmentations. For example, during the 2014/15 fiscal year the campus allocated a 3% increase to all general fund permanent budgets. A.UD received a corresponding 3% increase to its permanent budget.

#### Student Tuition & Fees

- **Student Tuition** is set by the State and UC Regents.
  - Although some voluntary material fees such as shop or print fees are M.Arch I student fees, they do not generate revenue for the Department.

With regard to comparative data relative to other programs in the SOAA, statistics for permanent state support per major within the School of Arts and Architecture are broken down as follows:

#### State Funding Per Student

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<tbody>
<tr>
<td>Architecture and Urban Design</td>
<td>$13,204</td>
<td>$13,413</td>
<td>$14,220</td>
<td>$17,137</td>
<td>$21,535</td>
<td>$19,246</td>
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<td>Art</td>
<td>10,317</td>
<td>11,430</td>
<td>12,262</td>
<td>12,958</td>
<td>13,161</td>
<td>12,782</td>
<td>13,406</td>
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<tr>
<td>Design / Media Arts</td>
<td>11,794</td>
<td>13,516</td>
<td>13,555</td>
<td>13,610</td>
<td>13,233</td>
<td>13,735</td>
<td>15,602</td>
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<td>Ethnomusicology</td>
<td>21,984</td>
<td>22,410</td>
<td>22,880</td>
<td>24,350</td>
<td>23,451</td>
<td>24,715</td>
<td>25,763</td>
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<td>Music</td>
<td>16,338</td>
<td>20,188</td>
<td>19,030</td>
<td>20,704</td>
<td>18,848</td>
<td>18,093</td>
<td>17,917</td>
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<tr>
<td>World Arts and Cultures</td>
<td>11,304</td>
<td>11,532</td>
<td>12,469</td>
<td>14,295</td>
<td>14,493</td>
<td>14,413</td>
<td>13,680</td>
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#### Professional Degree Supplemental Tuition

The second primary funding source is Professional Degree Supplemental Tuition (PDST) charged to every M.ARCH I student. All proceeds from this fee remain under the control of the School. While there is a UC requirement that 33% of any fee increase be set aside for student aid, even this portion of the PDST remains under School control and is awarded based on decisions by faculty within the degree program.

- **Allocation process:** PDST payment is set annually by the Department to cover the gap between state funding and program expenses. Any increases must also be approved by the SOAA, UCLA, and the UC Office of the President. Overall revenue each year is a function of student enrollment in the M. Arch I degree program.

#### Donations, Grants, Gifts and Institute Revenue

Additional A.UD funds are secured through:

- Donations, Grants and Gifts, either directly or allocated through UCLA / SOAA.
  - **Allocation process:** Direct to A.UD or SOAA per gift fund designation.

- Revenues from Summer Institute programs (JumpStart, Teen ArchStudio) – Tuition levels are controlled by the Department similarly to the PDST.

- Revenues from the self-supporting Post-Professional SUPRASTUDIO program are separately budgeted and are excluded from these figures.
Institutional processes for allocating financial resources to the M.Arch I program:
State-based funding to the SOAA and Department is fixed. The amount of State funding per student fluctuates based on enrollment and the size of each class. The Professional Degree Supplemental Tuition is also allocated based upon enrollment. Budgeting for both of these fund sources is set based upon matriculation targets, and is reviewed and adjusted once the size of incoming classes is known. Class sizes and Faculty employment also reflect these figures. Operating and development funds not tied to enrollment are reported and budgeted annually by SOAA in collaboration with A.UD.

Budget Updates
Funds that benefit the M. Arch I program and educational resources are distributed as described below.

Revenue Categories over which A.UD has control or influence:
- Professional Degree Supplemental Tuition (M.Arch I)
- Summer Institute Fees
- Outside Departmental Fundraising (Contracts, Grants, Gifts, Endowments)

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<tr>
<td>PDST</td>
<td>0</td>
<td>1,137,333</td>
<td>946,667</td>
<td>767,998</td>
<td>858,668</td>
<td>961,335</td>
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<tr>
<td>M.Arch I subtotal</td>
<td>0</td>
<td>1,137,333</td>
<td>946,667</td>
<td>767,998</td>
<td>858,668</td>
<td>961,335</td>
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<td>State Funding</td>
<td>2,918,007</td>
<td>3,152,122</td>
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<td>3,273,102</td>
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<td>Summer Institute</td>
<td>193,306</td>
<td>92,230</td>
<td>58,150</td>
<td>77,512</td>
<td>204,820</td>
<td>85,086</td>
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<tr>
<td>Contracts, Grants, Gifts, and Endowments *</td>
<td>1,192,599</td>
<td>788,071</td>
<td>685,010</td>
<td>894,975</td>
<td>891,978</td>
<td>804,056</td>
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<td>Total Revenues</td>
<td>4,303,912</td>
<td>5,169,756</td>
<td>4,860,899</td>
<td>5,013,587</td>
<td>5,228,818</td>
<td>5,218,456</td>
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</table>

*Endowment carryforward is excluded on this table. See Foundation and Extramural Fund information.

Expense Categories over which A.UD has control or influence:
The Permanent Budget, including benefits expense is shown below, covering the past six years.

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<tr>
<td>Academic Salaries</td>
<td>$2,604,501</td>
<td>2,682,913</td>
<td>2,851,229</td>
<td>3,011,082</td>
<td>2,794,296</td>
<td>2,909,038</td>
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<td>Total Expenses</td>
<td>$5,001,772</td>
<td>$5,931,403</td>
<td>$5,834,076</td>
<td>$6,383,265</td>
<td>$6,227,682</td>
<td>$6,673,167</td>
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</tbody>
</table>

State funding revenue numbers are based on the Department’s Permanent budget allocation(s) at the beginning of each respective fiscal year. Disparity between revenue and expense is offset by additional Permanent budget augmentations and/or Temporary funding to the Department from the Central Administration (for Faculty salary increases, Student fee remissions and Faculty research funding); funding from the School of the Arts and Architecture Dean’s Office for commitments to the Department; student fee revenue to offset shop/printing costs on a break-even basis; and/or prior-year carry-forward balances.
Financial resources to support student learning and achievement:

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<tr>
<td>Students in M. Arch I Program</td>
<td>156</td>
<td>141</td>
<td>119</td>
<td>95</td>
<td>106</td>
<td>119</td>
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<tr>
<td>Entire A.UD enrollment</td>
<td>235</td>
<td>223</td>
<td>191</td>
<td>152</td>
<td>175</td>
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<td>PDST / M. Arch I Student</td>
<td>0</td>
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<td>7,955</td>
<td>8,084</td>
<td>8,101</td>
<td>8,078</td>
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<td>A.UD funds / A.UD enrollment</td>
<td>18,315</td>
<td>18,083</td>
<td>20,493</td>
<td>27,932</td>
<td>24,972</td>
<td>21,831</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Expenses / A.UD enrollment</td>
<td>21,284</td>
<td>26,598</td>
<td>30,545</td>
<td>41,995</td>
<td>35,587</td>
<td>34,221</td>
</tr>
</tbody>
</table>

Scholarship, Fellowship and Grant Funds for Student Use
Student recruitment funds may be applied toward the awarding of grants or internal or extramural fellowships. In addition, students may also receive support in the form of Work Study positions, including Teaching or Research Assistantships.

Scholarship, Fellowship and Grant Funds for Faculty Use
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 studios, guest lectures, and workshops.

Extramural Funds Expenditure Summary

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Student Recruitment Funds</td>
<td>178,991</td>
<td>193,651</td>
<td>275,077</td>
<td>270,805</td>
<td>239,942</td>
<td>244,009</td>
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<tr>
<td>PDST Return to Aid</td>
<td>N/A</td>
<td>771,139</td>
<td>347,500</td>
<td>208,204</td>
<td>279,883</td>
<td>416,637</td>
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<tr>
<td>Student Fellowships</td>
<td>75,580</td>
<td>33,211</td>
<td>30,227</td>
<td>70,110</td>
<td>84,676</td>
<td>59,210</td>
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<tr>
<td>Lee Chair</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Salaries</td>
<td>89,996</td>
<td>115,539</td>
<td>89,456</td>
<td>91,803</td>
<td>78,776</td>
<td>74,719</td>
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<tr>
<td>Other Expenses</td>
<td>6,642</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Perloff Chair</td>
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<tr>
<td>Academic Salaries</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>81,124</td>
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<tr>
<td>Other Expenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Summer Revenue</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Academic Salaries</td>
<td>34,610</td>
<td>59,148</td>
<td>60,146</td>
<td>30,066</td>
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<td>0</td>
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<tr>
<td>Other Expenses</td>
<td>86,482</td>
<td>144,018</td>
<td>116,642</td>
<td>77,695</td>
<td>178,601</td>
<td>77,110</td>
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<tr>
<td>Arts Initiative</td>
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<td></td>
<td></td>
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<tr>
<td>Academic Salaries</td>
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<td>0</td>
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<tr>
<td>Other Expenses</td>
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<td>Charles Moore Fund</td>
<td>26,695</td>
<td>16,114</td>
<td>19,755</td>
<td>9,475</td>
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<td>Libr. Arch, Allied Arts Fund</td>
<td>9,372</td>
<td>1,330</td>
<td>2,718</td>
<td>1,782</td>
<td>1,421</td>
<td>52,031</td>
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<td>Leon Wentz Fund</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Academic Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19,254</td>
<td>0</td>
<td>15,298</td>
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<tr>
<td>Other Expenses</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Total</td>
<td>508,368</td>
<td>1,343,150</td>
<td>941,521</td>
<td>771,194</td>
<td>879,483</td>
<td>1,036,340</td>
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### Current Balances of Foundation Funds:

<table>
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<tr>
<th>Fellowship Accounts June, 2015</th>
<th>Foundation Principal</th>
<th>Foundation Available</th>
<th>Department Ledgers</th>
<th>Total Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welton Beckett Fellowship</td>
<td>86,296</td>
<td>0</td>
<td>214,920</td>
<td>214,920</td>
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<tr>
<td>Edgardo Contini</td>
<td>12,646</td>
<td>0</td>
<td>712</td>
<td>712</td>
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<td>Jeffrey &quot;Skip&quot; Hintz</td>
<td>16,588</td>
<td>0</td>
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<td>Harvey Perloff Mem Schol</td>
<td>25,762</td>
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<td>88</td>
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<tr>
<td>Various Donors</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Mimi Perloff Fellowship</td>
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<td>Wendell Scholarship Fund</td>
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<td>Frank D. Israel Endowment</td>
<td>50,050</td>
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<tr>
<td>AUD Student Aid Fund</td>
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<td>AUD Scholarship</td>
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<td>1,491</td>
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<td>James Pettit</td>
<td>53,202</td>
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<td>Alumni Fellowship Arch.</td>
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<td>9,127</td>
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<tr>
<td>Carlin Glucksman Endow</td>
<td>48,186</td>
<td>3,771</td>
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<tr>
<td>Aroni Systems Bldg. Rsch</td>
<td>0</td>
<td>8,249</td>
<td>1,568</td>
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<td>Ann Greenwald Mem Trav</td>
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<td>SNW Dev. Scholarship</td>
<td>0</td>
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<td>5,389</td>
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<td>CO Architecture Scholarship</td>
<td>0</td>
<td>4,000</td>
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<td>Webster Scholarship</td>
<td>0</td>
<td>76,271</td>
<td>0</td>
<td>76,271</td>
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<tr>
<td><strong>Total Fellowships</strong></td>
<td><strong>314,944</strong></td>
<td><strong>117,343</strong></td>
<td><strong>222,724</strong></td>
<td><strong>340,068</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Foundation Accounts June, 2015</th>
<th>Foundation Principal</th>
<th>Foundation Available</th>
<th>Department Ledgers</th>
<th>Total Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lib. Arch &amp; Allied Arts End.</td>
<td>51,948</td>
<td>0</td>
<td>1,575</td>
<td>1,575</td>
</tr>
<tr>
<td>Various Donors</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>AUD Initiatives</td>
<td>0</td>
<td>111,380</td>
<td>115,659</td>
<td>227,039</td>
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<td>Chair’s Discretionary - Arch</td>
<td>0</td>
<td>3,072</td>
<td>10,850</td>
<td>13,922</td>
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<tr>
<td>Leon Wentz End.</td>
<td>46,800</td>
<td>3,902</td>
<td>448</td>
<td>4,350</td>
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<tr>
<td>R&amp;S Shapiro</td>
<td>194,949</td>
<td>24,312</td>
<td>10,988</td>
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<td>Rumble Fund</td>
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<td>1,870</td>
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<td>Weinstein Lecture Series</td>
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<td>25,338</td>
<td>4,878</td>
<td>30,216</td>
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<tr>
<td>AUD Spec Projects</td>
<td>0</td>
<td>918</td>
<td>0</td>
<td>918</td>
</tr>
<tr>
<td><strong>Total Foundation Accounts</strong></td>
<td><strong>293,697</strong></td>
<td><strong>170,792</strong></td>
<td><strong>162,042</strong></td>
<td><strong>332,834</strong></td>
</tr>
</tbody>
</table>
Pending reductions or increases in enrollment
The NAAB-accredited M.Arch I program aims to keep enrollment fairly constant, with an incoming cohort of approximately 50 students each year and between 100 and 150 in the M.Arch I program in any single year. That has proven a sustainable level for this program, with marginal increases or decreases year-by-year depending upon the numbers of applicants and matriculation rates. Since the last visit, the overall Department has grown along with the undergraduate pre-professional BA program, as well as expansion of the post-professional SUPRASTUDIO program. Popular Summer Institute programs have also attracted more students. While each of these related programs has expanded, they have also each brought more associated funding to support programs and facilities, and thus have served to enhance the quality and vitality of the M.Arch I program as well, improving the overall educational experience for the entire A.UD community.

Pending reductions or increases in funding
Available funding sources are expected to remain fairly stable into the future, though operational expenses likely will continue to outpace increases in state or institutional funds. As a public University serving the State of California and its residents, UCLA’s goal is to offer an education that is both excellent and affordable. In order to balance costs with revenues, the University has had to become increasingly entrepreneurial. Increases in operational costs for new programs and hires, along with the growth and expansion of the A.UD into a second site, and the feasibility study for a new campus building, have been balanced by new revenue streams to help support each initiative. These efforts have also opened up new connections to alumni and the wider design and technology communities to offer great new fundraising potential.
While the UC overall has worked hard to limit increases in tuition, the A.UD for its part has endeavored to keep the cost of tuition from significantly increasing from year to year and also continues to offer financial support to entering students via grants, loans, work study, or awards.

**Changes in Funding Models for faculty compensation, instruction, overhead, or facilities**

Although some funding models and mechanisms remain constant since the last visit, the most significant change is the addition of M.Arch I funding through Professional Degree Supplemental Tuition and the separate, self-supporting status of the SUPRASTUDIO program. As noted above, the separate PDST revenue has allowed the Department to avoid serious budget cuts, and instead has supported a beneficial expansion of facilities and programs that have enhanced the quality of education throughout the Department.

**Fundraising and Development Campaigns**

In connection with the Department’s 50th Anniversary Year, the A.UD has embarked upon a range of alumni outreach campaigns and is planning a Gala fundraising event during 2016. Alumni participation and donations have been steadily building over the last several years, and it is hoped that the anniversary celebration and excitement surrounding the ongoing building feasibility study will both increase participation and donations. There is a need to increase funds to support the study and possible development of a new building as well as growth in administrative capacity. Fundraising efforts are coordinated at the level of the SOAA, which oversees the A.UD; it is also hoped that the new prominence of the Department in the reorganized School will help advance Department priorities and further energize present fundraising and development efforts.

**I.2.4 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 Powell Library, the Louise M. Darling Biomedical Library, and subject libraries in management, music, science and 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 eleven million volumes as well as important collections of archives, audiovisual materials, government publications, manuscripts, maps, microforms, photographs, and other scholarly resources. Over 160,000 serial titles are received regularly. The Library provides access to a growing collection of digital resources including hundreds of databases, general reference works, electronic journals, and other full-text titles. UCLA plays a leadership role in a number of UC system-wide initiatives including the University of California’s eScholarship Repository.

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 lifelong learning. Materials currently collected by the Arts Library meet the curricular needs of the Department’s programs, and UCLA Library Special Collections holdings enable faculty and graduate students to undertake original research. Other collections of interest to architecture researchers are located in the Science and Engineering Library, the Hugh and Hazel Darling Law Library, the Powell (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 Library 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.
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 and graduate students, 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 304,000 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 50,000 volumes in the Library of Congress NA classification; over 20,200 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 (Guidelines for collection development, 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 1253 entries using the subject keyword “architecture” but excluding the subject keyword “computer,” and limiting to “Online Resources” and “Book” format. 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 Source, Academic Search Complete, The Bibliography of the History of Art, Design and Applied Arts Index, ISI Web of Science, and other periodical indexes and databases that facilitate architecture research. The library fully subsidizes inter-library loan borrowing to deliver resources.
not available on the UCLA campus.

The library holds subscriptions or provides access 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. The library serves as a resource to researchers throughout Southern California and beyond.

c. Visual and non-book resources: The Architecture and Urban Design Department previously maintained a separate Visual Resources Collection to serve 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 through UCLA Digital Collections. In addition, the University of California subscribes to image databases such as ARTstor, and develops image collections shared across the University of California system through ARTstor’s Shared Shelf. Architectural content in Shared Shelf includes images acquired from Archivision, supplied by UC Berkeley’s College of Environmental Design’s Visual Resources Center.

Archival collections are acquired by Library Special Collections, 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 and streaming media.

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, through a 24/7 national cooperative chat service, 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 orientations and tours or course-specific instruction sessions, as well as classes on research methods, evaluating information sources, the use of specific tools or databases such as ARTstor, and more. The UCLA Library also offers library classes on a drop-in basis. Several of these are targeted to faculty or graduate students, and an increasing number feature digital humanities tools.

Online reference guides have been developed to allow self-paced learning and to provide quick links to frequently needed sources. The Architecture & Urban Design Research Guide includes sections on design research, researching architects or buildings, and special topics such as professional practice & licensing, building materials, and more. Librarian Janine Henri compiles course-specific research guides as needed.

3. Current Awareness: The Architecture, Design, and Digital Services Librarian sends out 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. Several exhibits are mounted each year in the Arts Library, often tied in with campus events or highlighting aspects of the collection. The Arts Library publishes a newsletter that is distributed to faculty and posted on the website. Facebook, Twitter, and Pinterest are also used by the Arts Library for outreach.

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 made available through the library’s website or through CCLE, the university’s course management system.

Library hours, temporarily reduced in 2009/2010 (during the last review) due to State budget cuts, have been restored to pre-recession levels. Plans are underway to reallocate hours to better suit student needs (closing Saturday mornings, but staying open later Monday-Thursday evenings). 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.

Library collections are cataloged according to national standards to facilitate access, and records are loaded into the OCLC WorldCat database, the Melvyl UC Libraries catalog, as well as the UCLA Library catalog. The library catalog includes records for open access journals and other open source content. Collection-level records for archival holdings are included in the library catalog and full descriptions of archival collections are provided in finding aids made available through the Online Archive of California. Cataloging of purchased materials is timely and users may request expediting of any title listed as “in process” in the catalog. Inventorying and cataloging gift materials is less timely with inevitable backlogs when large collections are received.

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 and facilitates the development of shared print collections, such as the UC JSTOR Archive. The California Digital Library is also a founding member of Hathi Trust, a partnership that preserves and provides access to digitized book and journal content digitized by Google, the Internet Archive, Microsoft, or through in-house initiatives. These agreements enrich the range of architecture materials available to UCLA users and extend the Library’s purchasing power.

The UC Libraries maintain two shared offsite storage facilities where lower-use collections are stored, freeing up space on campus for higher use collections and for users. The Southern California facility is adjacent to UCLA and most material can be delivered to campus the next working day. The UC Libraries also participate in the Western Regional Storage Trust (WEST), a distributed retrospective print journal repository program serving libraries in the Western Region of the United States and the Center for Research Libraries (CRL) a cooperative network for collection building, archiving, and borrowing of research materials.

Staff

1. Structure: The Architecture, Design, and Digital Services Librarian (Janine Henri) reports directly to an Associate University Librarian who also serves as Interim Head of the Arts Library. The Associate
University Librarian reports to the University Librarian, who reports to the Executive Vice Chancellor and Provost. The former Head Librarian, Arts and Music Libraries retired in October 2009, and three Associate University Librarians have served as Interim Head of the Arts Library since that time. A new University Librarian was appointed in July 2013. Strategic planning is currently underway and may result in a new organizational structure. Arts Library Access Services (circulation services and stacks maintenance) which previously reported to the Head of the Arts Library now reports to a centralized Head of Access Services through a regional manager responsible for the Powell, Music, and Arts Libraries.

The Arts Library benefits from staff expertise in units throughout the UCLA Library: from Print Acquisitions, Cataloging & Metadata, Scholarly Communication & Licensing, Development, the Digital Library Program, Information Technology, Data Management & Curation Services, Financial/Enterprise Services, and more. 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 through the Collections Council as well as through UC Bibliographer Groups. Janine Henri is a member of the UC Art and Architecture Bibliographer Group and the UC Shared Visual Resources Common Knowledge Group.

2. Professional Expertise: Arts Library librarians have graduate degrees in library and information science and additional degrees in their subject areas. Janine Henri has an extensive background in architecture and design librarianship. Janine is an active participant in professional associations, serving in positions of leadership and regularly attending regional and national conferences. She recently received the Association of Architecture School Librarians’ Distinguished Service Award. UCLA Librarians are reviewed on a 2-3 year basis (depending on rank), following a peer review system modeled on that of UCLA faculty.

3. Support Staff: Several changes in staffing have occurred since the last review. Our long-time Head of Access Services and our half-time Administrative Assistant retired. After a brief period with no support staff, we were able to hire a new Head of Access Services and transfer another library assistant to our unit. Both of these staff members eventually left for other opportunities, but a highly qualified replacement has been appointed as Head of Access Services and plans are underway to recruit another library assistant. Although the library lost its half-time Administrative Assistant position, it received an increase in wages budget for hourly student employees. Students enrolled in the Graduate School of Education and Information Studies are recruited to fill part-time reference desk positions.

4. Compensation: Librarians and library assistants at the University of California are represented by unions, and salaries and contracts are commensurate with comparable positions on other UC campuses. UCLA provides numerous opportunities for both professional and support staff to attend workshops or other training sessions on campus or via webinars. Professional development opportunities and conference travel are also funded when possible and appropriate.

Facilities

1. Space: The Arts Library is housed in the Public Affairs Building, in a space formerly occupied by a management library. This location is centrally located between the various departments it serves and near the Department of Architecture and Urban Design in Perloff Hall. This space was meant to be temporary and the current stacks are filled at capacity. Older low-use materials are regularly sent to the storage facility in order to accommodate newer receipts. Despite these space constraints, the library maintains a welcoming environment for users with areas for quiet study and an instruction room that accommodates small classes.

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 last year in the closed-stacks Elmer Belt Library of Vinciana necessitated an abatement project and thorough stacks cleaning (for the second time in the last decade). Environmental monitoring is in place in order to avoid a
recurrence. Material needing special protection is housed in closed stacks (the ‘Cage’). Reader space is available behind the Circulation Desk in order to monitor use of Cage and Elmer Belt materials.

3. Equipment: Equipment, software, and furniture are purchased by the library as needed (within available funds), for efficient access to collections and for the preservation of materials. Publically accessible computer workstations are regularly upgraded, and students also have access to the wireless network throughout the library. Laptops and iPads preloaded with several apps are available for check-out by students, staff, and faculty. Staff workstations and a laptop in the instruction room are also on a regular schedule for upgrading. An overhead scanner facilitates 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. A special endowment for architecture materials supplements state funds and enhancement funds are occasionally made available for special purchases. Beginning in 2012/2013 additional endowment funds became available for Germanic architecture and design acquisitions.

The Associate University Librarian for Collection Management and Scholarly Communication allocates the annual materials budget for the Arts Library. Janine Henri represent the Arts Library on the Collections Council and is responsible for sub-allocating the Arts Library materials budget to the library’s subject areas. Janine is responsible for selecting architecture and design materials and for monitoring those expenditures. Librarians often share the cost of acquiring expensive inter-disciplinary materials.

The wages budget for hourly student employees is based on library hours and the previous year’s expenditures, with adjustments for salary increases. After a reduction due to budget cut-backs in 2009/2010, the wages budget was increased and hours were restored to previous levels.

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 users. Centralization of technical services has standardized policies and procedures throughout the UCLA Library in order to improve operations and achieve efficiencies.

The Arts Library is 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 Powell 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 meets with Architecture and Urban Design Department faculty whenever possible 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.

In 2010, the UCLA library piloted an innovative ‘patron-driven acquisitions’ project to facilitate faculty and student participation in developing library collections. Records of new publications are loaded into the library catalog with an easy request button. The project is for print rather than electronic books as is now common in libraries. Building technology titles formed part of the original project and central funds were allocated for these purchases. The pilot was deemed successful and the project was expanded to include additional subjects, including architecture titles normally excluded from automatic shipment to the library by our approval plan vendor. Also in 2010 central funds were allocated so that the library could purchase new books requested through inter-library loan (rather than borrowing them). Early in 2014 the UC Libraries implemented a system-wide demand-driven acquisitions project. Records for electronic books are loaded
into our catalog and users click on a link to access a title. The fourth use triggers a purchase for UC system-wide. These participatory projects ensure that collections meet current needs and the central resources allocated for user requests extends the available budget for architecture collections. Purchase recommendations and comments are also sought through forms on the UCLA Library website.

The UCLA Library regularly conducts usability testing and user satisfaction surveys to gauge needs for improvements and to assist with strategic planning. UCLA Academic Senate members are represented on the university-wide Committee on Library and Scholarly Communications. University Librarian Virginia Steel is an ex-officio member of this committee and is a member of the Dean’s Council. The consulting firm brightspot strategy has recently been engaged to assist in the development of UCLA Library’s Strategic Plan and faculty members have input on the plan through the Committee on Library and Scholarly Communications.

Selected Information Resource URLs

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

California Digital Library http://www.cdlib.org/
Center for Research Libraries http://www.crl.edu/
Elmer Belt Library if Vinciana http://www.library.ucla.edu/arts/elmer-belt-library-vinciana
eScholarship Repository http://repositories.cdlib.org/escholarship/
Hathi Trust https://www.hathitrust.org/home
Online Archive of California http://www.oac.cdlib.org/
UC JSTOR Archive http://www.srlf.ucla.edu/Jstor/default.aspx
UCLA Digital Collections http://digital2.library.ucla.edu/
UCLA Library Catalog http://catalog.library.ucla.edu
Western Regional Storage Trust http://www.cdlib.org/west

See Part IV.5 Supplemental Material for Arts Library Collection Policies and Collection and Staff Statistics.
I.2.5 Administrative Structure & Governance

Administrative Structure

The Department of Architecture and Urban Design is the largest Department in the School of the Arts and Architecture, one of ten Graduate and Professional Schools at the University of California, Los Angeles. UCLA is one of ten campuses in the University of California System, governed by a President under the UC Board of Regents. Matters of academic policy are governed by the Academic Senate. Broad Suborganizations under the President include Academic Affairs, Business Operations, Finance, Government Relations and Public Affairs, UC Health, UC National Laboratories, and Agricultural and Natural Resources.

The M.Arch I program is also served by the UCLA Graduate Division, which forms the administrative core for graduate recruitment and admissions, and supports the academic progress of individual graduate students over their course of study to ensure quality and smooth progress.

In addition to the A.UD, the School of the Arts and Architecture also includes the Departments of Art, Design | Media Arts, and World Arts and Cultures / Dance. Two more SOAA Departments, Music and Enthnomusicology, are currently in the process of formally reestablishing themselves as an independent UCLA Herb Alpert School of Music. This anticipated change is now undergoing review by the Faculty, Academic Senate Leaders, and administrators.

With this transition, A.UD and other remaining Departments in the SOAA are working to further strengthen and integrate program synergies to enhance offerings to students throughout the School, as well as explore possible new opportunities as a result of the change. This is especially important as the Department celebrates its 50th year and considers opportunities to enhance or expand the A.UD’s building.

Organizational Structure

University of California

Key Personnel:

- UC President Janet Napolitano
- UC Board of Regents

Organizational Charts:

- [http://www.ucop.edu/business-operations_files/chancs.pdf](http://www.ucop.edu/business-operations_files/chancs.pdf)

UC Los Angeles

Key Personnel:

- Gene D. Block, Chancellor
- Scott L. Waugh, Executive Vice Chancellor and Provost

Organizational Chart:

- [http://www.aim.ucla.edu/CampusProfile/Administration/chancellor.pdf](http://www.aim.ucla.edu/CampusProfile/Administration/chancellor.pdf)
UCLA Graduate Division  https://grad.ucla.edu/
Key Personnel:
   Robin Garrell, Vice Provost & Dean
   Organizational Chart:
   https://grad.ucla.edu/deans/library/orgchart.pdf

School of the Arts and Architecture  http://www.arts.ucla.edu/
Key Personnel:
   David Rousseve, Interim Dean
   Guy Custis, Assistant Dean, Administration
   Lisa Rubin, Assistant Dean, Academic Personnel
   Jason Corbett, Director of Operations
   SOAA Description: http://www.arts.ucla.edu/about

Department of Architecture and Urban Design  http://www.aud.ucla.edu
Key Personnel:
   Hitoshi Abe, Chair
   Neil Denari, Vice-Chair
   Heather Roberge, Associate Vice-Chair
   Olga Duka, Chief Administrative Officer
   Organizational Chart follows.
Governance
Department-level administrative and academic decisions are reviewed in Committees as appropriate and recommended actions are presented in Faculty Meetings for discussion and vote. The Chair takes the lead in organizing and administering discussions and subsequent actions. Once a decision is made, the Chair also coordinates Department representation and input up the chain of hierarchy within the SOAA to the Dean, and/or further up to the level of the Chancellor. Systemwide, the Chancellor and Executive Vice Chancellor and Provost provide leadership and representation for the UCLA Campus.

Academic Senate Representation
The Academic Senate provides Faculty representation at both the campus and systemwide levels.

UCLA Academic Senate Bylaws and Regulations: http://www.senate.ucla.edu/

Committees and Workgroups
See the table on the following page for Key Departmental Personnel and A.UD Committees.

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<thead>
<tr>
<th>AUD ADMINISTRATIVE ASSIGNMENTS 2015-16</th>
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<tbody>
<tr>
<td>Vice Chair</td>
<td>Neil Denari</td>
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<td>Associate Vice Chair</td>
<td>Heather Roberge</td>
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<tr>
<td>Director of Undergraduate Programs and Undergraduate Admissions</td>
<td>Sylvia Lavin</td>
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<tr>
<td>Director of Critical Studies and MA/PhD programs and Admissions</td>
<td>M. Arch I Core Studio Coordinator</td>
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<td>MA/Ph.D. Advisor</td>
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<td>Summer Programs (Jumpstart, TeenArch, Workshops)</td>
<td>50th Year Anniversary Preparation</td>
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<tr>
<td>50th Year Anniversary Historical Study</td>
<td>Margo Handwerker</td>
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<tr>
<td>Advisor to IDEAS</td>
<td>Guvenc Ozel</td>
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<tr>
<td>Undergraduate Admissions Committee</td>
<td>Heather Roberge (*), Erin Besler, Steven Christensen</td>
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<tr>
<td>M. Arch I Admissions Coordinator</td>
<td>Neil Denari</td>
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<tr>
<td>M. Arch I Admissions Committee</td>
<td>Neil Denari (*), Craig Hodgetts, Margo Handwerker, Georgina Huljich, Andrew Kovacs, Jimenez Lai, Mark Mack, Narineh Mirzaeian, Michael Osman, Jason Payne, Roger Sherman</td>
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</table>
Student Representation

Student Representation in A.UD is provided by elected student representatives for each degree program, who meet regularly with the Chair at least once a quarter. These leaders are responsible for gathering information from their fellow students by meetings or votes to bring their requests, concerns, or suggestions to the attention of the Chair, Faculty, and/or Staff.

Within the Graduate Division, M.Arch I Students are further represented by the Graduate Students Association(GSA) http://www.gsa.asucla.ucla.edu/ an elective body which represents Graduate Students on policy questions across the University to the Chancellor, Administration and the Academic Senate.
GSA Organization Charts: http://www.gsa.asucla.ucla.edu/organization/charts
PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM

II.1.1  Student Performance Criteria

Student Performance Criteria (SPC) are fulfilled by the M. Arch I program as noted in the Matrix of Courses to the left. No elective courses are listed. For additional description of the curriculum and content, including other courses addressing SPC, please also see Section II.2.2, Professional Degrees and Curriculum.

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>Introduction to Design Studies</td>
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<td>412</td>
<td>Advanced Design Studies</td>
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<td>413</td>
<td>Building Design with Landscape Studies</td>
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<td>414</td>
<td>Building Design with Systems Studies</td>
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<td>415</td>
<td>Advance Design Studies</td>
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<td>416</td>
<td>Introduction to Research</td>
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<td>417</td>
<td>Building Construction</td>
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<td>418</td>
<td>Environmental Design Studies</td>
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<td>419</td>
<td>History of Architecture and Urban Design</td>
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<td>420</td>
<td>Theory and Methodology in Architecture</td>
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<td>421</td>
<td>Professional Design</td>
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Note that no SPC are expected to be fulfilled by preparatory education prior to enrollment in the Graduate Professional Degree. Although the matrix only lists three courses with evidence fulfilling each SPC, many criteria are addressed by additional courses as well. Cases are noted in SPC descriptions below and in the Course Descriptions included in Part IV, Supplemental Material.

Methodology for Assessing Student Work – (High versus Low pass)

Students in the M.Arch Program are required to be in residence at UCLA for three years and undertake nine quarters of work. Grading of individual courses is determined by each Instructor based on student performance, and generally is letter-graded (A+, A, A-, B+, B, B-, C+, C, C-, F). These grades generally reflect percentiles, with “A” range being 90%-100%, “B” range being 80%-89%, and “C” range 70%-79%. Grades at the upper range of A+ are supposed to reflect exceptional levels of student achievement and are to be given somewhat sparingly for each class.

While C range would technically be a passing grade for credit, A.UD expects graduate students to be demonstrating performance in the “B” range or above, and students consistently not working at that level may not be able to maintain standing for financial support, and could need faculty or student advising in order to successfully complete the program. Although some elective courses may be taken “Pass-Fail” for credit only, Studios or other courses required to satisfy SPC all receive letter grades. Each instructor establishes criteria for grades and determines distribution. In the case of studios where multiple instructors are teaching sections of a larger group, grading would also involve discussion among the instructors to establish consistent standards of quality and grading parity across the entire group.

“High passing” work presented for demonstration of SPC would generally be in the “A” to “A+” range, according to which criteria are most evident in the example. “Low passing” work would generally be in the “B-” or “C+” range, therefore, or possibly as low as “C.”

Notes on Individual Student Performance Criteria:

Realm A: Critical Thinking and Representation:

A.1 Professional Communication Skills: Ability to write and speak effectively and use representational media appropriate for both within the profession and with the general public.

The entire M.Arch I program takes this criterion as a general goal. Effective communication of design and technical ideas is a key objective of architectural education, whereby students develop verbal and written presentation skills as well as facility with representational tools across a wide range of media, both digital and traditional. At A.UD, students are taught representational and fabrication techniques in studios and technical coursework as well as from the presentations of their peers. Students learn from a wealth of lectures, exhibitions, and publications over the course of the program, and hone their skills through formal reviews culminating in each year’s RUMBLE event. Critics include faculty and visiting scholars, professionals, or collaborating industry partners, as well as their peers and interested members of the public. Students interact frequently with stakeholders and groups from outside of the academy, whether through traveling studios or field trips, campus initiatives like the Urban Humanities or the Sustainability Grand Challenge, research centers like CityLAB or the Now Project, or public exhibitions and events that they help to organize, curate, and produce.

In all coursework and studios, students are called upon to articulate their ideas in ways that are both compelling and clear, but perhaps the best examples can be found in 401 Advanced Studios - Tech Core, 415 Comprehensive Design Studio; and the 403 Research Studios. In all of these courses, students must present themselves and their work with polish and thoughtfulness, at a high level of execution. Other courses that exemplify this criterion are 220 Introduction to Computing, 436 and 437 Building Construction, 442 Building Climatology, 201 Theory of Architecture, 291 Architectural Programming, and 461 Professional Practice, which deal respectively with technical
communication, academic discourse, stakeholder and client interactions, and communications within a business, marketing, and legal framework.

A.2 Design Thinking Skills: 

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

Design Thinking is a habit of thought that combines inquisitiveness and creativity with rigor and methodology – not only to posit original ideas, but to test them iteratively and acknowledge or overcome constraints to discover new opportunities, insights, and refinements. Throughout the course of the M. Arch I Program, students learn to master this process, with important grounding in the history, theory, culture, and practice of architecture as well as the exposure to a large number of project assignments.

Clear examples can be drawn from the first-year 411 Introductory Design Studio, the second year 414 Major Building Design, and the third year 401.1+ Advanced Topic Studios. The development of this thinking can be traced from early introductions to spatial formmaking and analytical techniques to the point where students can apply a wide range of conceptual and technical skills to make well-developed and reasoned arguments and design proposals.

A.3 Investigative Skills: 

- Ability to gather, assess, record, and comparatively evaluate relevant information and performance in order to support conclusions related to a specific project or assignment.

In defining, developing, and defending their research and studio projects, technical assignments, and written work, A.UD students are required to gather and analyze data and evidence in support of their ideas with thoroughness and care. Though grounded in traditional architectural realms of building, planning, and construction, student investigations also range beyond to engage diverse scientific, social, and cultural disciplines, new information and fabrication technologies, and the abundance of data that defines the present moment. Research studios test and develop new ideas at the forefront of technology and contemporary social issues, selecting and evaluating materials, systems, and testing concepts and evidence for technical, aesthetic, and theoretical merit.

Coursework in 412 Building Design Studio and 401 Advanced Studio - Tech Core clearly show early development of these skills, also later applied in advanced studio work during 403 Research Studios. Additionally, 442 Building Climatology and 291 Architectural Programming involve collection and analysis of relevant data for technical or organizational determinations, while papers in 201 Theory of Architecture gather and deploy historical, conceptual, and textual evidence for argumentation and well-reasoned conclusions.

A.4 Architectural Design Skills: 

- Ability to effectively use basic formal, organizational and environmental principles and the capacity of each to inform two- and three-dimensional design.

Projects from the 415 Comprehensive Design Studio, 401.1+ Advanced Topics Studios, and 403 Research Studios are among the best examples of Architectural Design Skills that are honed across the Studio sequence. In 442 Building Climatology and 291 Architectural Programming, students learn how environmental, formal, and organizational principles should inform design decisions, but the studio sequence is where students learn most how to apply these principles to address specific architectural problems.

A.5 Ordering Systems: 

- Ability to apply the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

Fundamental geometries, parametric iterations, sequences and patterns, biomimicry; the logic and elaboration of ordering systems traces a line through many courses in the A.UD design curriculum.
411 Introductory Design Studio introduces formal systems and operations in more idealized terms while 413 Building Design with Landscape Studio explores the implications of formal and spatial order for buildings and sites. Concurrently, 220 Introduction to Computing provides students with digital tools for conceptualizing, drafting, modeling, transforming, documenting, and rendering of formal concepts in virtual spaces and translating them into physical manifestations. Elsewhere in the curriculum, structural and environmental ordering principles are also covered in depth.

A.6 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make informed choices about the incorporation of such principles into architecture and urban design projects.

The study of precedents and historical cases are essential to learning both what architecture is and how it came to be. They are also an inspirational point of departure for new visions, whether in opposition or emulation. Previous relevant projects are researched in each studio in the sequence, especially during the first year, 411 Introductory Design Studio, 401 Advanced Studio – Tech Core, and 413 Building Design with Landscape Studio. Students analyze precedents and their benefits and drawbacks, sometimes adapting their strategies to new settings, sometimes transforming their geometries, sometimes investigating their materiality, construction, or joinery. This careful attention to lessons from the past frequently yields new understandings of familiar typologies as well as an ever more intuitive sense of best practices and tested techniques.

A.7 History and Global Culture: Understanding of the parallel and divergent histories of architecture and the cultural norms of a variety of indigenous, vernacular, local, and regional settings in terms of their political, economic, social, ecological, and technological factors.

10A / 10B History of Architecture and Urban Design closely correlates with SPC A.6 Use of precedents. This prerequisite course presents important built precedents, monuments, and movements within their historical context, from locations around the globe. From this overview, students learn about the development of the contemporary built environment in which they will operate. Then they take these explorations further in studio coursework such as 413 Building Design Studio with Landscape which emphasizes regional and ecological factors or analytical classes like 291 Architectural Programming that addresses political, economic, and social factors that shape development and planning decisions. Many elective seminars and advanced studios build upon this historical awareness to delve more deeply into particular topics, as do interdisciplinary courses offered in Urban Humanities, Urban Planning, or Real Estate Development and Finance. Numerous studios even travel internationally, giving students an even deeper and more direct understanding of global contexts for architectural practice.

A.8 Cultural Diversity and Social Equity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the responsibility of the architect to ensure equity of access to sites, buildings, and structures.

Topics in 10A History of Architecture and Urban Design and 291 Architectural Programming address many issues of cultural and social norms and patterns across the built environment, and help students to think critically about the forces and variables that shape those differences and similarities. In Programming, students learn about bringing diverse stakeholders and cultures to the table and reconciling disparate viewpoints or agendas to reach consensus and address client requirements holistically. History of Architecture, as well as later special topics in 201 Theory of Architecture and Urban Humanities coursework or Real Estate Planning also enrich this understanding, and legal contexts and professional responsibility for equity of access is formally presented in 461 Professional Practice.

Student projects and research are expected to build upon this awareness of global and historical cultures and architectural and social variety, to address problems in the 415 Comprehensive Design Studio, which directly addresses multigenerational concerns and physical accessibility, as well as the 413
Building Design with Landscape Studio, which addresses variations in communities, sites, and contexts to consider how these considerations shape a design solution.


B.1 Pre-Design: Ability to prepare a comprehensive program for an architectural project that includes an assessment of client and user needs; an inventory of spaces and their requirements; an analysis of site conditions (including existing buildings); a review of the relevant building codes and standards, including relevant sustainability requirements, and an assessment of their implications for the project; and a definition of site selection and design assessment criteria.

Pre-Design activities to assess client needs, organize spatial requirements, define site criteria, incorporate site conditions and code constraints are the key focus of 291 Architectural Programming. These issues are reinforced in 461 Professional Practice, with particular emphasis on zoning and building code analysis, and sustainability requirements. Such considerations are introduced in the 413 Building Design with Landscape Studio and 441 Environmental Control Systems, and then integrated into the 415 Comprehensive Design Studio projects in a holistic way. These abilities are also expected to continue to be applied to later projects in advanced Research Studios.

B.2 Site Design: Ability to respond to site characteristics, including urban context and developmental patterning, historical fabric, soil, topography, ecology, climate, and building orientation, in the development of a project design.

The 413 Building Design with Landscape Studio puts a central focus on issues of location and circumstance within the social, cultural, and especially physical and natural contexts. The studio involves multiple sites and solutions, and student designs must demonstrate a clear response to all of these issues. 415 Comprehensive Design Studio similarly aims to ground student responses with careful attention to foundation, siting and orientation, and precedent. These studios also apply knowledge from 442 Building Climatology, which describes ecological factors while 461 Professional Practice addresses the legal and regulatory site constraints of a given site.

B.3 Codes and Regulations: Ability to design sites, facilities, and systems that are responsive to relevant codes and regulations, and include the principles of life-safety and accessibility standards.

Codes and regulations are taught in a number of contexts, chiefly in the 461 Professional Practice course, which requires students to conduct zoning and building code analyses, and overviews life safety, fire codes, building egress, and accessibility standards. Student work in 415 Comprehensive Design Studio and 414 Major Building Design Studio is expected to address these issues directly in project designs and integrate relevant code requirements into architectural solutions. Zoning regulations and criteria are covered in 461 as well as in 291 Architectural Programming. Structural Code standards are overviewed in the Structural sequence, and Energy Codes are explained in 441 Environmental Control Systems and 442 Building Climatology.

B.4 Technical Documentation: Ability to make technically clear drawings, prepare outline specifications, and construct models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

Clear and organized documentation is crucial to the successful realization of architectural concepts, not only for communicating with clients, consultants, and builders, but even to peers or co-workers, and
perhaps most of all to oneself. The process of documenting a project is, in many ways, the iterative story
of design itself. To effectively visualize and describe their designs, students must successively repeat a
process of articulation, identification, and resolution for the problems and challenges they discover at
each step. The professional context of documentation for design and construction is a topic of 461
Professional Practice, as well as principles of dimensioning and drawing organization. 220 Introduction
to Computing is also an important source of knowledge for this SPC, ensuring that students can make
use of the digital tools needed to draw, render, model, and fabricate their designs in today’s workplace.
The execution of these processes in design work can be seen more clearly in 401 Advanced Studio –
Tech Core and in 415 Comprehensive Design Studio. In particular the large-scale mockups of
envelope systems designed by students provides a strong introduction into prototyping and systems
assembly. CSI specifications and categories are covered by both 461 and 415.

B.5 Structural Systems: Ability to demonstrate the basic principles of structural
systems and their ability to withstand gravitational, seismic, and lateral
forces, as well as the selection and application of the appropriate structural
system.

Structural systems and their applications are the subject of a three quarter sequence of classes. In
Structures I, II, and III, students learn fundamental physical principles, the structural behavior of
materials and ways to calculate sizes, tolerances, and dynamics of elements that will support their
designs. This ability developed through exercises and assignments is also applied to design work, most
demonstrably in 412 Building Design Studio and 415 Comprehensive Building Studio. To allow for
greater depth of focus, 415 focuses on house designs that must use steel as structural support. Students
are required to make detailed structural diagrams and use appropriate structures. Their designs are also
critiqued and guided by structural engineers during class and in reviews, and the range of solutions and
applications is highly informative for all the class. Advanced Topic Studios show a wider range of
structural materials, such as concrete or engineered wood, and also reinforce development of structural
ability and intuition at a range of scales.

B.6 Environmental Systems: Ability to demonstrate the principles of
environmental systems’ design, how design criteria can vary by geographic
region, and the tools used for performance assessment. This demonstration
must include active and passive heating and cooling, solar geometry,
daylighting, natural ventilation, indoor air quality, solar systems, lighting
systems, and acoustics.

441 Environmental Control Systems and 442 Building Climatology are the key courses that focus on
the range of environmental variables in climates around the world and the tools and design techniques for
controlling their impact on buildings and interiors. Performance analysis of building envelopes, natural and
artificial lighting and ventilation, acoustics, and indoor air quality are especially studied in 441. This
knowledge is applied further in 442 and in design studios, such as 401 Advanced Studio – Tech Core,
413 Building Design with Landscape and 415 Comprehensive Design Studio, in regard to both
building siting and orientation and the design of building envelopes.

B.7 Building Envelope Systems and Assemblies: Understanding of the basic
principles involved in the appropriate selection and application of building
envelope systems relative to fundamental performance, aesthetics, moisture
transfer, durability, and energy and material resources.

Building envelope design is a chief focus of 401 Advanced Studio – Tech Core, in which students
design and construct large-scale mockups of building envelopes that integrate structure,
weatherproofing, cladding, and apertures, when possible built with the actual materials. Principles of
moisture transfer and environmental control are also the topic of 441 Environmental Control Systems
and 442 Building Climatology, and the selection and application of materials in construction is also
taught in 436 Introduction to Building Construction while the selection and specification of
Building Materials and Assemblies: Understanding of the basic principles used in the appropriate selection of interior and exterior construction materials, finishes, products, components, and assemblies based on their inherent performance, including environmental impact and reuse.

Exploration and evaluation of materials and assemblies are central to design studios at A.UD, in particular 401 Advanced Studio – Tech Core. Through the process of designing, sourcing, and building large-scale envelope mockups, students learn about material qualities and product applications and are pushed to engage new technologies and materials as they do. The steel house designs in 415 Comprehensive Design Studio offer an in-depth exploration of one key material in a multiplicity of variations and applications. They must consider all the roles an assembly will perform and are challenged to find ways to reduce material and design systems that can meet competing demands.

The 436 Introduction to Building Construction sequence takes this further, by presenting issues of constructability and material constraints and characteristics in more extensive detail. Students learn about thermal and moisture requirements of materials and assemblies in 441 Environmental Control Systems and 442 Building Climatology.

Selection procedures and standards for building materials and components is explained in 461 Professional Practice, including specifications and testing requirements, performance and environmental impact. Students learn the CSI numbering system and how it relates to construction procedures, as well as the legal and design considerations involved with providing multiple product options for bidding purposes.

Building service systems and applications are explained in multiple classes; mechanical, electrical, plumbing, lighting and communications systems are presented in 441 Environmental Control Systems. Vertical transportation (stairs and elevators), security, and fire protection systems (active and passive) are reviewed in the context of accessibility, egress and code design in 461 Professional Practice. 415 Comprehensive Design Studio and 414 Major Building Design Studio call upon students to deploy these systems reasonably in their designs, with particular emphasis on safe, accessible circulation and internal environmental quality and comfort. These studios, like the 401.1+ Advanced Topic Studios that follow, allow students to test their understanding on concrete problems or applications that act as case studies for this knowledge.

Financial Considerations: Understanding of the fundamentals of building costs, which must include project financing methods and feasibility, construction cost estimating, construction scheduling, operational costs, and life-cycle costs.

Cost can be a primary driver of architectural form in many situations and has the potential to make or break a project’s feasibility. At A.UD, students are taught to understand financial matters as key design tools, the thoughtful handling of which can help to preserve their design ideas and also help to keep them in business.

Real Estate Development and Finance and 291 Architectural Programming engage project financing strategies and early project feasibility and site selection.

461 Professional Practice reviews sources, formats, and techniques for project budgeting, cost estimating, and construction scheduling, as well as the importance of long-term operational costs over the life of a building. Students review cases and analyze estimates and must evaluate value-engineering options.

Students develop a case-based understanding of design cost considerations in studios as well,
particularly in the **415 Comprehensive Design Studio** context where material takeoffs and quantities are a factor in structural design, an affordability is a key consideration for the client.

**Realm C: Integrated Architectural Solutions.**

Pedagogy: The overall UCLA M.Arch I curriculum is designed to prepare students to generate Integrated Architectural Solutions as defined in Realm C. Throughout our program, students follow a cycle of research, evaluation, selection, and integration into solutions that must balance many variables. Some courses emphasize research and application using precedents, others into site characteristics, ecologies, or legal constraints. Some research involves new theories, technologies, or systems and their effective application to an architectural problem. Each course is unique, but consistently, students are taught to integrate knowledge into comprehensive, well-developed solutions that can be presented with polish and clarity. While **415 Comprehensive Design Studio** includes the most specific requirements to cover a full range of topics, comparable expectations are brought to other studios, including **401.1+ Advanced Topic Studios** and **403 Research Studios**. Student work in the third year consistently shows a high level of integration and resolution, as students ambitiously seek to apply their knowledge to substantial problems at their highest level of execution. The pattern of research, decision-making, and integration is one that will continue with them into their professional lives, and A.UD hopes to prepare them for that process with ready knowledge of reliable sources, facility with the tools of today and tomorrow, and practice at pulling it all together on an aggressive schedule. The rapid quarter system and the research sequence are distinct advantages in this regard, and this intense preparation comes through in the work of the students.

C.1 **Research:** Understanding of the theoretical and applied research methodologies and practices used during the design process.

Design and research are integrally interwoven in projects, seminars, and studios at the A.UD. **401 Advanced Studio – Tech Core** and **403 Research Studios** are highly innovative laboratories for applied research – investigating new technologies, typologies, situations, and social conditions. Students are expected to propose designs and arguments that are thorough, grounded, well-informed and evidence-based. **201 Theory of Architecture** provides an intellectual and research foundation for these efforts, which are honed in advanced seminars, and complemented by the technical curriculum.

C.2 **Integrated Evaluations and Decision-Making Design Process:** Ability to demonstrate the skills associated with making integrated decisions across multiple systems and variables in the completion of a design project. This demonstration includes problem identification, setting evaluative criteria, analyzing solutions, and predicting the effectiveness of implementation.

The **415 Comprehensive Design Studio** undertakes the most focused integration of design decisions and evaluations within a single project, but other studio work in a course such as **413 Building Design Studio with Landscape** also build these skills. Projects aim for a synthesis and resolution of multiple variables into a comprehensive design. In **401 Advanced Studio – Tech Core**, students develop details and system assemblies through a process of evaluative selection and development. Strategies for problem identification, evaluation of options and solutions, and models for predictive design are also studied and practiced in **291 Architectural Programming**, while **461 Professional Practice** addresses the interaction and decision-making between partnering disciplines during the integrated design process.

C.3 **Integrative Design:** Ability to make design decisions within a complex architectural project while demonstrating broad integration and consideration of environmental stewardship, technical documentation, accessibility, site conditions, life safety, environmental systems, structural systems, and building envelope systems and assemblies.
As with other SPC in this realm, the ability to integrate many variables and considerations in a single design is a common goal throughout the studio curriculum, particularly in the third year. However, the primary focus of 413 Building Design with Landscape Studio and 415 Comprehensive Design Studio is the integration of each technical and systematic variable at a consistently high level of resolution at a scale that allows thorough detail and careful thought. This capability sets the standard for investigations in advanced studios during the third year, which allow students to learn about a wide range of building typologies and circumstances and to enhance their skills, abilities, and architectural knowledge base.

Realm D: Professional Practice.

D.1 Stakeholder Roles in Architecture: Understanding of the relationships among key stakeholders in the design process—client, contractor, architect, user groups, local community—and the architect's role to reconcile stakeholder needs.

Stakeholder roles and relationships are formally taught in 461 Professional Practice, which details the many parties involved with architectural projects - the service contracts, checks and balances, and civic responsibilities that connect (and sometimes divide) project participants as well as collaborative efforts and dispute resolution methods. 291 Architectural Programming and Real Estate and Finance also overview how interactions with clients, users, and community constituencies can affect a project’s program formation or its viability and appeal. 436 Introduction to Building Construction also outlines roles and relationships in the construction context. In the 415 Comprehensive Design Studio, the hypothetical client's needs are quite specific, and inform the solution, while later focused research projects may often include an actual client who offers design input, such as partnering companies from outside industry, a nonprofit organizations, or in the case of studios connected to research centers such as CityLAB, the governments of entire cities or regions. Whatever the design context, students are taught to respect, acknowledge, and reconcile stakeholder needs when they design, and to protect the interests of the wider public and the environment as well as those of the client.

D.2 Project Management: Understanding of the methods for selecting consultants and assembling teams; identifying work plans, project schedules, and time requirements; and recommending project delivery methods.

461 Professional Practice teaches how consultant teams are gathered and the kinds of consulting disciplines that are needed to responsibly augment an architect’s own abilities. It discusses how project work is organized and scheduled and how time pressures can be forecast and managed. Joint Ventures, associations, and other partnerships are discussed, and the challenges of the virtual and global workplace. Their contractual, business, and legal implications of various project delivery methods are presented, as well as their possible consequences for construction sequencing or the joinery of systems and assemblies. 436 Introduction to Building Construction also addresses construction management techniques and jobsite duties, while the studio curriculum provides students with the experience of working with actual consulting engineers and specialists as guest reviewers and desk critics, particularly in 401 Advanced Studio – Tech Core and 415 Comprehensive Design Studio.

D.3 Business Practices: Understanding of the basic principles of a firm’s business practices, including financial management and business planning, marketing, organization, and entrepreneurship.

Business practices are presented chiefly in 461 Professional Practice, in which students learn about
how businesses are legally established, what kinds of organizational forms they may take, duties to
clients and employees, and how they need to operate in order to maintain a steady income. Marketing
and entrepreneurship are discussed, including online and in-person presentation.

Students build upon this by meeting a variety of practitioners in person and learn about their own
strategies for business planning and office management. This interaction also takes place with guest
critics in the studio program or on field trips to architectural offices or jobsites. Although it is a
supplemental course, M272 Real Estate Development and Finance also addresses business topics.

Advanced seminars in New Practice build upon this knowledge in more focused case studies as do
elective Anderson Business School or Urban Planning courses that A.UD students are able to take.

In a less formal way, students are constantly learning about presentation and marketing in connection
with the long list of visiting lecturers and exhibition and AIAS or career events at A.UD, which also
helps students to envision their own careers and begin to develop a professional network.

D.4 Legal Responsibilities: Understanding of the architect's responsibility to
the public and the client as determined by regulations and legal
considerations involving the practice of architecture and professional
service contracts.

Regulatory considerations and the legal framework for architectural practice are taught in 461
Professional Practice. Students learn the purposes and contents of contracts, the protections they
afford, the consequences they carry, and the significance of their language and structure. Students
grapple with hypothetical situations to understand the differing points of view in play during disputes and
are called upon to propose possible solutions and resolutions. Students’ understanding of the Architect's
duty to protect the health, safety, and welfare of the public is also expected to be reflected in their design
work, as seen in 415 Comprehensive Design Studio, and informs other courses, particularly the
Structures course sequence.

D.5 Professional Conduct: Understanding of the ethical issues involved in the
exercise of professional judgment in architectural design and practice and
understanding the role of the NCARB Rules of Conduct and the AIA Code
of Ethics in defining professional conduct.

The AIA Code of Ethics and NCARB Rules of Conduct are studied in 461 Professional Practice, and
the implications of each are discussed during class. Ethical responsibilities toward the client, the public,
and other professionals are examined in relation to these documents as well as in the broader context of
building codes, registration boards, legal responsibilities, and the requirements for internship and
licensure. Related covered topics include the exercise of professional judgement, the importance of
documents and presentation materials as instruments of service, and the ethical and legal boundaries of
copyright and originality. 436 Introduction to Building Construction also presents architectural duties
in the context of construction sites, while professional responsibilities toward the client are also a topic
addressed by 291 Architectural Programming. Building on this, other Advanced Topic Seminars or
studios frequently explore the larger social impact that Architects may have, and their professional
obligation to advance social and environmental good through their planning, analysis, and design.

II.2.1 Institutional Accreditation

Curricular Framework

Regional Institutional Accreditation:
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 within 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 Luskin School of Public Affairs.

**Degree Nomenclature:**
The M.Arch I is currently the only NAAB-Accredited Degree Program at UCLA.

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, SupraSTUDIO (M.Arch.II), MA and PhD programs.

The one-year, applied research post-professional SupraSTUDIO Degree Program has been known to date as the M.Arch II Degree, although efforts are underway to officially change the degree title before the June 30, 2018 deadline. Procedures to make this change will involve review and approval processes through the larger University, but the intention of the A.UD is to distinguish the one-year post-professional program from the NAAB-Accredited M.Arch I Degree with a new name. One step in this direction has been to emphasize the SupraSTUDIO name in promotional materials that refer to that Degree program, and providing clarification that the M.Arch I degree is the NAAB-Accredited A.UD degree program. Further clarifying this distinction is that enrollment in the SupraSTUDIO program is only open to applicants who already hold a NAAB-Accredited Professional Degree or a foreign equivalent.

The A.UD Admissions Frequently Asked Questions webpage provides additional clarification to distinguish the two programs: [http://www.aud.ucla.edu/admissions/faq.html](http://www.aud.ucla.edu/admissions/faq.html)

The FAQ’s are listed below:

- **I have a Bachelor's degree, but it is not in Architecture. Am I eligible to apply for one of your professional Master's programs? For which professional Master's program am I eligible to apply?**
  You would be eligible to apply for the three-year M.Arch.I program. This program is open to students who hold a Bachelor's degree even if it is not in Architecture.

- **I have a pre-professional Bachelor's degree in Architecture. Which professional design program do I apply for, the M. Arch.I, or the M. Arch.II?**
  Students with a four-year Bachelor of Arts or Bachelor of Science in Architecture, Architectural Design, or Environmental Design are eligible to apply for the M.Arch.I program. This three-year degree program is professionally accredited by the National Architectural Accrediting Board (NAAB). This program is designed for students aspiring to become licensed architects.

- **I have a five-year Bachelor of Architecture degree that is accredited for professional licensure. To which graduate program am I eligible to apply?**
  You are eligible to apply for the one-year M.Arch.II program. This program is designed for students who hold a professionally-accredited degree in Architecture. This program is NOT accredited for professional licensure, so students with licensed degrees are considered for admission.

- **What is the difference between the M.Arch.I, M.Arch.II, M.A., and Ph.D. programs?**
  a) The M.Arch.I program is a three-year, design-based professional program accredited for licensure by the NAAB. It was created for students who hold a four-year Bachelor's degree, either in Architecture or some other field, who are interested in becoming practicing architects.
  b) The M.Arch.II program is a one-year, design-based, post-professional program designed for students seeking advanced training in Architecture, promoting critical practice by emphasizing applied research. Students with professionally-accredited degrees in Architecture are considered for admission.
  c) The Master of Arts in Architecture (M.A.) program is a two-year, research-based program culminating in a thesis. This program prepares students for pursuing a PhD either in
Architecture or a related field, to engage in research for academic and non-academic purposes, teach, or pursue employment in the museum setting. M.A. students are interested in the areas of critical studies and architectural history. Please note that there are no design courses affiliated with this program.

d) The Ph.D. program is also an academic, research-based degree program for students interested in the area of critical studies and architectural history. The PhD program requires six years to completion, and culminates in a dissertation. Please note that there are no design courses affiliated with this program.

- **When I graduate with a Bachelor of Arts in Architectural Studies, am I eligible to work as an architect?** The Bachelor of Arts in Architectural Studies is not a degree that is accredited for professional licensure. Students who complete this program will need to continue on to a professionally-accredited Master's program, like UCLA A.UD's M.Arch.I program, or any other NAAB-accredited Master's program.

## II.2.2 Professional Degree and Curriculum

The graduate M.Arch I Degree at A.UD includes Professional Studies and Optional Studies. General Studies requirements are to be satisfied prior to admission. The NAAB-accredited M.Arch I program is exclusively a graduate professional degree program and accepts applicants with either a non-preprofessional degree or a preprofessional degree. Admissions and coursework distribution requirements for both types of candidates are the same. A.UD does not offer a Single Institution (SI) degree. Although A.UD does offer an undergraduate major, the B.A. in Architectural Studies, any graduates of that program wishing to subsequently enter the M. Arch. I program would have to follow the same application process as all other applicants. No credit from an undergraduate UCLA B.A. could be applied toward a graduate M.Arch I degree or used to waive any M. Arch I degree requirements.

The M.Arch.I program focuses on a 6-quarter Core Curriculum, a studio-centered series of integrated required courses that provide students with fundamental training in the practice of architecture. The design studio sequence is organized by a series of themes: *Discipline*, *Tectonics*, *Assembly*, *Urban Landscape*, *Comprehensive Design*, and *Urban Hybrids*. Each of these studios corresponds to additional required offerings, alongside a smaller portion of the curriculum offering a range of elective studio courses in architectural and urban design and academic courses in architectural history, theory, technology, and urbanism that provide access to the rich offerings of the University. Both curricula are taught by an accomplished faculty that includes senior designers with significant professional practices, outside consultants working in engineering and other areas critical to architectural production, and highly respected academics who shape the field through their research and writing.

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 (**411 Introductory Design 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 436 Introduction to Building Construction, 220 Introduction to Computers and the initial 431 Structures I course.

Tectonics and Assembly (412 Building Design Studio and 401 Advanced Studio - Tech Core) rely 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. This knowledge is strongly intensified during Tech Core with close study of precedents and envelope detailing with large-scale construction and models. Students are simultaneously enrolled in 201 Theories of Architecture, 432 Structures II during Winter Quarter and 433 Structures III and 442 Building Climatology during Tech Core in the Spring.

In Second Year, Urban Landscape introduces students to the important role of landscape in architecture. (413 Building Design with Landscape Studio) Students are confronted with a large or challenging 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 437 Building Construction and one elective.

Comprehensive Design is our 415 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 441 Environmental Control Systems and 291 Theory of Architectural Programming.

Urban Hybrids shifts the attention of students from the large and open terrains that often confront architects working in suburban areas to a dense urban core (414 Major Building Design Studio). 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 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 complete 461 Professional Practice, which integrates knowledge from the 415 quarter along with a focus on regulatory and organizational contexts and procedures for architectural practice. Students also select another elective offering.

After completing the core studio curriculum, students finish the rest of their required courses while also taking 401.1+ Advanced Topic Studios and 403 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, 403 Research Studios add 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 elective, research-oriented component of the program is made possible by the acceleration of the Core Curriculum to roughly two thirds of the way through the M.Arch I program: having provided students with an excellent foundation, the program subsequently moves them beyond basic training and into refinement, research and reflection. During their final year, students select studios that focus on a wide range of thematic and technical issues. Many examine the spatial and social conditions of Los Angeles, a massive built environment that houses more than half of the American population. Another emphasis is the digital interface between design, robotics, and manufacturing, in part because Southern California has the highest concentration of technology businesses in the nation. Option studios that range from 10 to 30 weeks, enhanced by seminars and lectures in the three areas of departmental specialization; advanced building and digital technology, urban design, and critical studies. During this period of their studies, students in the M.Arch I work alongside students enrolled in the MA, PhD and SupraSTUDIO programs, and benefit from their greater focus on research and speculative investigations. It is also in this component of the curriculum that space is reserved for non-departmental electives such as the Digital Humanities, Urban Humanities Institute, the Joint Program with Planning, or elsewhere, allowing students to fully exploit their choice to study architecture within the setting of a great research University.

The UCLA curriculum offers students a balanced and integrated training in architecture, constantly scrutinized by a faculty to ensure that it reflects the constantly-changing realities of the profession. The current curriculum encompasses new architectural and digital technologies, proliferating forms of professional practice, the cultural requirements of an increasingly diverse society, as well as enduring traditions that remain important and useful. 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 Degree Programs and Minimum Credit Distribution for NAAB-Accredited Degrees

Comparison to NAAB Minimum Credit Requirements for Quarters:
The A.UD M.Arch. I program requires nine quarters of study, and completion of 126 graduate units.
NOTE: This table reflects quarter system totals for NAAB minimum requirements. The totals listed on the left were obtained by multiplying semester-credit minimum requirements by 1.5. A.UD program requirements are defined in terms of grad units, typically between 2 and 6 per course. For accurate comparison, each graduate unit would equate to two NAAB quarter credits; 126 grad units = 252 quarter credits per NAAB.

The credit distribution of courses in the A.UD M.Arch I Degree program is presented in the Credit Distribution Table on the following page. The listed categories are defined as follows:

General Studies: Courses offered in the following subjects: communications, history, humanities, social sciences, natural sciences, foreign languages, and mathematics, either as an admission requirement or as part of the curriculum. These courses must be offered outside the academic unit that offers the NAAB-accredited degree and have no architectural content. Architecture courses cannot be used to meet the NAAB general studies requirement. In many cases, this requirement can be satisfied by the general education program of an institution’s baccalaureate degree. At A.UD, General Studies requirements are to be satisfied by the prior undergraduate degree and coursework of the applicant before enrollment. For more details on specific requirements, please see the details in Section II.4.6 Admissions and Advising.

Professional Studies. Courses with architectural content required of all students in the NAAB-accredited program. These courses are considered the core of a professional degree program. Student work from these courses is expected to satisfy the NAAB SPC (Condition II.1). The degree program has the flexibility to require additional professional studies courses to address its mission or institutional context. Further, the program may choose to provide cocurricular or extracurricular learning opportunities to supplement or complement required course work. At A.UD, Professional Studies include all required courses in the Core Curriculum and are those identified in this APR to meet all SPC (a minimum of 108 grad units or 216 quarter credits).
Optional Studies (Curricular Flexibility). All professional degree programs must provide sufficient flexibility in the curriculum to allow students to pursue their special interests either by taking additional courses offered in other academic units or departments, or by taking courses offered within the department offering the accredited program but outside the professional studies curriculum. At A.UD, Optional Studies include all Electives and allow students curricular flexibility to follow their own interests within Departmental or University offerings (18 grad units or 36 quarter credits).

Some Required Professional Studies courses offered are also open to undergraduate majors (10 grad units or 20 quarter credits), while the balance of 98 grad units (196 quarter credits) are Graduate-only courses.

The minimum number of General and Optional Studies courses (required plus elective) totals 126 Grad Units (252 quarter credits), the same as the NAAB requirement for quarter-based programs.

<table>
<thead>
<tr>
<th></th>
<th>M. Arch. (preprofessional * plus)</th>
<th>M. Arch. (non-preprofessional * plus)</th>
<th>A.UD M.Arch I 1 Grad Unit = 2 Quarter Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Studies</td>
<td>Defined by baccalaureate required for admission</td>
<td>Defined by baccalaureate required for admission</td>
<td>Defined by baccalaureate required for admission</td>
</tr>
<tr>
<td>Optional Studies</td>
<td>15</td>
<td>15</td>
<td>18 Grad Units = 36 (Electives)</td>
</tr>
<tr>
<td>Professional Studies</td>
<td>As defined by the program</td>
<td>As defined by the program</td>
<td>108 Grad Units = 216</td>
</tr>
<tr>
<td>Undergraduate Credits</td>
<td>As defined by the program</td>
<td>As defined by the program</td>
<td>Required Professional Studies courses that are also open to Undergraduates: 10 Grad Units = 20</td>
</tr>
<tr>
<td>Graduate Credits</td>
<td>45</td>
<td>45</td>
<td>98 Grad Units = 196</td>
</tr>
<tr>
<td>Total Credits</td>
<td>252</td>
<td>252</td>
<td>126 Grad Units = 252</td>
</tr>
</tbody>
</table>

* Preprofessional architecture degree: The term refers to architecturally focused four-year undergraduate degrees that are not accredited by the NAAB. These degrees have such titles as B.S. in Architecture, B.S. in Architectural Studies, B.A. in Architecture, Bachelor of Environmental Design, Bachelor of Architectural Studies, etc. The amount of architecturally defined content in these programs may vary from institution to institution and will determine the length of time required to complete the subsequent NAAB-accredited program.

Requirements for the M.Arch.I program are given on pages 34-39 of the A.UD 2014-2015 catalogue.

Degree Programs Webpage: http://www.aud.ucla.edu/programs/degree_programs_3.html
M.Arch I Degree webpage: http://www.aud.ucla.edu/programs/m_arch_i_degree_4.html
See also description on page 30 of Graduate Catalogue.
Curriculum Structure
A typical program of study, below, is followed by a set of charts illustrating other courses that also address SPC, the logic of the core curricular organization, the core studio sequence, and elective options.

Master of Architecture I (M. Arch I) Typical Study Program*

<table>
<thead>
<tr>
<th>First Year</th>
<th>No.</th>
<th>Course</th>
<th>42 Graduate Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td>411</td>
<td>Introductory Design Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>220</td>
<td>Introduction to Computers</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>431</td>
<td>Structures I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>436</td>
<td>Introduction to Building Construction</td>
<td>2</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>412</td>
<td>Building Design Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>M201</td>
<td>Theories of Architecture</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>432</td>
<td>Structures II</td>
<td>4</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>401</td>
<td>Technology Core</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>433</td>
<td>Structures III</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>442</td>
<td>Building Climatology</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>No.</th>
<th>Course</th>
<th>42 Graduate Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Quarter</td>
<td>413</td>
<td>Building Design with Landscape Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>291</td>
<td>Theory of Architectural Programming</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>000</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Winter Quarter</td>
<td>415</td>
<td>Comprehensive Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>441</td>
<td>Environmental Controls</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>000</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td>Spring Quarter</td>
<td>414</td>
<td>Major Building Design Studio</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>437</td>
<td>Building Construction</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>461</td>
<td>Professional Practice</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>No.</th>
<th>Course</th>
<th>42 Graduate Units</th>
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<tbody>
<tr>
<td>Fall Quarter</td>
<td>401.1+</td>
<td>Advanced Topics Studio</td>
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<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>000</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>403A</td>
<td>Research Studio Seminar</td>
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</tr>
<tr>
<td>Winter Quarter</td>
<td>401.1+</td>
<td>Advanced Topics Studio</td>
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</tr>
<tr>
<td></td>
<td>000</td>
<td>Elective</td>
<td>4</td>
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<tr>
<td></td>
<td>403B</td>
<td>Research Studio Seminar</td>
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<tr>
<td>Spring Quarter</td>
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<td>Elective</td>
<td>4</td>
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<tr>
<td></td>
<td>000</td>
<td>Elective</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>403C</td>
<td>Research Studio</td>
<td>6</td>
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</tbody>
</table>

126 Units

*Courses and schedule are subject to change.
Matrix indicating additional courses that address specific Student Performance Criteria.
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DISCIPLINE</th>
<th>TECTONICS</th>
<th>ASSEMBLY</th>
<th>URBAN LANDSCAPE</th>
<th>COMPREHENSIVE DESIGN</th>
<th>URBAN HYBRIDS</th>
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<tbody>
<tr>
<td>GOAL</td>
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<td>PROJECTS</td>
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<tr>
<td>SITE</td>
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<tr>
<td>PROGRAM</td>
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<tr>
<td>SCALE</td>
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<tr>
<td>PRAXIS</td>
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<tr>
<td>KNOWLEDGE</td>
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<tr>
<td>SKILLS</td>
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<td>THEMES</td>
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</tr>
</tbody>
</table>

[Table content continues as shown in the image]
Student Progress Evaluation

Students in the M.Arch Program are required to be in residence at UCLA for three years and undertake nine quarters of work. It is a University Requirement that Graduate Students must maintain a 3.0 (B) grade-point average. In addition, the A.UD 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 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 Student Advisor maintains a degree checklist sheet for each student and meets individually with all continuing students each Spring Quarter to discuss the student’s course of study, ensuring satisfactory progress and advising the student of any possible deficiencies in her or his program.

Grading and grade point averages are used as indices of academic progress, as well as:

a) Advising. Advisors are responsible for monitoring the progress of M.Arch I students and discussing it with them. Close, effective working relationships typically develop between students, advisors, and other members of the faculty to 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. Each design studio class in the M.Arch.I degree program culminates in a public presentation of student projects before a panel of faculty members and invited outside professionals. Discussions of each project 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 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 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.

At the completion of the first year, all M. Arch I students are required to present their work for review as a condition of advancement into the second year. Students at that time will have completed three studio courses (411, 412, and 401). Any students having difficulty in studio during Winter Quarter will be notified to allow 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. Portfolios, following a template, are submitted to the office in hard copy form and submitted digitally in pdf form.

II.3 Evaluation of Preparatory Education

Enrollment into the M.Arch I sequence is only by application, and not by transfer. As a result, preparatory education is evaluated primarily through the application process, including preprofessional,
baccalaureate-degree or associate-degree content. For additional information regarding admissions procedures, see section II.4.6 Admissions and Advising.

Students who can demonstrate that they already have adequate background in topics covered by a specific required course may petition to waive that course and replace it with an elective. Students who wish to waive a required course are referred to the proper faculty member for consultation, and must demonstrate to the satisfaction of the course’s instructor that the prior coursework’s content and quality would fulfill all requirements of the course to be waived. If any gaps exist, the instructor could elect to require additional coursework for evaluation, or could simply deny the petition and require that the student complete the class. Permission to waive a required course can reduce neither the required minimum number of 126 units for the M.Arch I degree, nor the nine-quarter residence requirement. Studio coursework may not be waived. There is no transfer of credit procedure, as credits do not transfer at UCLA at the Master’s level.

The M.Arch I program does not rely on any preparatory educational experience to ensure that admitted students have already met any SPC. The required course curriculum encompasses all SPC and aims to reinforce them across multiple courses and class settings. Waivers of individual courses are exceptional and would in no case release any students from the obligation to meet all required SPC.

As detailed in section III.X Admissions and Advising, all applicants to the Master of Architecture I degree program, must complete the University application as well as supplemental department application and submit official academic records (transcripts, GRE Scores, TOEFL Scores as applicable), letters of recommendation, a personal statement, and a portfolio of previous work. Quantitative information from transcripts and testing are compiled ahead of time and summarized with each file.

Evaluation of each applicant’s preparatory degree qualifications begins with a review of application materials by that year’s faculty admissions committee. The committee includes full-time faculty who teach in the M.Arch I program, understand program requirements and know the preparation and ability necessary for successful performance. Committee members score applicants in a first round and make individual recommendations of whether or not to admit. At this point, some decisions are often clear, but many others require a second round of evaluation, review, or discussion to reach a final decision.

The same committee also makes recommendations regarding available Departmental financial aid awards and individual recommendations for Graduate Division Financial Aid awards. Determinations depend upon available resources each year as well as the qualifications of applicants in a given year’s pool.

II.4 Public Information

II.4.1 Statement on NAAB-Accredited Degrees

The required statement for NAAB-Accredited Degrees is included with the description of the Accredited M.Arch I Degree Program on page 30 of the Graduate Catalogue and on the M.Arch I degree webpage at: http://www.aud.ucla.edu/programs/m_arch_i_degree_4.html

The text reads as follows:

From the NAAB

In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit professional degree programs in architecture offered by institutions with U.S. regional accreditation, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted an eight-year, three-year, or two-year term of accreditation, depending on the extent of its conformance with established educational standards.
Doctor of Architecture and Master of Architecture degree programs may require a preprofessional undergraduate degree in architecture for admission. However, the preprofessional degree is not, by itself, recognized as an accredited degree.

University of California, Los Angeles, Department of Architecture and Urban Design offers the following NAAB-accredited degree programs: M.Arch.I (non-preprofessional degree + 126 graduate credits)

Next accreditation visit for all programs: 2016

To read more about the NAAB Conditions of Accreditation, please visit:
NAAB Conditions for Accreditation
NAAB Student Performance 2009 Criteria
NAAB Student Performance 2004 Criteria

On the website, these entries are accompanied by the other items required under II.4.2, II.4.4, II.4.5.

II.4.2 Access to NAAB Conditions and Procedures

NAAB Conditions and Procedures documents are electronically available to all students, faculty, and the public on the A.UD website. Links are provided on the M.Arch I degree page at:
http://www.aud.ucla.edu/programs/m_arch_i_degree_4.html

NAAB Accreditation: http://www.naab.org/accreditation/home

The 2014 Conditions for Accreditation

The Conditions for Accreditation in effect at the time of the last visit:

The Procedures for Accreditation (edition currently in effect):

The Procedures for Accreditation previously in effect:

Page 31 of the Graduate Catalog also lists web addresses for the 2004 and 2009 NAAB Conditions.

II.4.3 Access to Career Development Information

A.UD students and graduates have access to career development and placement services that help them develop, evaluate, and implement career, education, and employment plans.

This information is introduced in multiple locations on the A.UD site. An initial set of links is included along with admissions materials to present the full context of licensure requirements to potential applicants considering the professional degree:

http://www.aud.ucla.edu/admissions/resources.html

A Career Resources page on the A.UD website is provided to further outline rules and requirements for licensure in greater detail:

http://www.aud.ucla.edu/programs/career_resources_16.html

The page includes a brief explanation of the path to Architectural licensure in California, and provides multiple links to NAAB, NCARB, and California Architects Board Resources for understanding required steps and processes:

Education - About the NAAB, A.UD NAAB Degree, Foreign Degrees and EESA
Experience – IDP Guidelines, Get Started with IDP, Experience Settings, Core & Elective Hours, IDP Streamline, and a link to IDP Credit Hour Opportunities at A.UD

Examination – About the ARE, Transition to ARE 5.0, ARE Pass Rates, California Eligibility, About the CSE

Secondary Tabs provide information regarding licensure renewal and reciprocity requirements and a section for upcoming IDP credit opportunities coordinated or announced by the department, such as Campus Construction Tours or Design Competitions. This section is completed with the help of the Architect Licensing Advisor, whose role and actions in support of student Career Development is described above in Part I.2.1 Human Resources.

This information on the website is reinforced by presentations made by the Architect Licensing Advisor during Open House and orientations, as well as multiple times during the year and via email announcements.

A secondary and even more detailed resource has also been provided by the Arts Library with a web-based Research Guide to Professional Practice in Architecture and Urban Design. This page gathers Professional Practice Handbooks and Manuals, Licensing information, links, and documents, call information for licensing exam study guides, links for professional societies and organizations, architecture schools, and more:

http://guides.library.ucla.edu/c.php?g=180187&p=1185675

The A.UD website also features a tabbed page entitled Alumni and Jobs.

http://www.aud.ucla.edu/alumni_and_friends/chair_welcome.html
http://www.aud.ucla.edu/alumni_and_friends/login.html

From this page, students and alumni can access a Job Board with listings posted by area firms or relayed by possible employers to Department Staff, Faculty, or the Architect Licensing Advisor.

UCLA also operates a Career Center for general support of the preparation and application process, with more job postings, a library of print resources, employer contact information for a wide range of disciplines, resume workshops and mock interview services: http://career.ucla.edu

II.4.4 Public Access to APRs and VTRs

To promote transparency in the process of accreditation in architecture education, A.UD makes the following documents electronically available to the public on the M.Arch I page at http://aud.ucla.edu/programs/m_arc_i_degree

- The current APR for 2015
- The most recent 2010 decision letter from the NAAB
- Final edition of previous 2010 Visiting Team Report, with attachments and addenda
- Previous 2009 Architecture Program Report (APR)
- Annual Reports, Interim Progress Reports, and NAAB responses

II.4.5 ARE Pass Rates

The A.UD provides a website link to for current and prospective students and the public to access NCARB’s published pass rates for each section of the Architect Registration Examination by institution.
ARE Pass Rates per NCARB (2007-2014) is provided on the Career Resources page of the A.UD website:
http://www.aud.ucla.edu/programs/career_resources_16.html
Linking to:
http://www.ncarb.org/ARE/ARE-Pass-Rates.aspx
Information on the ARE as well as IDP and California licensure requirements is also provided here:
http://www.aud.ucla.edu/admissions/resources.html
http://www.aud.ucla.edu/programs/career_resources_16.html
Students and faculty are informed of these resources information during their orientations to the program.

II.4.6 Admissions and Advising

Admissions Information

Admissions policies listed cover first-time, first-year students to the M.Arch. I degree program. Note that transfers from within and from outside the institution to the M.Arch. I program must complete the same Admissions process at the same time of year and demonstrate adequate preparation prior to admission along with all other applicants. See below for policies and procedures regarding students who may need to complete a prerequisite prior to enrollment, such as History of Architecture, if determined to be otherwise qualified. In the event that acceptance is granted conditional upon the completion of such coursework, no M.Arch I graduate units are replaced by the fulfillment of this requirement, and the student must still satisfy all other program requirements, including the nine-quarter program duration.

The following Admissions Requirements are listed in the Graduate Catalogue, pages 90-97:

Academic Background
A.B., B.A., B.S. (including four-year B.A. or B.S. in Architecture)
Nonarchitecture undergraduate degree or, four-year nonprofessional degree in architecture.
Degree Objective on the Application for Graduate Admission (AGA): MAR

Admission Requirements
The M.Arch.I program accepts applications from those holding Bachelor's degree (or its equivalent) comparable in standards and content to a Bachelor's degree from the University of California.

Applications are accepted from students with diverse backgrounds. Although no formal training in architecture is required, first-year classes assume some familiarity with the history and culture of architecture, possession of basic graphic skills, and the understanding of fundamental concepts of mathematics and physics. Applicants are strongly advised to become familiar with basic works in the history and theory of architecture before entering the program.

Entry into the program is therefore conditional on having taken at least one college-level course in each of the following areas:

- **Newtonian Physics** One basic college-level Newtonian physics course covering light, heat and sound. Minimum grade of “C”

- **Mathematics** One college-level math course covering algebra plus geometry or trigonometry, or pre-calculus or calculus. Minimum grade of “C”
Drawing or Basic Design  Minimum grade of “B”

A Survey in the History of Architecture
Minimum 1 semester or 2 quarters that covers antiquity (i.e. Mesopotamia, Assyrian, Ancient Greek, Ancient Roman, Egyptian) to the present. Note: Art History Courses do not satisfy this requirement. Minimum grade of “B”

The physics, mathematics and drawing prerequisites can be fulfilled at most universities. If you are an international applicant and find that your university does not offer a course that fulfills our History of Architecture prerequisite, we suggest you contact a local community college in the spring prior to starting UCLA to organize taking a course in the U.S. before you enter.

For further information on these prerequisites, contact the admissions officer.

The Admissions Committee will consider applications from those who, at the time of application, do not have these prerequisites. If applicants do not have the prerequisites completed, they must specify in their application how they plan to complete the prerequisites before entry into the program. The Student Adviser can provide guidance on how to do so. Some applicants may be required to take a summer studio course at UCLA as a condition of admission. Admissions will only be offered on the condition that the applicants provide the Student Adviser with satisfactory evidence of having completed the prerequisites before beginning course work. In addition, the Department of Architecture and Urban Design requires that applicants submit the material outlined under “Admissions” located in the back of this brochure. International students should carefully review the English-language proficiency requirements.

The M. Arch. I program is a full-time program and does not accept part-time students. All new students must enter in the Fall Quarter.

Application Components:

1) Digital Submission via online UCLA Application for Graduate Admission (AGA)
   - Statement of Purpose (M.Arch.II applicants, please see below)
   - Three Letters of Recommendation (submitted online by recommender) (Type: Graduate Division Recommendation)
   - Résumé or Curriculum Vitæ (recommended, but not required)
   - Departmental Supplement Form
   - Prerequisite Sheet (M.Arch.I applicants only)
   - Scanned copy of transcripts
   - Scanned copy of GRE scores*
   - Scanned copy of TOEFL or IELTS scores* (International applicants only)
   - Sample of written work (M.A. and Ph.D. applicants only)

*Official copies of these documents must also be sent to the Architecture Department directly from the issuing organizations

2) Hard copy submission (one package via post to the Architecture Department)
   - Official transcripts from each college attended (in addition to the uploaded copy)
   - Portfolio (M.Arch.I and M.Arch.II applicants only) (M.Arch.II applicants, please see below)
   - Departmental Supplement Form (in addition to uploaded copy)
Admissions and Advising

Material regarding admissions policies and procedures for all A.UD programs is publicly documented. In addition to the Graduate Catalogue, admissions requirements are listed in the following online webpages:

Department Admissions Webpage: http://www.aud.ucla.edu/admissions/admissions.html

This page includes brief descriptions and links for each degree, links to program catalogues, admissions requirements, application forms and instructions, application deadlines, tour and email list information, staff and Admissions Coordinator contact information, estimated tuition fees, financial resources, and frequently asked questions.

Department M.Arch I Degree Webpage: http://www.aud.ucla.edu/programs/m_arch_i_degree_4.html

Includes the statement regarding NAAB Accredited degrees and links to NAAB Conditions and Procedures, links to the A.UD Graduate Catalog and Summer Institute Architecture Program, the UCLA Graduate Division Homepage and Financial Aid Office, the UCLA Application for Graduate Admission Form and the Free Application for Federal Student Aid (FAFSA). Also provided here is information about the Graduate Open House and links to student design projects.

Department Graduate Admissions Webpage:

Detailed departmental application requirements, including policies and procedures for evaluation of transcripts and portfolios, links to required standardized test websites, Departmental Supplement Form and Prerequisite Sheet.

Online UCLA Application for Graduate Admission Form and Architecture Admissions instructions:

https://grad.ucla.edu/gasaa/admissions/applicat.htm
https://grad.ucla.edu/gasaa/admissions/admisinfo.html
https://app.applyyourself.com/AYApplicantLogin/fl_ApplicantConnectLogin.asp?id=ucla-grad
https://grad.ucla.edu/gasaa/deptinfo/deptinfo.asp?code=0084&academicyear=20152016

Architecture M.Arch I Specific information is found at:
https://grad.ucla.edu/gasaa/majors/archi.html
https://grad.ucla.edu/gasaa/pgmrq/archi.asp

Architecture Admissions and Enrollment Data:
https://grad.ucla.edu/asis/progprofile/result.asp?selectmajor=0084

Frequently asked questions regarding graduate admissions, including procedures, policies, and processes for evaluation: https://grad.ucla.edu/asis/infoserv/faq.html

Graduate Division Financial Support Page: https://grad.ucla.edu/asis/stusup/index.html

Professional Student Fees: https://grad.ucla.edu/gss/library/feesintro.htm

Financial Support for Entering Graduate Students:
https://grad.ucla.edu/asis/entsup/finsup.htm
Includes information on Fellowships and Grants, Teaching and Research Assistantships, Financial Aid, and Extramural Fellowships.

Financial Support for Continuing Graduate Students:
https://grad.ucla.edu/asis/stusup/stusup.htm
Includes information on student research travel and fellowship applications.
Student Financial Information

The Admissions process at A.UD strives to ensure that applicants and incoming students will have a clear understanding of program costs and fees as well as available potential funding resources. Fees and resources are indicated in the Graduate Catalogue and on the department website, and admissions and advising staff are available to answer questions by phone or email, or directly by appointment or at annual Open House events.

Applicants to A.UD programs find information about Financial Support in numerous locations:

The Graduate Catalogue (p. 98-101) describes the following estimate of fees and expenses:

Estimated Fees and Expenses
Annual Fees for 2013-2014

Resident
$23,662.09 (M.Arch.I) $15,662.09 (M.A.) $15,682.09 (Ph.D.)

Nonresident
$35,907.09 (M.Arch.I) $30,764.09 (M.A.) $30,784.09 (Ph.D.)

Resident/Nonresident
$37,704.00 (M.Arch.II)

California Residency
As indicated in the schedule above, students who are not legal residents of California (out-of-state and international students) pay a nonresident tuition fee each term. The “Appendix” in the UCLA General Catalog provides information concerning determination of residence for tuition purposes.

For further information regarding California Residency, please visit www.registrar.ucla.edu/faq/res.htm

Note: Fees are subject to change without notice. In addition to the above fees, students should be prepared to pay living expenses for the nine-month academic period.

Financial Support
There are essentially four sources of support funds for graduate students at UCLA:
1. Fellowships
2. Readerships
3. Graduate student researcher positions
4. Financial aid funding

Extramural fellowships are also made available by many off-campus agencies and foundations. In addition, the Department of Architecture and Urban Design provides a significant number of in-house student support awards. An overview of the sources of UCLA support is provided in the UCLA Application for Graduate Admissions, along with a fellowship application, which should be completed by all applicants who wish to be considered for merit-based awards. The Financial Aid Office at UCLA administers financial support based solely on need. Awards include long-term low-interest loans and work-study funds are available only for graduate students who are U.S. citizens or permanent residents. These students may also apply for Federal Stafford Student Loans through the Financial Aid Office, which are long-term loans made by private lending organizations. To be considered for extramural funding, apply directly to the funding organization. Most college libraries or financial support offices keep listings of available grants or fellowships. The
UCLA Graduate Student Support office maintains extensive notebooks of the many types of extramural awards available. Among these, the American Institute of Architects (AIA) and other architecture associations make awards annually.

**In-House Awards**
These awards include Student Support Committee funding, work-study positions, and graduate student researcher appointments and readerships. Student Support Committee funding criteria is need-based, and monies allocated are normally in exchange for services rendered in the Department. Work-study positions are made available to those architecture and urban design students awarded UCLA Financial Aid Workstudy package and who wish to work in the Department as graduate student researchers, or as assistants in the computer lab, archive, shop, or gallery. Departmental work-study job applications are available from the Student Advisor. Graduate Student Researcher appointments are available depending upon extramural or Academic Senate grants secured each year by individual faculty members. Interested students should contact the departmental office for information about available positions. Readerships are available depending on funding received.

**Named Fellowships**
Named Fellowships are available annually to students through the generosity of private individuals, firms, or foundations. The prestigious “named awards” range between $1,000 and $10,000 annually. Continuing students compete each spring in an anonymous competition for these funds. Some examples are:

Alumni Fellowship, Anne Greenwald Traveling Fellowship, Associated Architecture and Urban Planning Alumni Fellowship, Carlin Glucksman Endowed Fellowship in Architecture, Chao-Di Su Fellowship, Clifton Webb Fine Arts Scholarship, CO Architects, Dean’s Fellowship, Dini Ostrov Architecture Fellowship, Dr. Hyman Eugene Oxman & Frieda Dreyer Oxman Fellowship, Edgardo Contini Fellowship, Edna and Yu-Shan Han Fellowship, Elaine Krown Klein and Hortense Fishbaugh/UCLA Affiliates, Fine Arts Council Fellowships, Franklin D. Israel Memorial Fellowship, Harvey S. Perloff Fellowship, James Pettit Memorial Fellowship, Jeffrey “Skip” Hintz Memorial Fellowship, King Gift, Mimi Perloff Fellowship, UCLA Affiliates Fellowships, Wendell Fellowship.

**ONLINE RESOURCE LINKS**

**A.UD Departmental Admissions Webpage:** [http://www.aud.ucla.edu/admissions/admissions.html](http://www.aud.ucla.edu/admissions/admissions.html)
Links to the Graduate Division Financial Support Page and to the M. Arch I Degree Program

**M. Arch I Degree Program Webpage:** [http://www.aud.ucla.edu/programs/m_arch_i_degree_4.html](http://www.aud.ucla.edu/programs/m_arch_i_degree_4.html)
Links to the UCLA Financial Aid Office and Free Application for Federal Student Aid (FAFSA):

**Professional Student Fees:** [https://grad.ucla.edu/gss/library/feesintro.htm](https://grad.ucla.edu/gss/library/feesintro.htm)
Fees vary based on residency and other factors, which are explained on this page.

**Graduate Division Financial Support Page:** [https://grad.ucla.edu/asis/stusup/index.html](https://grad.ucla.edu/asis/stusup/index.html)

**Financial Support for Entering Graduate Students:** [https://grad.ucla.edu/asis/entsup/finsup.htm](https://grad.ucla.edu/asis/entsup/finsup.htm)
Information on Fellowships and Grants, Teaching and Research Assistantships, Financial Aid, and Extramural Fellowships.

**Financial Support for Continuing Graduate Students:** [https://grad.ucla.edu/asis/stusup/stusup.htm](https://grad.ucla.edu/asis/stusup/stusup.htm)
Information on student research travel and fellowship applications
UCLA Financial Aid Office: http://financialaid.ucla.edu/
Financial Aid Information tailored for Prospective and Continuing Students, both Graduate and Undergraduate, Parents, Staff, and Employers.

Free Application for Federal Student Aid: https://fafsa.ed.gov/

Student Diversity Initiatives
For online references regarding student diversity, see Part IV Supplemental Materials.

Evaluation of Preparatory and Preprofessional Education
Admissions procedures for evaluating preparatory education are described both above and in Section II.3. Required Prerequisite courses must be satisfied prior to enrollment or admission would be conditional upon satisfactory completion of needed courses on a prearranged schedule. Once enrolled, students who believe that completed prior architectural coursework at another institution could be equivalent to specific required courses, do have the option to submit a waiver. In order for such a waiver to be approved, the student would need to satisfactorily demonstrate to the instructor teaching the required course that completed prior coursework would fulfill all requirements of the course in question and that the work was completed at a sufficient level of quality. In approved cases, the required course could be replaced by an elective, but in no case would the number of required credits or quarters of completion be reduced by a waiver.

Examples of Forms
- Admissions Forms through the Graduate Division use an online application process at https://grad.ucla.edu/gasaa/admissions/applicat.htm. In addition, the A.UD also requires two supplementary forms as shown on the following pages.
Departmental Supplement

December 15, 2014 is the graduate application deadline for the M.Arch.I, M.Arch.II/MURP, M.A. and Ph.D. programs.
January 6, 2015 is the deadline for all application materials for the M.Arch. II / SUPRASTUDIO program.

Please note that this form alone is not an application for admission to graduate standing at UCLA. This is a supplemental form that must be uploaded to the UCLA Application for Graduate Admission (AGA) and mailed in to the department as a hard copy. For more details about application procedures, please visit the Admissions page on the A.U.D. website.

Note: Before completing this form, please read the privacy notification on page 2.

**PERSONAL DATA**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Sex</th>
<th>M or F</th>
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</thead>
<tbody>
<tr>
<td>Last</td>
<td>First</td>
<td>Middle</td>
<td>M or F</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Birthplace</th>
<th>Date of Birth</th>
<th>Country of Citizenship</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Mail Address for Answer (until ___)</th>
<th>Street and Number</th>
<th>City, State, and Zip</th>
<th>Telephone</th>
</tr>
</thead>
</table>

<table>
<thead>
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<th>Permanent Home Address</th>
<th>Street and Number</th>
<th>City, State, and Zip</th>
<th>Telephone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Present Occupation/Place of Employment</th>
<th>Telephone</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Email Address</th>
<th>Application for Fall Quarter 20</th>
</tr>
</thead>
</table>

Are you applying to other graduate programs? ______ If so, list: ____________________________

Have you applied to this program before? ______ If so, when: ____________________________

**MAJOR CODE AND DEGREE OBJECTIVE**

<table>
<thead>
<tr>
<th>Check One Only</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>084</td>
<td>M.Arch.I (Master of Architecture, First Professional Degree)</td>
</tr>
<tr>
<td>07L</td>
<td>M.Arch.II (Master of Architecture, Second Professional Degree) (DEADLINE JANUARY 9)</td>
</tr>
</tbody>
</table>

Applicants to the SUPRASTUDIO M.Arch. II program must apply directly to the studio(s) of their choice. We encourage you to only apply to the studio(s) to which you would enroll, and ask that you list your choice in order of preference: choice 1, 2 and 3. You are required to submit a separate printed portfolio and a 200-word statement describing your area of interest and how it aligns with that of each professor’s studio to which you are applying. Please mail your portfolio(s), statement(s) of intent, and this Departmental Supplement form to the UCLA Department of Architecture and Urban Design. In some cases, applicants applying to more than one studio will receive multiple offers of admission. Students who receive multiple offers select which studio they want to enroll in.

Please check the SUPRASTUDIO site for details about each professor and research topic and indicate below which studio(s) you are applying to in order of preference. You can choose one or more studios.

Check this box to skip studio choice and let UCLA assigned you to a specific studio:

<table>
<thead>
<tr>
<th>1st Choice</th>
<th>2nd Choice</th>
<th>3rd Choice</th>
<th>4th Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDIO: Craig Hodgetts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDIO: Greg Lynn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDIO: Thom Mayne / NOW Institute</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STUDIO: Guenric Cole</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 084 | M.A. (Master of Arts in Architecture) |
| 084 | Ph.D. (Doctor of Philosophy in Architecture) |
| 084 | Concurrent Degree Program: M.Arch.I, First Professional Degree / M.A. in Urban Planning |

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ACADEMIC/PROFESSIONAL DATA
List chronologically all colleges, universities, and other educational institutions attended since high school, including military or other service programs (if academic credit given), extension or correspondence courses, and school currently attending.

<table>
<thead>
<tr>
<th>Name of School, College, or Service Program</th>
<th>Location</th>
<th>Dates of Attendance</th>
<th>Major</th>
<th>Type of Degree</th>
<th>Date Reqd or Expected</th>
</tr>
</thead>
</table>

Applicant's Signature ____________________________

How did you find out about the Department of Architecture and Urban Design at UCLA? ____________________________

HOW TO SUBMIT FORM
We require that this form be submitted both as a hard copy and electronically.

Please mail a hard copy to:
Admissions Office
UCLA Architecture and Urban Design Admissions Office
1317 Petris Hall
Box 951467
Los Angeles, CA 90095-1467

Please upload an electronic copy of this form to the supplemental section on the online UCLA Application for Graduate Admission (AGA).

PRIVACY NOTIFICATION
The State of California Information Practices Act of 1977 requires the University to provide the following information to individuals who are asked to supply information about themselves. The principal purpose for requesting the information on this form is to evaluate eligibility for admission to the Department of Architecture and Urban Design. University Policies authorize maintenance of this information.

Furnishing all information requested on this form is mandatory. Failure to provide such information will delay or may even prevent completion of the action for which the form is being filled out. Information furnished on this form may be used by various University departments for admission, registration, and administration of fellowships and financial aid and will be transmitted to the State and Federal government if required by law.

You have the right to review personal information maintained about you in accordance with University Policies and may contact either the office of record maintaining such information or the Records Management Coordinator, Room 200, Campus Services Building II, for more information concerning your rights.

The official responsible for maintaining the information contained on this form is the Admissions Officer, Department of Architecture and Urban Design, UCLA School of the Arts and Architecture, Box 951467, Los Angeles, CA 90095-1467.
UCLA - DEPARTMENT OF ARCHITECTURE AND URBAN DESIGN

Fall 2015 Admissions

PRINT YOUR NAME HERE

IMPORTANT

To all applicants to the M.Arch. I (First Professional Degree) program:

It is crucial that you inform us of your plans to complete the course prerequisites listed below. If you have completed the prerequisites, and they are included in your academic transcripts, please also indicate this below.

Please note, the application deadline is December 15 for all application materials including this form. M.Arch. I applications missing any components as of the deadline are considered incomplete, and will not be reviewed.

Please indicate below when and where you have taken, or plan to take, one college-level course in each of the following areas:

Physics: one basic college-level Newtonian physics course covering light, heat, and sound. It is not necessary to take a calculus-based physics course. A minimum grade of “C” is required.

Mathematics: one college-level math course covering algebra plus geometry or trigonometry, or one college-level course in pre-calculus or calculus. A minimum grade of “C” is required.

History of Architecture: survey course that covers Antiquity to the present (minimum one semester or two quarters). Note: Art History courses do not satisfy this requirement; you must take a course in Architectural History. A minimum grade of “B” is required.

Basic Drawing or Basic Design: A minimum grade of “B” is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>School attended or to be attended</th>
<th>Date completed or to be completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYSICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASIC DRAWING OR BASIC DESIGN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HISTORY OF ARCHITECTURE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Remember that you must indicate, in the appropriate spaces above, when and where you have taken or plan to take the four required courses.

If you have doubts as to whether you have met these prerequisites, please email or call the Architecture Admissions Office at admissions@aud.ucla.edu, (310) 825-0525
Financial Aid Form – this process is also completed online as described above, but a sample form for Fellowship Application For Entering Graduate Students is provided as an example.
### B. Applicant: Indicate all fellowships for which you wish to be considered.

Please review eligibility requirements.

<table>
<thead>
<tr>
<th>Fellowship</th>
<th>Nominate</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eugene Cota-Robles Fellowship</td>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>Graduate Opportunity Fellowship</td>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>Karen Don-Avedesian</td>
<td>Yes</td>
<td>3</td>
</tr>
<tr>
<td>Rose and Sam Gilbert Fellowship</td>
<td>Yes</td>
<td>4</td>
</tr>
<tr>
<td>Gordon Hikmatian Memorial Scholarship</td>
<td>Yes</td>
<td>5</td>
</tr>
<tr>
<td>Kasper and Simon Hovanni</td>
<td>Yes</td>
<td>6</td>
</tr>
<tr>
<td>Dr. Ursula Mandel Scholarship</td>
<td>Yes</td>
<td>7</td>
</tr>
<tr>
<td>Paulson Scholarship Fund</td>
<td>Yes</td>
<td>8</td>
</tr>
<tr>
<td>Y.Wil Rogers Memorial Fellowship</td>
<td>Yes</td>
<td>9</td>
</tr>
<tr>
<td>Steven J. Sackler Scholarship</td>
<td>Yes</td>
<td>10</td>
</tr>
<tr>
<td>Charles L. Scott Fellowship</td>
<td>Yes</td>
<td>11</td>
</tr>
<tr>
<td>Warner R. Scott Fund</td>
<td>Yes</td>
<td>12</td>
</tr>
<tr>
<td>Marjorie R. Stapper Memorial</td>
<td>Yes</td>
<td>13</td>
</tr>
<tr>
<td>UCLA Faculty Women's Club</td>
<td>Yes</td>
<td>14</td>
</tr>
</tbody>
</table>

NOTE: Fellowship applicants must be nominated by their departments to the Graduate Division to be eligible for consideration.

### C. Describe below, or on an attached page, how you meet the special requirements for EACH of the fellowships you checked above (except for the Eugene Cota-Robles or Graduate Opportunity Fellowships, see section D below).

### D. Diversity Fellowships: Eugene Cota-Robles and Graduate Opportunity Fellowships applicants only. Please answer the questions below and attach a Diversity Statement. See instructions at http://www.grad.ucla.edu/departmental-funding/.

If you checked Eugene Cota-Robles Fellowship, will you pursue an academic career in college/university/teaching/ research?  
- Yes  
- No

Primary Language used at home:

Occupation of Parent/Guardian 1:  
- Current:
- While growing up:

Highest level of formal education/degree or diploma attained:

Occupation of Parent/Guardian 2:  
- Current:
- While growing up:

Highest level of formal education/degree or diploma attained:

### E. To ensure that decisions are based on factual information, applications are randomly audited each year.

"I hereby certify that all information I submit in this application, and in support of it, is complete and true to the best of my knowledge and belief. I understand that knowingly providing false or incomplete information may be grounds for dismissal from UCLA."

Signature ________________________________ Date ___________
III.1.1 Annual Statistical Reports

UCLA A.UD has submitted annual statistical reports as required by the NAAB Procedures each year since the last accreditation in 2010. Copies of these Reports will be provided to the Visiting Team by NAAB.

I certify that the annual statistical reports provided in past years have been verified by the institution and are consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.

Hitoshi Abe, Chair
UCLA Department of Architecture and Urban Design

III.1.2 Interim Program Reports

Since the last accreditation process in 2010, UCLA A.UD has submitted Interim Program Reports to the NAAB when required.
4. Supplemental Material

To download the following material in support of Part Four, please visit:
www.aud.ucla.edu/pdfs/architecture_program_report_supplemental_material_2015

IV.1 Descriptions of all courses offered within the curriculum of the NAAB-accredited degree program, in the NAAB-required format

IV.2 Studio Culture Policy (also on the A.U.D website at http://aud.ucla.edu/admissions/studio_culture )

IV.3 Self-Assessment Policies and Objectives
- Chart identifying all parties in the curricular assessment process, and the roles and responsibilities of each. See also organizational charts in Administrative Structure.
- Example Student Course Evaluation Form
  All course evaluations are kept on file and are available for review by faculty and administration. Summaries of evaluations are provided to faculty. Course evaluations are available for review by NAAB visiting team upon request.
- 2007 Academic Senate Review Assessment
- Schedule for the 2014 Fall Gathering to discuss the potential reorganization of the School of the Arts and Architecture
- Proposal for a Reorganized School of the Arts and Architecture (without appendices) For a copy including appendices, please visit: www.aud.ucla.edu/pdfs/architecture_program_report_supplemental_material_reference_2015

IV.4 Policies on Academic Integrity for Students
- The Office of the Dean of Students' UCLA Student Conduct Codes
  http://www.deanofstudents.ucla.edu/Portals/16/Documents/144317_condeofcoduct_MarchV2_final.pdf

IV.5 Information resources policies including collection development

IV.6 Institutional Policies and Procedures relative to Equal Employment Opportunity / Affirmative Action for Faculty, Staff, and Students

IV.7 Departmental Policy regarding human resource development opportunities, such as sabbatical, research leave, and scholarly achievements.

IV.8 Policies, procedures, and criteria for faculty appointment, promotion, and tenure.

IV.9 Response to Branch Campus Questionnaire

For more information on the IDEAS Campus, please also visit - http://www.aud.ucla.edu/programs/m_arch_ii_degree_1.html