

**ARCHITECTURE PROGRAM REPORT**

**WOODBURY UNIVERSITY  
SCHOOL OF ARCHITECTURE**



**WOODBURY UNIVERSITY  
SCHOOL OF ARCHITECTURE**

**Architecture Program Report for 2015 Visit for Continuing Accreditation**

**Master of Architecture (MArch)**

**Pre-professional degree plus minimum 63 graduate credits**

**Non-pre-professional degree plus minimum 93 graduate credits**

**Bachelor of Architecture (BArch)**

**Minimum 160 undergraduate credits**

**Previous visit: 2012 (MArch) and 2008 (BArch)**

**Current term of accreditation: 2008-2015 (BArch), 2012-2015 (MArch)**

“The executive committee approved the following: 1. The term of continuing accreditation for the B.Arch. is extended by one year to 2015. 2. The request to schedule a concurrent review of both the B.Arch. and the M.Arch. is approved. 3. This action will align the visit schedule for both programs, as proposed by Woodbury in its February 28 request,” (March 22, 2013).

“As a result, the professional architecture program Master of Architecture was formally granted a three-year term of initial accreditation, (March 20, 2013).

“After reviewing the *Focused Evaluation Program Report* submitted by Woodbury University School of Architecture as part of the focused evaluation of its Bachelor of Architecture program, in conjunction with the *Focused Evaluation Team Report*, the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory,” (November 4, 2011).

“As a result, the professional architecture program Bachelor of Architecture was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Human Resources and Financial Resources and the progress that has been made in those areas,” (July 22, 2008).

**Submitted to the National Architectural Accrediting Board (NAAB)  
September 7, 2014**

## **SCHOOL OF ARCHITECTURE**

Norman Millar, AIA, Dean  
norman.millar@woodbury.edu  
818.252.5130

Ingalill Wahlroos-Ritter, AIA, Associate Dean  
ingalill.wahlroos-ritter@woodbury.edu  
818.252.5185

Marc Neveu, PhD, Chair of Architecture, Los Angeles  
marc.neveu@woodbury.edu  
818.252.5180

Catherine Herbst, AIA, Chair of Architecture, San Diego  
catherine.herbst@woodbury.edu  
619.235.2900 x.412

LOS ANGELES  
7500 Glenoaks Boulevard, Burbank/LA, CA 91510  
818.252.5121

SAN DIEGO  
2212 Main Street, San Diego, CA 92113  
619.235.2900

## **WOODBURY UNIVERSITY**

Luís Ma. Calingo, PhD, President  
president@woodbury.edu  
818.252.5101

David Dauwalder, PhD, Executive Vice President and Provost  
david.dauwalder@woodbury.edu  
818.252.5116

Submitting the report and person to whom questions should be addressed: Associate Dean Ingalill Wahlroos-Ritter

## ACKNOWLEDGEMENTS

The Woodbury University School of Architecture thanks the many members of the university community who contributed to this report. In particular we acknowledge the contributions of Nedra Peterson, University Librarian, Tamara Blok, Registrar's Office, Kenneth Jones, Vice President of Finance and Administration, Celestia (Cleo) Williams, Director of Enrollment Services Group, Mauro Diaz, Interim Vice President of Enrollment Management, Shari Gibbons, Chief Marketing Officer, and Phyllis Cremer, Vice President of Student Development. We also thank the many staff members who work in these offices.

We gratefully acknowledge the moral and intellectual support of David Dauwalder, Executive Vice President and Provost.

Many members of our faculty contributed directly to this report; we thank you for your time and thoughtful assessments. We extend our gratitude to Galina Kraus, Nare Gabrielyan and the School of Architecture work-study assistants for assembling, organizing and formatting data for the report. We are grateful for the precise and speedy expertise of Institutional Researcher Bruce Feinstein. Special thanks go to Vic Liptak, who offered much needed help with the final assembly of information.

This is our first architecture program report that includes both undergraduate and graduate professional programs at both locations. We acknowledge the dedication and continued support of Dean Emeritus Louis M. Naidorf, FAIA, who took us to our very first NAAB accreditation and well beyond.

We speak for the faculty, students, alumni and staff in recognizing the immense contribution to the Woodbury School of Architecture made by our colleague, Professor Nick Roberts, AIA. We dedicate this report to his memory and to the future he helped make possible.

Norman Millar, AIA  
Dean, Woodbury School of Architecture

Ingalill Wahlroos-Ritter, AIA  
Associate Dean, Woodbury School of Architecture

Marc Neveu, PhD  
Chair of Architecture LA

Catherine Herbst, AIA  
Chair of Architecture SD

Part One. Institutional Support and Commitment to Continuous Improvement	7
1 Identity and Self-Assessment	7
1. History and Mission	7
2. Learning Culture and Social Equity	12
3. Response to the Five Perspectives	17
4. Long-Range Planning	30
5. Self-Assessment Procedures	39
2 Resources	42
1. Human Resources and Human Resource Development	42
2. Administrative Structure and Governance	53
3. Physical Resources	56
4. Financial Resources	60
5. Information Resources	67
3 Institutional Characteristics	77
1. Statistical Reports	77
2. Annual Reports	81
3. Faculty Credentials	82
4 Policy Review	82
Part Two. Educational Outcomes and Curriculum	83
1 Student Performance Criteria	83
1. Overview of Curricular Goals	83
2. Matrix	85
2 Curricular Framework	87
1. Regional Accreditation	87
2. Professional Degrees & Curriculum	87
3. Curriculum Review & Development	92
3 Evaluation of Preparatory/Pre-professional Education	93
4 Public Information	95
1. Statement on NAAB-Accredited Degrees	95
2. Access to NAAB Conditions and Procedures	96
3. Access to Career Development Information	96
4. Public Access to APRs & VTRs	96
5. ARE Pass Rates	96
Part Three. Progress Since the Last Site Visit	98
1 Summary of Responses to the Team Finding	98
1. Responses to Conditions Not Met	98
2. Responses to Causes of Concern	100
2 Summary of Responses to Changes in the NAAB Conditions	102

Part Four. Supplemental Information

1 Course Descriptions and Supporting Curricular Information	103
2 Faculty Matrix and Resumes	115
3 Visiting Team Reports of 2008 and 2012	200
4 Catalog, Student Handbook, and Faculty Handbook URLs	276
5 Response to Offsite Program Questionnaire	277
6 Appendices	
1. Manifesto for Studio Culture	279
2. School of Architecture facilities	282
3. Architecture faculty and student development	289
4. Lectures, exhibits and visiting critics	294
5. WASC reaffirmation letter (regional accreditation)	299

## **Part One (I): Institutional Support and Commitment to Continual Improvement**

### **I.1 Identity and Self-Assessment**

#### **I.1.1 History and Mission: Woodbury School of Architecture**

With facilities located in Burbank/Los Angeles and San Diego, the Woodbury School of Architecture offers a five-year, NAAB-accredited, professional Bachelor of Architecture (BArch), a two- and three-year NAAB-accredited professional Master of Architecture (MArch), a one-year post-professional Master of Science in Architecture (MSArch) specializing in Real Estate Development, Landscape and Urbanism, Drylands Design or Urban Policy, a CIDA- and NASAD-accredited Bachelor of Fine Arts in Interior Architecture (BFAIA), and a two- and three-year Master of Interior Architecture (MIA).

Woodbury University's School of Architecture (SoA) is committed to investigating and extending the social, urban, economic, environmental, technological, and formal dimensions of architecture. The school emphasizes, analyzes, and debates the role of the architect/citizen as cultural communicator and builder responsive to societal and environmental challenges. We integrate into the curriculum recent innovations in computer-aided design, multimedia, and sustainable technologies. Our students reflect the region's vitality and diversity, and are our greatest asset. We provide them with a strong skill base, rich interdisciplinary dialog, and generous support resources.

We are an intensely urban school that at the same time recognizes and explores its deep embeddedness in the surrounding landscapes. We focus acutely on the distinct problems and opportunities of socially, culturally, and environmentally sustainable space making in Los Angeles, San Diego, Tijuana, Southern California and the American West. At the same time, we offer extensive opportunities for international study in Latin America, Asia, and Europe.

We maintain a critical, inventive, resourceful, and exceptionally dedicated faculty representing diverse interests and strengths. We train our students, who are ethnically, economically, and academically diverse, as articulate critical thinkers and highly capable practitioners, confident in local as well as global discourse. Issues of sustainability, responsible advocacy, and appropriate and innovative use of materials and manufacturing processes are raised throughout our programs, and an entrepreneurial spirit of agility and risk-taking is a hallmark of our faculty's approach.

Woodbury School of Architecture delivers a strong and effective education that has garnered regional attention and national prominence. Woodbury students distinguish themselves in local, regional and national design competitions and scholarship awards; our BArch alumni often go on to elite graduate schools. All of our graduates enter the workforce with a reputation for having strong professional skills. Enrollment in the school has more than doubled since 2000.

##### **I.1.1.A Dean's Vision**

The School of Architecture is emerging as a strong international leader in architectural education. Our vision for the next five-year cycle is to solidify our commitment to critically effective architecture-by focusing on issue-oriented problems, challenges and opportunities of a globalized 21st century and within the diversifying practices of architecture that our graduates will construct. Specifically these include:

- The influences associated with the Pacific Rim and our direct connections with Latin America and Asia,
- The challenges associated with sprawl and the growth of cities worldwide such as water supply, energy, infrastructure, transit, affordable housing, border issues, climate change, and natural disasters,
- Emerging ideas about alternative practices, policy, and forms of entrepreneurship, and
- The opportunities identified with Southern California as a multicultural center of innovative contemporary design and lifestyle.

### I.1.1.B History and Description of the Institution

In the late 19th century, Los Angeles was a rapidly growing city with a population of approximately 11,000. New business enterprises were being established and community leaders looked forward to expansion and growth driven by a real estate boom. In 1884, responding to the needs of the city's growing business community, F.C. Woodbury, an educator and entrepreneur, arrived from San Francisco and founded Woodbury Business College, as it was initially named. The link between Woodbury and the economic infrastructure of Southern California began from a historic storefront on North Main Street in the center of the local business community. By World War I, Woodbury College had established a solid reputation for individual instruction – an approach that continues today. The following is a timeline of major developments since World War I:

- 1926 Woodbury is chartered by the State of California as a collegiate educational institution of higher learning conferring graduate and undergraduate degrees.
- 1931 Woodbury becomes a college of business administration and design, establishing the division of professional arts focusing on three design fields closely allied to business: interior, fashion, and graphic design.
- 1937 Woodbury builds new classroom and administration facilities at 1027 Wilshire Blvd.
- 1961 Woodbury is accredited by the Western Association of Schools and Colleges (WASC).
- 1969 Woodbury changes its charter and adds the Master of Business Administration (MBA) program.
- 1972 Woodbury becomes a non-profit institute of higher learning.
- 1974 Woodbury College becomes Woodbury University.
- 1985 Woodbury University acquires a 22-acre campus in northern Los Angeles straddling the boundary with the city of Burbank (former home of one of the nation's oldest convents), adding new classroom and administration buildings over the next two years.
- 1987 Woodbury University moves to its north LA campus from downtown.
- 1994 Woodbury organizes its undergraduate and graduate programs into three schools: the School of Architecture and Design, with departments of architecture, fashion design, graphic design, and interior design; the School of Business and Management, with departments of accounting, business and management, computer information systems, and marketing; and the School of Arts and Sciences, with departments of humanities and of natural and social sciences, to provide a full range of general education courses.
- 1996 Woodbury gains Hispanic Serving Institution (HSI) status with the federal government.
- 1998 Woodbury converts to a semester system from a quarter system.
- 1998 Woodbury establishes an additional location for its BArch program in San Diego in conjunction with Mesa Community College at the former Point Loma Naval Air Station under the direction of Geraldine Forbes, and changes the name of its Interior Design program to Interior Architecture.
- 2001 Woodbury receives its first HSI grant of \$2.2 million from the federal government to renovate its Information Technology Systems (ITS), improve the teaching of basic skills and foundation courses, and support faculty development and technology in the classrooms.
- 2001 Woodbury's Board of Trustees embarks on a capital campaign to implement a 10-year Master Plan, beginning with the conversion of the former gymnasium into a new design center (2001); including the addition of a new Woody's Café to the Cabrini Auditorium (2002); a new 340-car parking lot on the upper campus (2006); a new 23,000-square-foot School of Business building including a 250-seat auditorium on the main quad (2008); a new 19,000-square-foot architecture studio building in the LA architecture complex (2008); a new 27,000-square-foot facility in the Barrio Logan district of southeast downtown for the San Diego architecture program (2008); and the new Isaacs Faculty Center in the converted Wilshire Hall, providing each fulltime faculty member with a private office for the first time (2009).
- 2004 Woodbury's Faculty Association adopts a Faculty Senate mode of governance.
- 2005 Woodbury's School of Business and Management refines its name to the School of Business, housing the departments of accounting, business & management, and marketing in anticipation of a bid for accreditation by the Association to Advance Collegiate Schools of Business (AACSB).



- 2006 Woodbury's School of Arts and Sciences is reorganized into the Institute of Transdisciplinary Studies (ITS), housing the departments of math and natural science, art history, academic writing, politics and history, and interdisciplinary studies.
- 2007 Woodbury's School of Architecture and Design is reorganized into two new schools: the School of Architecture and the School of Media, Culture & Design, the latter housing the departments of animation, communication, fashion design, graphic design, interior architecture and psychology.
- 2008 Woodbury achieves National Association of Schools of Art and Design (NASAD) accreditation in the departments of interior architecture, graphic design, fashion design and animation.
- 2008 Woodbury establishes the Arid Lands Institute in the School of Architecture directed by Hadley Arnold and Peter Arnold.
- 2009 Woodbury's School of Architecture receives a \$2.8 million 5-year HSI PPOHA grant from the Department of Education to expand programming. Its Arid Lands Institute receives a Housing and Urban Development grant for \$600,000, with an additional \$100,000 in support from community collaborators including the City of Burbank and Rio Arriba County, New Mexico.
- 2010 Woodbury's School of Media, Culture & Design receives a 5-year HSI grant of \$3.2 million to develop new programs in filmmaking, game arts & design, and media technology.
- 2012 Woodbury University inaugurates its thirteenth president, Dr. Luís Calingo.
- 2014 Woodbury's School of Business receives its initial Association to Advance Collegiate Schools of Business (AACSB) accreditation.
- 2014 Woodbury has a current graduate and undergraduate enrollment of over 1,600 students, with more than a third of those in the School of Architecture, nearly the same in the School of Business, and about a quarter in the School of Media, Culture & Design and ITS. The university, responding to its mission of professional and liberal arts education, now anticipates growth to over 3,500 students by 2025.

#### I.1.1.C University Mission Adopted 2013

**CORE PURPOSE:** Why we exist and what we do

Woodbury University empowers people to do extraordinary things. We transform students into liberally educated professionals and socially responsible citizens by integrating the four pillars of transdisciplinarity, design thinking, entrepreneurship, and civic engagement into all programs:

**Transdisciplinarity**

Thinking and acting holistically by bridging multiple perspectives and practices

**Design Thinking**

Creating impactful solutions by linking needs and functions to limits and possibilities

**Entrepreneurship**

Pursuing visionary opportunities to realize innovative knowledge, practice or product

**Civic Engagement**

Strengthening communities by actively applying critical knowledge, skills and values

We achieve academic excellence by creating external partnerships, implementing effective internal processes, and ensuring quality in all programs and services.

**OUR CONTRIBUTION TO SOCIETY:** What our graduates do

Successful Woodbury graduates are ambassadors for the university. They are innovative leaders who help individuals and communities flourish. They are known for being strong communicators, ethical thinkers and creative problem-solvers with a deep commitment to sustainability and social justice. They are knowledgeable in their disciplines and eager for collaboration and continuous learning. They integrate professional skills with global citizenship, entrepreneurial energy, and intellectual curiosity. Woodbury graduates make a difference.

VISION: Our desired future state

By 2025, our distinctive ability to integrate transdisciplinarity, design thinking, entrepreneurship, and civic engagement in education and scholarship will have secured us a place among the top 100 regional universities in the United States. Our core values or the principles that guide us are:

Community – Integrity – Professionalism – Aspiration -- Agility

Woodbury University is committed to providing the highest level of professional and liberal arts education. The integrated nature of our educational environment cultivates successful students with a strong and enduring sense of personal and social responsibility. We prepare innovative learners who are adept at communicating and willing to cross the boundaries of knowledge in a rapidly changing and complex world.

#### I.1.1.D School of Architecture History

The following is a timeline of major developments toward and within the School of Architecture, starting with the launch of the interior design program in 1931:

- 1931 Woodbury College launches an interior design program.
- 1984 Woodbury University adds a new architecture major directed by Don Conway.
- 1994 Woodbury receives its initial NAAB accreditation under the leadership of Lou Naidorf.
- 1996 Woodbury completes a new architecture studios building.
- 1996 Woodbury hires Linda Pollari as chair of interior design.
- 1997 Woodbury's BArch program receives its first 5-year NAAB term.
- 1998 Woodbury establishes an additional location for its BArch program in San Diego in conjunction with Mesa Community College at the former Point Loma Naval Air Station under the direction of Geraldine Forbes, and changes the name of interior design to interior architecture.
- 1999 Woodbury hires Norman Millar as chair of architecture.
- 2001 Woodbury's San Diego BArch program moves to a downtown location at 8th and C.
- 2002 Woodbury hires Randy Stauffer as chair of interior architecture.
- 2005 Woodbury's department of architecture initiates a 12-month post-professional master's degree in Real Estate Development for architects in San Diego, and the department of interior architecture is accredited by FIDER (now CIDA).
- 2005 Woodbury's School of Architecture receives a \$1 million gift from the renowned architectural photographer Julius Shulman, which makes it possible for Woodbury to establish the Julius Shulman Institute.
- 2007 Woodbury's School of Architecture establishes a \$50,000 annual Maxine Stussy Frankel Faculty/Student awards program thanks to a \$1 million endowment in the Frankel Foundation.
- 2007 Woodbury's School of Architecture receives the collection of West Coast modern painter Jan Stussy from the Frankel Foundation, valued at over \$4 million.
- 2007 Woodbury's School of Architecture and Design is reorganized into two new schools: the School of Architecture and the School of Media, Culture & Design. Norman Millar becomes the director of the School of Architecture, Ingalill Wahlroos-Ritter and Catherine Herbst become Associate Directors of LA and SD respectively.
- 2008 Norman Millar becomes the dean of the School of Architecture, Ingalill Wahlroos-Ritter and Catherine Herbst become the chairs of LA and SD programs.
- 2008 The new 19,000-square-foot architecture studio building is erected and occupied in the LA architecture complex.
- 2008 Woodbury's San Diego BArch program moves to a renovated 27,000-square-foot facility in Barrio Logan just southeast of downtown San Diego.
- 2008 Woodbury's interior architecture program achieves National Association of Schools of Art and Design (NASAD) accreditation.
- 2008 The school houses the newly-established Arid Lands Institute directed by Hadley Arnold and Peter Arnold.

- 2009 Woodbury's department of interior architecture leaves the School of Media, Culture & Design and joins the School of Architecture.
- 2009 Woodbury's School of Architecture launches its MArch program, Barbara Bestor is appointed LA graduate chair, and Vic Liptak is appointed School of Architecture associate dean
- 2009 Woodbury's School of Architecture receives a \$2.8 million 5-year HSI PPOHA grant from the Department of Education to expand programming. The Arid Lands Institute receives a Housing and Urban Development grant for \$600,000, with an additional \$100,000 in support from community collaborators including the City of Burbank and Rio Arriba County, New Mexico.
- 2010 SoA establishes the new Architecture + Civic Engagement (ACE) Center, arising from the former CCRD and reinventing the engagement of community and architecture
- 2010 Woodbury hires Cathryn Copper as San Diego Librarian.
- 2011 Ingalill Wahlroos-Ritter is appointed LA architecture graduate chair, Jeanine Centuori appointed LA architecture undergrad chair, SoA Communications Office is established and Mimi Zeiger is hired as its inaugural director.
- 2012 Vic Liptak is appointed interim senior vice president of Academic Affairs, Randy Stauffer is appointed associate dean, Kristin King is appointed interior architecture interim chair, SoA Career and Outreach Office is established, Catherine Roussel is hired as the SoA Career and Outreach coordinator.
- 2012 Woodbury's MArch program receives its initial NAAB accreditation. Hector Perez is appointed coordinator of the San Diego MArch program.
- 2013 Randy Stauffer is appointed associate vice president of Academic Affairs, Ingalill Wahlroos-Ritter is appointed SoA associate dean, Eric Olsen is appointed interim LA graduate chair.
- 2013 SoA establishes the Urban Policy Center under the direction of Bill Roschen and Christi Van Cleve.
- 2013 Jesse Brink is hired as communications director.
- 2014 Marc Neveu is hired as LA chair of architecture, Mark Ericson and Ewan Branda are appointed LA graduate and undergraduate coordinators respectively, Christoph Korner is hired as chair of interior architecture. With administrative reorganization, Catherine Herbst remains SD chair of architecture for both BArch and MArch programs. Hector Perez remains graduate coordinator in SD.
- 2014 School of Architecture launches the Master of Interior Architecture program.

The school itself is emerging as a leader in architecture education. Milestones since our 2008 visit include:

- "The Future Belongs to Woodbury," cover article in the March 2011 issue of *Architect*, the magazine of the AIA
- 2011 ACSA Administrators Conference in Hollywood, CA, successfully co-chaired by Woodbury Dean Norman Millar and UC Berkeley Professor Margaret Crawford
- Emergence of the new Architecture + Civic Engagement (ACE) Center, arising from the former CCRD and reinventing the engagement of community and architecture
- Election of Dean Norman Millar to the ACSA presidency in 2012 (he is currently past president through June 2015)
- Arid Lands Institute initiatives including the school-wide fall 2011 semester of water and culminating in the national Drylands Design Conference in March 2012
- Interior Architecture program named as among the nation's top 10 by Design Intelligence in Fall 2010
- Both undergraduate and graduate programs in architecture named as among the best 10 in the west by Design Intelligence, Fall 2011
- Randall Stauffer, chair of Interior Architecture, named by Design Intelligence as one of the most admired educators of 2012
- WUHO, our gallery space on Hollywood Boulevard, led by Ingalill Wahlroos-Ritter, emerging as an established Los Angeles event space shared with the LA Forum for Architecture and Urban Design
- State-of-the-art shop and digital fabrication equipment in place in the shops and labs in both Los Angeles and San Diego
- Dean Norman Millar awarded the LA AIA Educator Award in Fall 2014

### I.1.1.E School of Architecture Mission

#### WOODBURY : ARCHITECTURE : TRANSFORMS

Consistent with the university's mission, the School of Architecture is committed to the education and training of articulate and innovative design professionals. The curricula prepare our students to balance the need to work competitively in the marketplace with the equally important concerns of ethical conduct and social responsibility. Woodbury's faculty, students and graduates are committed to architecture that is:

- *Intelligent*, articulating a critical position. We are architects and critical thinkers who produce other architects and critical thinkers.
- *Effective*, addressing the challenges of contemporary life. We believe in the radical possibilities of architecture's social, environmental and formal relevance.
- *Transformative*, effecting change through the power of beauty and the potential of education.

The Woodbury architecture curricula integrate transdisciplinarity, design thinking, entrepreneurship, and civic engagement to support this mission through the development within our students of five areas of expertise: critical thinking, representation, design, building and professionalism.

### I.1.2 Learning Culture and Social Equity

The School of Architecture is committed to an architectural education that radically transforms our community members, the profession, and our surroundings. The learning culture at Woodbury School of Architecture is optimistic and promotes respect, sharing, innovation and engagement. It is continually renewed as instructors and returning students take an active role in introducing new students and faculty to good studio practices, making an explicit effort to articulate and model expectations of healthy studio culture, and reviewing and debating educational expectations each semester.

The Woodbury San Diego and Los Angeles chapters of the AIAS, including both undergrad and graduate architecture students, revised and refined our studio culture policy in spring 2010 into a Manifesto for Studio Culture; the new policy reflects greater student involvement in the construction of both their education and their attitude toward professional practice, and eloquently engages all community members in joint responsibility for the culture of learning here.

The Manifesto for Studio Culture spells out best practices our community embraces throughout the Woodbury architectural education. Students and faculty review and discuss the policy with each other at the beginning of each semester. The community expects each faculty member, each student, and each studio to abide by the policy, and to continually offer revisions and updates to it. The policy is assessed annually by the faculty, usually near the beginning of the academic year, and by the AIAS, usually near the end of the academic year. Suggestions for revisions or rethinking are shared between these two bodies, and changes are ratified by both. The current manifesto was proposed by the students in summer 2014 and will be reviewed and ratified by the faculty in fall 2014.

The School of Architecture supports a variety of ways to address breaches of the policy and other threats to the learning culture. First and foremost, students and instructors are encouraged to communicate early and openly with each other about perceived infractions. When a need arises to address studio culture issues more broadly than on a case-by-case basis within studio, active AIAS members and all students are expected to take their studio's concerns to the AIAS for discussion and recommended action. The officers of the AIAS are also expected to bring recommendations for emending or enforcing the studio culture policy to the school administration or to a faculty meeting for discussion and action. Secondly, the school administration coordinates with the Office of Student Development to support open forums as needed at which students, faculty and administrators sit together to discuss issues of concern or importance. Actions resulting from the forum are disseminated to the school community via email and are also addressed at the next all-school meeting. Within the SoA, chairs, coordinators, the associate dean, and the dean maintain an open-door policy so that a student may bring an individual concern directly to a

person who can set a response in motion. Architecture faculty academic advisors and their student advisees mutually support each other's engagement with the learning culture through one-on-one discussions each semester about academic planning, program expectations, and academic success.

The Manifesto for Studio Culture is distributed in all studios each semester and is posted on our website at [architecture.woodbury.edu](http://architecture.woodbury.edu).

In addition to the studio culture manifesto and the general means noted above of fostering a learning environment of mutual respect and engagement, student leaders and school and program administrators initiate roundtables as needed or desired. These meetings bring together studio representatives and school/program administrators, who sit down together and discuss what's working well, where the stressors are, and how we can continue to develop an environment of support. Student initiatives and events are proposed at the roundtable, and the administration gets valuable feedback on student aspirations, expectations, and even disappointments. Mid-semester roundtables have provided a safe environment for constructive criticism that instructors have been able to use to make positive adjustments. A program coordinator may also call for special topic roundtables as needed; for example, in January 2012 the graduate chair in LA organized an international graduate student roundtable. As a direct result of that discussion, the MArch program launched *Groundwork* for summer 2012, an immersive two-week summer program to prepare incoming students for graduate architecture work, including workshops in digital fabrication, shop safety and use, common software (Revit, Rhino, Illustrator), design thinking, time management and cultural expectations, in particular student-faculty communication and an introduction to studio culture and fieldwork. The success of *Groundwork* 2012 has led to its continued offering each subsequent year. Students at SoA roundtables can be confident that their concerns are not only heard but acted upon. Suggestions made by graduate students at a roundtable in spring 2012 resulted in the development of a graduate studio on the intersection of building and digital fabrication technologies, offered in fall 2013. And at the end of the 2013 spring semester, graduating graduate students requested a roundtable with the dean, chair and graduate faculty to request clarification about, and make suggestions for, the continuing development of the fall thesis preparation course (Criticism 4), thesis studio, and faculty thesis advisors.

The Woodbury University Faculty Association, in conjunction with the Office of Student Development, revised and ratified the university-wide academic honesty policy on Sept. 19, 2008. The policy preamble is reproduced here, as it eloquently states the university vision of shared responsibility for academic integrity:

"Because the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required at Woodbury University. Academic integrity is important for two reasons. First, independent and original scholarship ensures that students and scholars derive the most from their educational experience and the pursuit of knowledge. Second, academic dishonesty violates the most fundamental values of a community of scholars and depreciates the achievements of the entire university community. Accordingly, Woodbury University views academic dishonesty as one of the most serious offenses that a member of our community can commit. Adherence to the Academic Honesty Policy reflects the commitment of our community to the ideals of learning, research, and scholarship."

The full policy may be found in the Student Handbook (URL in section IV.4). Every syllabus in the architecture curricula, both graduate and undergraduate, contains the following statement:

#### "POLICY ON ACADEMIC HONESTY

Woodbury University faculty and students have adopted an academic honesty policy that reflects and sustains the integrity of our work and the university. You are expected to know the policy and uphold it in practice and in spirit. The Academic Honesty Policy may be found on the Academic Affairs page on the Portal. The Academic Affairs site link is <http://my.woodbury.edu/Staff/AA/default.aspx>"

### **I.1.2.B Social Equity at Woodbury School of Architecture**

Civic engagement is one of the four pillars of a Woodbury University education, and social responsibility is its foundation. Social equity, an aspiration arising from social responsibility, is a cherished value in the Woodbury architecture community of faculty, students, staff, and friends.

Woodbury University provides its faculty, students and staff, irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation, with an educational environment in which each person is equitably able to learn, teach and work.

In spring 2013, the university hired a special needs coordinator, Teresa Young, who reports to Vice President of Student Development Phyllis Cremer. There is now a University Special Needs Advisory Committee that reviews and recommends policies in support of our increasing special needs population.

The university's policy on diversity and nondiscrimination is communicated to current and prospective faculty, students and staff through the University Catalog, the Student Handbook, the Faculty Handbook, and the university website:

"Woodbury University is committed to providing an environment that is free of any form of discrimination and harassment based upon an individual's race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship status, age, marital status, physical disability, mental disability, medical condition, sexual orientation, military or veteran status, genetic information, or any other characteristic protected by applicable state or federal law, so that all members of the community are treated at all times with dignity and respect. It is the university's policy, therefore, to prohibit all forms of such discrimination or harassment among university faculty, students, staff, and administration."

Woodbury University's equal employment/nondiscrimination clause and policy read as follows:

"Nondiscrimination Clause: Woodbury University agrees, and obligates vendors and/or contractors, not to discriminate against any employee or applicant for employment because of the employee's or applicant's race, religion, marital status, national origin, ancestry, citizenship, gender, sexual orientation, age or physical handicap, and that all contracts and subcontracts awarded by the university shall contain a like nondiscrimination clause.

"Policy: The university shall make a good faith effort to include within its employ members of underrepresented groups in numbers proportionate with the minority composition of the population of the County of Los Angeles.

"Procedures:

#### **1. Equal Employment Practices**

The University represents that it will provide equal employment practices through:

- a. Ensuring that in its employment practices persons are employed and employees are treated equally and without regard to or because of race, religion, marital status, ancestry, national origin, citizenship, gender, sexual orientation, age or physical handicap.
- b. Stating in solicitations or advertisements for employees that all qualified applicants will receive consideration for employment without regard to their race, religion, ancestry, national origin, sex, age, or physical handicap. Such statement shall appear as "Woodbury University is an EEO/AA employer."

#### **"2. Affirmative Action Plan**

- a. The university shall recruit and make efforts to promote applications from minorities through:
  - (1) Advertising employment opportunities in minority community news media as applicable.
  - (2) Encouraging present minority employees to refer friends and relatives.
- b. The university shall continually evaluate personnel practices to ensure that hiring, upgrading, promotion, transfer, demotion, etc. are made to achieve and maintain an ethnically diverse work force.
- c. The university shall make a good faith effort to contract with minority contractors, subcontractors and vendors for services and supplies by taking affirmative actions. Where problems are experienced in complying with affirmative action obligations, the University shall document its good faith effort to comply with the requirements."

Criteria and procedures for faculty appointments, reappointments, compensation, and promotion are outlined in detail in the Faculty Handbook, Section C: Personnel Policy (URL in section IV.4). The Faculty Association has asked all academic divisions to prepare a school policy handbook to supplement the faculty handbook and identify policies and procedures specific to the academic division. The SoA handbook is in draft form; school faculty have approved a search committee guide and an information guide for new faculty. The school is committed to social equity in its faculty searches, and the faculty have a healthy ongoing debate about how to understand and increase diversity in the fulltime and adjunct faculty.

On July 18, 2014, the university approved a new policy on sexual misconduct, enhancing its former policy on *Sexual Harassment and Discrimination Involving University Employees* and satisfying Title IX requirements. The introduction to the policy is below; the full policy may be found on the university portal, ([my.woodbury.edu](http://my.woodbury.edu), password protected), under Human Resources. (We will provide the team with access to appropriate password-protected sites during the spring 2015 NAAB visit.)

“Woodbury University is committed to providing a non-discriminatory and harassment-free educational, living and working environment for all members of our community including students, faculty, staff, and guests. All members of the campus community are expected to conduct themselves in a manner that does not infringe upon the rights of others. This policy prohibits all forms of sexual misconduct, including sexual harassment, sexual assault, stalking, intimate partner violence, and sexual exploitation. Misconduct of this nature is contrary to Woodbury’s institutional values and prohibited by state and federal law.”

#### *School of Architecture Diversity Plan*

In the fall of 2014, a new Dean’s Advisory Committee was formulated to develop a School of Architecture Diversity Plan. Members of the committee include fulltime faculty members Ingaliil Wahlroos-Ritter, Hector Perez, Annie Chu, adjunct faculty member Louis Molina, Human Resources Director Natalie Avalos, and Vice President of Student Development Phyllis Cremer. A draft plan is expected to be presented prior to the 2015 NAAB visit and will serve as a model for a university-wide diversity plan.

Regular opportunities exist for architecture faculty, staff, and students to provide input into program governance. The school’s administration – dean, associate dean, chairs, and coordinators – gathers every other week in the Deans/Chairs/Coordinators (D/C/C) meeting to set, revise and evaluate progress in the school’s academic, programmatic, and advancement agenda, and to discuss issues and concerns as they arise. The school has an all-faculty meeting once a semester, a faculty retreat or workshop each year, and program faculty meetings approximately once a month in Los Angeles and once a month in San Diego. SoA faculty, students, and staff have access to the formulation of policies and procedures, including curriculum review and program development, primarily through the dissemination of information at program faculty meetings, via the portal, and two-way exchange of ideas via direct email. In addition, students and staff bring concerns and initiatives directly to the chairs, who then present these issues as agenda items for the next faculty meeting, at the program or school level, whichever is appropriate. Student (typically an AIAS co-chair) and staff representatives are invited to faculty meetings by the convener; faculty reserve the right to ask that non-faculty members leave for confidential discussions. The AIAS also invites school administration or faculty to forums it sponsors when a student issue of particular importance or urgency arises. Catherine Roussel, AIA, SoA Career and Outreach coordinator, acts as advisor to AIAS.

The School of Architecture is committed to improving the dissemination of information and decisions made at faculty meetings by publishing the agendas and minutes of all faculty meetings on the Architecture page of the university portal ([my.woodbury.edu](http://my.woodbury.edu), password protected). In 2013-14 administrative coordinator Galina Kraus initiated SoA staff meetings to include all staff members from both LA and San Diego. These meetings serve to enhance communication between campuses and programs and between faculty, administration and staff, and to foster community. SoA staff members (administrative coordinators and assistants, digital/analog making facilities managers, communications director, outreach coordinator, and admissions counselors) as well as members of the Office of Student

Development and Advancement and Development staff provide information and requests to chairs or to the faculty meeting facilitator for dissemination and discussion at faculty meetings. Staff and student issues are also discussed regularly in the D/C/C meetings.

In the summer of 2014, members of the School of Architecture authored and implemented new safety protocols for the Making Complex. We now hold monthly meetings to discuss safety, budgetary and operational issues. Attendees include Andrea Dietz as PPOHA coordinator, Debra Abel, Ingalill Wahlroos-Ritter, shop and DFL managers from LA and SD, and university administrators or staff as needed.

Woodbury University and the School of Architecture are fortunate to exist in, reflect and celebrate the exciting diversity of the Southern California megalopolis. Our vision of providing excellence in professional and liberal arts education to the people of our region and attracting international students to increase global perspective and connectedness is intrinsic to our identity. Woodbury University is nationally recognized as a Hispanic-serving institution (HSI), and has received awards and grants for our achievements in serving a diverse student population.

The BArch program was recognized with an Excelencia in Education award in 2008; the university topped the Education Trust list of institutions graduating Latino students at rates near those of white students in 2010; the Department of Education has awarded Woodbury three Title V grants (a cooperative grant with Los Angeles Valley College in 2002, the PPOHA grant for the School of Architecture in 2009, and an individual development grant in 2010 for new degree programs in the School of Media, Culture & Design); and HUD awarded the Arid Lands Institute a \$600,000 grant in 2009 as part of its HSIAC (Hispanic Serving Institutions Assisting Communities) development program.

With regard to race, ethnicity, and residency, the university's undergraduate student population identifies itself as 37% Caucasian-American and 28% Hispanic-American, with smaller but significant percentages of students identifying as African-American (5%), Asian-American (10%), and non-resident (20%). Of those who identify as Caucasian-American, we estimate about 40% are of Armenian heritage. In the BArch program, the numbers are 31% Caucasian-American and 39% Hispanic-American, with smaller numbers but identifying as African-American (2%), Asian-American (12%), and non-resident (15%). These data are reported for spring 2014 enrollment. Our graduate architecture students are 41% non-resident, compared to 18% university-wide grad non-residents, 18% Hispanic-American (cf. 17% university-wide), 29% Caucasian-American (54% university-wide), 9.5% Asian-American (cf. 6% university-wide) and 2.5% African-American (cf. 5% university-wide). As the MArch program grows in visibility and in number of students, we expect to continue to have a large number of students from outside southern California, including international applicants, but we also expect to draw more local applications.

It has been historically true that architecture programs at Woodbury have had a higher male enrollment than female (S14 ratio: 32% female/68% male in the BArch), while Woodbury overall has a slightly higher female enrollment than male that is statistically 50%-50%. A good deal of this reflects the way many people still think of the profession, even in 2014. Our admissions counselors and our faculty who do recruitment take care to present work and images of students and faculty of both sexes, diverse color and ethnicity, and across the age span. Our SoA grad programs have the same gender ratio as the university-wide grad ratio: 52% female, 48% male.

The most important work we do at Woodbury in pursuit of diversity does not focus on color, ethnicity or sex; rather we strive to offer educational opportunities to students from across the socio-economic spectrum and to those who come from families without a deep history of higher educational pursuits. IPEDS data show that 73% of our undergraduates received financial aid in 2012, and 49% received Pell grants. The College Student Inventory, a survey that our incoming first-time freshmen take, reveals that about 73% of those responding in F13 will be the first generation in their family to earn a college education.



The 5-year Title V PPOHA (Promoting Post-Baccalaureate Opportunities for Hispanic Americans) grant supported the development of our graduate programs from 2009-14, both in keeping them accessible through scholarships and in growing their visibility so that they could vie with longer-established regional programs for graduate students of diverse backgrounds. It formed an important part of our current strategic plan for maintaining diversity in the School of Architecture and growing it specifically in the graduate programs. The grant, its timeline and its results are included in the documents provided in the team room.

### **I.1.3 Response to the Five Perspectives**

The presidency of Dr. Luís Calingo is entering its third year, and a set of university-wide strategic initiatives is in place. As we reflect on the five perspectives, we recognize how the architecture education we have worked on over the past decade and a half has influenced the university's mission and vision. The Woodbury Integrated Student Experience, for example, rests on the goal that all undergrads have at least one experience in each of these five categories before graduation: study away, work experience or internship, civic engagement, leadership, and faculty-driven research. These already play important roles in the work our faculty and students undertake within the School of Architecture, and to a large part define who we are. That we understand them through the five perspectives, and that we have stewarded the larger university to embrace them, we believe is 21<sup>st</sup> century evidence of Boyer and Mitgang's observation that architecture education builds community.

#### **I.1.3.A. Architectural Education and the Academic Community**

With the successful launch of our MArch program, the faculty have realized a long-held dream and Woodbury School of Architecture has achieved equal footing with other local programs, all of which offer professional graduate degrees (UCLA, USC, SCI-Arc, Cal Poly Pomona, Cal Poly San Luis Obispo, and the New School of Architecture). With its growing body of graduate students, the School of Architecture also achieves a certain educational parity (internally perceived) with the School of Business, which has long offered an MBA, has just achieved AACSB accreditation, and which stakes its viability on its graduate programs. The faculty and students of Woodbury's professional architecture programs are eager to demonstrate academic excellence internally and externally and to further promote it.

In our long-range plan, the perspective of architectural education and the academic community is developed in all nine of our objectives: the success of our students; continuing curriculum and program development; developing assessment and maintaining accreditation; developing the school's faculty and staff; developing and overseeing school and program policies and procedures; improving communication and outreach; developing and overseeing a budget with appropriate resource allocation; achieving more effective fundraising and development; and planning, developing and maintaining facilities and technology. In our self-assessment procedures, this perspective influences curricular and programmatic review and development, effective communication, and alignment of resources.

#### *Commitment to holistic, practical and liberal arts based education*

The professional architecture programs benefit from and contribute to the university's commitment to transdisciplinary collaboration. The School of Architecture works actively with the three other academic divisions that comprise Woodbury University: the School of Business, the School of Media, Culture & Design, and the College of Transdisciplinarity. The School of Architecture also has a strong collaboration with the university's first semi-autonomous research center, the Arid Lands Institute (ALI), first launched within the School of Architecture. It houses four other centers of research and practice: Architecture + Civic Engagement Center (ACE), which now supports a university strategic initiative and is moving toward a semi-autonomous structure, the Julius Shulman Institute (JSI), the Rome Center for Architecture and Culture (RCAC), and the Urban Policy Center (UP Center).

The School of Architecture embraces transdisciplinarity through our graduate fieldwork requirement, its long-time multiple offerings in undergraduate study away, and its commitment to exposing students to both normative and alternative practices. The College of Transdisciplinarity (COT) benefits our students by creating and sustaining wider discussions across the disciplines through curricular and co-curricular opportunities. COT faculty contribute to architecture education through their participation in studio

reviews, their co-teaching with architecture faculty in History and Theory courses, their support of and contribution to the study-away programs, and their commitment to deliver elective courses of transdisciplinary interest to our students in areas such as Urban Studies, which now offers a minor.

Architecture students may choose to do elective studies in the School of Business. Undergrads can minor in management, marketing, or fashion marketing. MArch students without a business background may take six pre-MBA courses offered in a 7-week format, serving as graduate electives, preparing them for admission to the 1-year MBA program on completion of their professional architecture studies.

The architecture programs benefit from the emergence of the School of Media, Culture & Design (MCD) as a major player in the university as it attracts support from the giants of the film, video and animation industries of Los Angeles and the San Fernando Valley. MCD collaborations with the “industry” include hosting a conference on the Mediated City (architecture and urbanism in media), collaborating with ASIFA-Hollywood, the Los Angeles chapter of the International Animated Film Society, and working with the SAG (Screen Actors’ Guild) Foundation. Ric Heitzman, associate professor of Animation, has opened his stop-motion animation mini-studio to our BArch and MArch students since Fall 2011. Many of our students find their design thinking enhanced by foray into other design fields; MCD offers such opportunities through minors and elective studio courses.

The Arid Lands Institute, the first semi-autonomous research center established at Woodbury University, directly offers architecture students opportunities to explore the built environment and its resource issues throughout their education. The co-directors of ALI, Hadley Arnold and Peter Arnold, are longtime adjunct faculty in the School of Architecture and have offered studio field experiences in the American West since 2002. ALI supports student and faculty research in hydrology issues, whether from a landscape urbanism standpoint, from the perspective of emerging technologies, or from an economic or entrepreneurial approach to responsible infrastructure development. With its 3-year HUD grant ALI supported students doing summer fieldwork in New Mexico working on water and aridity issues.

#### *Faculty service*

Fulltime faculty in the School of Architecture consistently demonstrate their serious commitment to university service as part of what it means to be a teaching scholar. They are active participants on committees and task forces, and play a leading role in faculty governance.

The School of Architecture elects a senator to serve a two-year term on the Faculty Senate, the governing body elected by the Woodbury University Faculty Association (WUFA). Many of our fulltime faculty have filled this role; several have also been elected as senators-at-large. The school has also had a strong presence in the senate leadership, with two former SoA faculty serving as president of WUFA, two serving as secretary, and one as vice president. Fulltime SoA faculty serve on the elected Faculty Personnel Committee, which evaluates and makes recommendations to the provost regarding the qualifications of all persons under consideration for faculty appointment, reappointment, advancement, and sabbatical. SoA faculty serve on all university-wide faculty committees, both elected and appointed, and also support university initiatives such as strategic planning and re-affirmation of regional accreditation. A list of current SoA faculty appointments to university committees can be found in section IV.6.3.

#### *Faculty contribution to the university and the greater academy (scholarship, teaching, community engagement)*

In addition to the ongoing transdisciplinary discourse in the classroom, the School of Architecture contributes to the intellectual and social life of the institution and architecture education and practice more broadly through a variety of public programs, including conferences, lecture series, and exhibitions. Architecture faculty are well represented at the university-wide faculty workshops each August, as well as at annual celebrations of Woodbury Week in October and commencement ceremonies in May. Faculty regularly attend and present at ACSA national and regional conferences. Dean Norman Millar is now serving as past-president of the ACSA, having just completed a very successful year as president. He represents ACSA on NCARB’s Licensure Task Force (LTF), which is exploring an integrated path to licensure upon graduation in the US. He is the academic liaison on the executive committee of the

California Architecture Foundation (CAF) and has served as educational regent since 2008. San Diego chair Catherine Herbst is a past educational regent of the CAF. Dean Millar also served on the organizing committee for the California Architectural Education Summit, co-sponsored by CAF and the AIA California Council. Associate Dean Ingalill Wahlroos-Ritter is a sought-after panelist, speaker and session moderator at symposia and conferences, including ACADIA and the ACSA national conference. Los Angeles chair Marc Neveu is the current executive editor of the *Journal of Architectural Education*. Woodbury School of Architecture is fully engaged in the national discourse on architectural education.

#### ACE Center

Jeanine Centuori, director of the former CCRD in Hollywood, renewed her practice at the intersection of profession, education, and civic response by developing the Architecture + Civic Engagement Center. ACE promotes civic engagement with projects for non-profit groups dedicated to social and environmental justice. Projects explore relevant societal issues such as the American with Disabilities Act, architecture in developing parts of the world, and guerilla urbanism. Projects typically begin with relationships formed between community-based organizations and groups of students. Upper-division vertical studios explore community topics, and grants then support additional design research. The ACE Center is a public resource providing inspiration and education for the public, and is now a strategic initiative of the university with programming expanding beyond the School of Architecture into the three other schools and co-curricular activities. Stan Bertheaud is working with Jeanine Centuori to bring ACE programming to San Diego.

#### Drylands Design Competition and Conference

Co-Directors Hadley Arnold and Peter Arnold of ALI partnered with the California Architectural Foundation (CAF) to host the Drylands Design Conference in March 2012 on Woodbury's main campus. "Retrofitting the West: Adaptation by Design" brought together architects, landscape architects, artists and engineers with leading environmental thinkers, scientists, and renowned conservationists to debate a range of design strategies for the future. More than 200 educators, design professionals and students attended the conference. The CAF devoted the 2012 William Turnbull Design Competition to Drylands Design to synchronize opportunities. In an innovative cross-disciplinary collaboration, ALI and UCLA's Institute of the Environment and Sustainability provided technical and policy advising to five research award winners chosen from the design competition. At the conference, the five award-winning teams presented their design proposals and discussed policy implications.

#### Lecture Series, Exhibits and Events

The School of Architecture produces an annual public lecture, exhibit and event series that brings audiences from across the region to Los Angeles, Hollywood and San Diego. A complete list of lectures, exhibits and events from Fall 2012 through Spring 2014 at both locations is included in section IV.6.4.

#### Public dissemination

Our faculty's work is shared with the university and the public predominantly in these three ways: through the Woodbury School of Architecture website; in the national and international press; and in presentations and exhibitions in academic and public venues. The Woodbury University Hollywood Outpost (WUHO) hosts monthly architecture events open to the public. Jeanine Centuori's public art/architecture projects and ACE projects are published extensively in both the local press and architecture and design media. Linda Taalman just finished a six-week speaking tour at Europe's architecture and education venues; her IT house and DIA: Beacon museum have been highly publicized. Marcel Sanchez-Prieto's Modulo Prep project in Tijuana has been widely covered since winning a PA Design Award. Catherine Herbst and Todd Rinehart's work was included in MIX: 9 San Diego Architects at the Museum of Contemporary Art, San Diego; in fact all 9 architects had ties to our program. Barbara Bestor's residential projects have repeatedly been published in the Los Angeles Times and the New York Times, as well as in her book, *Bohemian Modern: Living in Silver Lake*. Norman Millar's work has been featured in the LA Times and Dwell Magazine. In 2014 two SoA faculty received Graham Foundation grants: Joshua Stein (with Del Harrow) and Anthony Fontenot. Anthony and Linda Taalman were invited to a panel discussion with Beatrice Colamina at the 2014 Venice Biennale. Maxi Spina's recently completed Jujuy Redux Building in Argentina was a finalist in the Architizer A+ Awards and has been widely published. Eric Olsen has been invited to international exhibitions in Rotterdam and Milan, and Ingalill Wahlroos-Ritter has exhibited her

explorations in glass as material and meaning at the Centre Georges Pompidou in Paris and the Los Angeles County Museum of Art.

With our well-established Communications Office and the appointment of Jesse Brink as director of Communications, the School of Architecture will continue to lead in public recognition for the university through the dissemination of professional work and demonstration of teaching effectiveness, in internal public forums like the Faculty Development Workshops, in external public forums such as presentations and lectures at other institutions, and through a concerted publication effort that is at the heart of the responsibilities of the Communications Office.

*Student contribution to the university (service and community engagement)*

Both graduate and undergraduate architecture students have opportunities to contribute to school governance and the university's intellectual and social life. They both elect representatives to Woodbury's two AIAS chapters and can and do attend chapter meetings and national forums. The AIAS organizes community service and design opportunities on and off campus, has an active Freedom by Design group, and sponsors a regular series of panel colloquia called Architects Beyond Architecture.

The university offers opportunities for architecture students, including participation in the Associated Students of Woodbury University (student governance); the Community Honor Council, a group of students, faculty and staff that represents the community's interest in upholding our standards and values; and various student groups that organize around shared interests.

The School of Architecture offers public programs every year that enhance the life of the university and provide architecture students, graduate and undergraduate, with opportunities to contribute to campus culture. Students help organize the school's lecture series and the Grand Critique, an annual review of Woodbury architecture education led by students of recognized achievement in their penultimate BArch year. Students will be instrumental in preparing the team room for the March 2015 NAAB visit. With the school expanding its public programming and systematic communications, student involvement through teaching and research assistantships in our programs and centers is vital to the quality, breadth and identity of the public face of Woodbury School of Architecture. Our students embrace the opportunity to invent and re-invent the role of architecture students in the intellectual life of the school and campus, with the strong support of the architecture faculty and the administration.

*Opportunities provided for faculty scholarly and teaching development*

The university supports the ongoing intellectual, professional, and creative development of faculty within the School of Architecture through its annual Faculty Development Awards and sabbaticals. The university also supports faculty through programs and fellowships in the College of Transdisciplinarity, the hosting of faculty development workshops and other faculty development opportunities including Faculty Learning Communities, and through available course release to pursue scholarly and professional development. The school supports the development of its faculty through funding for travel and participation in professional and academic conferences and meetings.

**Annual Faculty Development Awards**

The Faculty Development Committee, appointed through the Faculty Senate, grants awards annually to fulltime and adjunct faculty whose proposals are judged to have the potential for greatest impact. Award recipients present their work the following year at a faculty colloquium and/or exhibition. In past years, awards to faculty from the School of Architecture have funded scholarly and design activities leading to exhibitions and publications on the architecture of military installations; the relationship between film and architecture; intelligent materials and their use; urban waste harvesting; emerging Asian cities; and a catalog of diagrammatic thinking and graphical systems in design practice. For a complete list of recent awards to architecture faculty, please see section IV.6.3.

**Sabbaticals**

Fulltime faculty members may apply to the Faculty Development Committee for sabbaticals after six years of service. Sabbaticals are granted for the purpose of fostering the professional growth and intellectual enrichment of faculty and for the improvement of programs of courses of study at the university.

Sabbatical awards acknowledge faculty who have displayed exemplary service and whose proposals promise the greatest contributions to their field. Sabbatical projects for architecture faculty include photographic research (Gerard Smulevich) and WUHO development (Ingalill Wahlroos-Ritter).

#### College of Transdisciplinarity Fellowships

The College of Transdisciplinarity provides a variety of means for faculty to focus on the problems of bringing transdisciplinarity and its perspectives into the life of the university. The Senior Fellows Program brings together scholars and practitioners, activists and artists from across the disciplines in order to enrich the educational experiences of our students and faculty. Senior Fellows commit to a period of research, teaching and/or service to the institute and the university for at least one academic term, part-time or fulltime; the contribution may take the form of applied or theoretical research that explores the issues and boundaries of transdisciplinarity, the development of pedagogies and curricular programs dedicated to a transdisciplinary vision, the teaching of courses in interdisciplinary or transdisciplinary studies, or any combination of the three. Professor Paulette Singley held a Senior Fellowship in spring 2008 to develop and enhance the history and theory program within the School of Architecture and collaborated on developing the curriculum for the recently launched Urban Studies minor.

#### Julius Shulman Institute

Named for and endowed by the renowned architectural photographer, the Julius Shulman Institute at Woodbury University provides programs that promote the appreciation and understanding of architecture and design. Created in 2005, the JSI focuses on Shulman's enduring involvement in the principles of modernism. The institute funds lectures, seminars, tours, and special workshops at area schools as well as at community organizations. The JSI also maintains an archive and research center, with the photographer's workbooks, books, correspondence, awards, and other artifacts of his career serving as a resource for students and scholars. Since its inception, the Julius Shulman Institute has funded several public programs at the School of Architecture, named its first fellows and designated a Julius Shulman Professor of Practice.

The JSI hosts the annual event honoring excellence in architectural photography. Iwan Baan received the first annual Julius Shulman Award for Photography in 2010; Richard Barnes in 2011; Pedro Guerrero in 2012; Catherine Opie in 2013; and Grant Mudford in 2014. Dr. Emily Bills, coordinator of the Urban Studies program in the College of Transdisciplinarity, directs the JSI.

#### Arid Lands Institute

ALI is an education, research and outreach center of Woodbury University that trains adaptive, resourceful and inventive designers and leaders in addressing water scarcity, increased hydrologic variability, and climate change in the arid and semi-arid American West.

In 2011 ALI completed its three-year project funded by HUD for research, development and education about water issues in collaboration with the communities of Burbank, CA and Embudo-Dixon, NM. The Drylands Design Competition and Conference were part of this project. ALI has hosted visiting international researchers and graduate assistants from across the country. It has launched a Fellows Program, in which fellows undertake research or study in areas that advance the mission of the institute. Fellows are drawn from the academic divisions of Woodbury and from outside institutions. Each fellow is expected to make a specific contribution, which may or may not include teaching, to the institute that is outlined in his or her appointment letter. The fellows program is designed specifically to attract scholars who will enhance and further the work of the institute for a finite (semester- or year-long) term.

#### Faculty Development Workshops and Opportunities

The Office of Academic Affairs, the Institute for Excellence in Teaching and Learning, and the Faculty Association work together to provide meaningful workshops for all faculty, fulltime and adjunct, to develop their teaching effectiveness; scholarly, creative or professional contributions to an intellectual discourse; and commitment to university service. Faculty Development Workshops are held each August and occasionally in the spring.

The Faculty Development Committee, an elected subcommittee of the Faculty Association, has as its main charge the awarding of Faculty Development Grants and recommendations on sabbaticals, but it also supports the Faculty Development Workshops and collects and disseminates faculty development resources, with the assistance of the systems librarian. Architecture faculty, both fulltime and adjunct, regularly seek external funding for their professional and scholarly interests, and institutional support for these endeavors appears to be increasing.

#### Available course release

The Faculty Association and the Office of Academic Affairs have developed guidelines and an evaluation process for faculty to apply for course release in order to pursue scholarship or other faculty development opportunities and responsibilities beyond the normal demand. Faculty may request a course release through arrangement with their chairs; the release becomes part of one's contractual obligations and thus the results of scholarship enabled through the release must be presented in one's next contract renewal application.

Throughout the university, opportunities for studying away have proliferated. The School of Architecture has always been a leader in offering students study-away programs and developing faculty to lead them; in fact the MArch curriculum requires a summer of fieldwork prior to the graduate thesis year. The university is developing a system to organize the opportunities for international studies and help match faculty and students with those opportunities.

#### **I.1.3.B. Architectural Education and Students**

Woodbury School of Architecture actively supports our students in developing the resources and disposition to live and work in a global world where diversity, distinctiveness, self-worth and dignity are nurtured and respected, in assuming leadership roles within the school and within the profession, in understanding the breadth of professional opportunities, in making thoughtful, deliberate informed choices, and in developing the habit of lifelong learning.

In our long-range plan, the perspective of architectural education and students is developed in eight of our nine objectives: the success of our students; continuing curriculum and program development; developing assessment and maintaining accreditation; developing the school's faculty and staff; developing and overseeing school and program policies and procedures; improving communication and outreach; achieving more effective fundraising and development; and planning, developing and maintaining facilities and technology. In our self-assessment procedures, this perspective influences curricular and programmatic review and development as well as student success and alignment of resources.

#### *The integrated student* (nurturing diversity, distinctiveness, self-worth, dignity)

Woodbury University provides education that promotes the integration of a student's personal and professional principles. In the School of Architecture, all programs support this goal through focused faculty advising of individual students, through co-curricular opportunities for interpersonal exchange among faculty and students, and through mentoring and work experience opportunities that faculty extend to students.

The traditional undergraduate daytime student body is 28% Hispanic American, 10% Asian American, 37% Caucasian American, 5% African American, and almost 20% international (based on Spring 2014 enrollment), with a 50/50 gender split. The Office of Institutional Research estimates that about 40% of those who identify themselves as white are of Armenian heritage. Within the BArch program, 39% of our students identify as Hispanic American, 12% as Asian American, 31% as Caucasian American, 2% as African American, and 15% as international. Our gender split remains an area of opportunity: two-thirds of our undergrads are male, and only one-third female. In our graduate architecture programs, 52% of our students are female, 48% male. Our grad programs are also 41% international, 18% Hispanic American, 9.5% Asian American, 28% Caucasian American, and 2.5% African American.

The student body at Woodbury is diverse in its preparation, its ethnic and cultural origins, and its socio-economic status. The School of Architecture embraces this diversity and acknowledges the value of one's

own identity and experience as it relates to the personal and professional path one forges. This is the foundation of the Woodbury architectural education, and we build our curricula to ensure that entering classes cohere while students maintain and celebrate individual identity. We believe studios do so when individuals with a sure sense of self that is valued by the community practice the exchange of information and the sharing of new learning and designing experiences – these are the hallmarks of a healthy learning culture and a vibrant architecture community. Diversity is our community strength; respect for difference is basic to our school's norms and expectations.

Woodbury University is designated by the federal government as a Hispanic-Serving Institution (HSI). The School of Architecture was able to build on that designation with a 5-year Promoting Post-baccalaureate Opportunities for Hispanic Americans (PPOHA) grant to fund expansion of our graduate programs. Full PPOHA reports from the grant period, which ends in October 2014, will be available in the team room for the March 2015 NAAB visit. This year we submitted an application for another 5-year PPOHA grant for the expansion of our new Master of Interior Architecture program, which will benefit all SoA students if granted starting in October 2014.

#### *Leadership roles in the school*

A first-cohort graduate student, Mike Rucinski, spearheaded the renewal of an AIAS chapter at Woodbury Los Angeles in 2009. The LA chapter is co-chaired by an undergrad and a grad student; the SD chapter has a single chair. The School of Architecture supports our AIAS chapters, provides seed funding, and supports travel to AIAS national meetings.

In fall 2011 then-Graduate Architecture Chair Ingalill Wahlroos-Ritter initiated the Graduate Student Roundtable Lunch to provide further self-governance opportunities for grad students. See the discussion in I.1.2.A Learning Culture at Woodbury above.

Students are taking a leading planning role in the Woodbury tradition of the Grand Critique. Beginning in fall 2011, graduate students helped the undergraduate honorees in Los Angeles prepare their presentations and emceed the event. With growth in the graduate program in San Diego, we expect to expand this new take on an important tradition south.

#### *Leadership roles in the profession*

Our curriculum and co-curricular support nurture professional leadership as a goal for our students. They express a strong desire to become licensed; many hope to establish their own practices. Our curricula focus on professionalism and leadership in ARCH 250, 450, and 620. These professional practice courses promote IDP, as well as introducing students to ethical and legal practices within the profession, and focus on the emerging leadership roles architects must embrace for sustainable development of our globalized environment.

We believe that an important part of preparing students for leadership roles in the profession is for our faculty to model those roles. Among our fulltime faculty, the dean, associate dean and chairs are highly respected both for their practices and their contributions to the academy. Norman Millar, AIA serves on the California Architecture Foundation board (the outreach arm of AIACC), the ACSA Board, the NCARB Licensure Task Force and the Hollywood Design Review Committee; Catherine Herbst, AIA has served as regent. Ingalill Wahlroos-Ritter, AIA has been elected to the AIA|LA board of directors. Marc Neveu is the executive editor of the *Journal of Architectural Education*. Many of our fulltime and adjunct faculty serve or have served on the board of the LA Forum for Architecture and Urban Design. Annie Chu was appointed Cultural Affairs commissioner for the City of Los Angeles. We have sought out community leaders for key adjunct roles: Ted Smith and Jonathan Segal, FAIA co-direct the MRED program in San Diego; Helena Jubany, FAIA, architect and longtime civic leader (commissioner on the LA Department of Building and Safety Board) teaches an undergrad Professional Practice course; and Bill Roschen, AIA, former president of the LA City Planning Commission, and Christi Van Cleve, AIA, developed and direct the Urban Policy Center, teaching a series of policy courses.

### *Exposure to the breadth of practice contexts and opportunities*

Our faculty members seize opportunities to expose our students to a diversity of architectural practices. Ethical professional behavior supported by keen observation skills and opportunistic invention guides our programs. Built on the premise that intentional dislocation leads to transformation, our studios regularly take students off campus and into communities, locally, regionally and internationally. The MArch program offers a fieldwork-based curriculum that begins with a close observation of the program's home city in the first semester, requires regular field trips in the studio sequence, and turns to student-initiated fieldwork with a summer of study in a host city or community chosen by the individual student. The BArch program requires fieldtrips in the first year of architecture studio and in each subsequent year, and offers a robust set of summer study-away opportunities. Woodbury has offered faculty-led study-away programs since 1997 in Paris and Barcelona, expanding to India, South Korea, Japan, Nanjing, Beijing, Berlin, Peru, Tahiti, Argentina, and other locations. We have an ongoing presence in Italy through the recurring semester-long RCAC program led by Professor Paulette Singley. Our local studios provide rich opportunities for civic engagement and non-profit design.

The primary goal of the field trips, fieldwork, and study away is to transform the student's perspective by asking for close observation of context, deep analysis, and innovative synthesis in design solutions. Individual students are exposed to new and different contexts. When they return they are asked to work together to share observations and develop analyses. Students use the lessons they derive from the diverse contexts of architectural practice to support individual and collective learning, delivering an educational outcome greater than the sum of its parts. Summer study-away studios in particular prepare students for contemporary architectural practice by asking them to work in groups, by turns leading, following, and collaborating, and developing a strong foundation in clear communication and teamwork.

### *Setting learning agendas toward deliberate choice and lifelong engagement*

As part of developing within each student appropriate affective knowledge gain (the disposition toward intellectual curiosity), SoA programs ask each student to construct a specific learning agenda responsive to his/her goals and professional aspirations. Woodbury faculty recognize each student's life experience as valid and vital to her or his success in education and beyond. The students' preparation provides a rich degree of variation, so beyond the shared core curriculum, each student in consultation with his/her faculty advisor and the Career and Outreach coordinator constructs an individualized education. As we continue to develop curricular focuses based on faculty research interests and emerging issues in the built environment, we encourage our professional students to choose their electives with a goal larger than the course content from an individual class in mind.

Each student works in the fall semester prior to the thesis/degree project studio to identify and develop a focus or thesis statement to test during the degree project or graduate thesis studio in the spring. These projects require both a great deal of self-reflection, in identifying one's specific area of inquiry, and self-discipline, in bringing the project through research and development to manifesting a design proposal and publicly defending it. A successful project depends on mutual respect between the student and his/her advisors; our faculty relish the challenges and rewards of working one-on-one with advanced students on an intellectually rigorous design project.

### **I.1.3.C. Architectural Education and the Regulatory Environment**

Woodbury School of Architecture is committed to making licensure a clear prospect for all students in the professional programs.

In our long-range plan, the perspective of architectural education and the regulatory environment is developed in six of our nine objectives: the success of our students; continuing curriculum and program development; developing assessment and maintaining accreditation; developing the school's faculty and staff; developing and overseeing school and program policies and procedures; and improving communication and outreach. In our self-assessment procedures, this perspective influences curricular and programmatic review and development, alumni success, and alignment of resources.



### *Sound preparation for the transition to internship and licensure*

Woodbury architecture students and graduates are known for their skills and ability and are sought after in the regional professional community for part-time work while they are students, and after graduation for fulltime employment. We continue to monitor the mutual levels of influence the graduate and undergraduate students are having on each other, especially in terms of increasing networking possibilities.

The SoA has had a dedicated Career and Outreach coordinator (COC), Catherine Roussel, AIA, since summer 2012, a position initially made possible through the PPOHA grant but now fully funded by the university. The COC directs the school's architecture and interior architecture career development efforts, seeks and develops co-curricular opportunities for student professional development, is the IDP coordinator, and acts as the school's liaison to Career Services in the Office of Student Development. She has a dual report to Dean Millar and the Vice President for Student Development. The COC is developing a system for tracking data related to student and alumni career development and licensure.

### *Exposure of students to internship requirements: Intern Development Program (IDP)*

The COC ensures that all students are aware of the IDP program and have support for enrolling in it. She is the SoA liaison to NCARB and the IDP program, and attends the annual IDP Coordinators Conference. In the BArch program, IDP information is distributed in ARCH 250 Professional Practice 1 and ARCH 450 Professional Practice 3; both courses provide solid preparation for the transition from education to profession. In the MArch, IDP information is disseminated in ARCH 620 Practice 1, with Catherine as one of two co-instructors. As instructor for the graduate Practice 1 course, she has initiated a work sample portfolio as a course requirement in ARCH 620. She is working to support a similar requirement in ARCH 450. She has an open-door policy and tracks the number of individual students and alumni with whom she meets each semester in support of IDP and other career development opportunities.

Catherine has identified a goal shared between the SoA and the university's Career Development office: timely completion of work experience/internship. All undergraduate majors at Woodbury require either work experience or a curricular internship. For the SoA, an expected outcome of the required 160 hours of work experience is the two-way benefit between one's studies and one's initial professional experience. Catherine's goal is to have 100% of the BArch students complete their work experience prior to beginning their capstone project. Additionally, she is developing a database in order to understand where our students are working, the value they are adding to their work places, and how our students' work performance influences the perception of the SoA in the professional field.

Graduate students seek opportunities to gain IDP hours and many international students who plan to practice outside the states recognize the benefits of work experience within the American profession. The COC has worked with faculty to develop a 0-credit (tuition free) graduate course for international students who wish to work during their studies.

The SoA career development plan also includes a proposal to modify the academic worksheet to include a record of a student's work experience and other career development opportunities. Catherine has a number of initiatives underway for additional career development opportunities. We are improving our understanding of graduates' post-graduation employment and plans through the First Destination survey, which is a university-wide project. We plan to participate in ACSA's data gathering effort contributing to our shared knowledge of architectural education career outcomes. A full report of her office's efforts and accomplishments will be available in the team room for the March 2015 NAAB visit.

### *Student understanding of the role of the registration board*

Woodbury School of Architecture maintains a strong relationship with the California Architect's Licensing Board. Each year, Woodbury sends one representative, usually the dean, to the Licensing Board's meeting on architectural education. In alternate years, Woodbury School of Architecture has hosted that meeting on the Los Angeles campus in Hensel Hall.

The COC invites representatives from NCARB to speak with students each year. These presentations are scheduled to be of greatest convenience to students and faculty. Topics include licensure, successful progression through the IDP, and a brief overview of the ARE.

While Woodbury School of Architecture is among the youngest of California's architecture schools, and therefore has among the fewest graduates with licenses, Dean Norman Millar, who now also serves as a regent for the California Architecture Foundation associated with the AIA California Council, has maintained an active involvement in the statewide discussion of the relationship of licensure to education. In his role as 2013-14 ACSA president he was active in reigniting the conversation about integrating licensure and architecture education. During the 2014-15 academic year the SoA, in conjunction with the California Architects Board, state and local components of the AIA and a consortium of participating architecture firms, plans to submit a proposal in response to NCARB's anticipated RFP to be considered as one of the NAAB-accredited programs participating in the Integrated Licensure Upon Graduation initiative.

*Proportion of graduates who have sought and achieved licensure since the previous visit*

The NCARB data do not tell us which of our alumni are sitting for the ARE. The COC is tracking who is seeking and achieving licensure each year, though the information is likely to be more robust for more recent graduates. A survey of incoming MArch students indicate that a majority intend to take the ARE exam. In the first destination survey for recent alumni mentioned above, we will be including a question about licensure intent, and so will capture some data for new alumni from both the BArch and MArch programs. The California schools with MArch programs tend to have higher pass rates as well as higher proportions of graduates seeking to achieve licensure, so we expect our rates to increase as the graduate program evolves and as our Career and Outreach efforts bear fruit.

Information provided by NCARB for the five-year period from 2008 through 2012, for version 4.0 exams, shows a lower pass rate among those of our BArch graduates testing than for those of most but not all California schools. However, in six of the seven exam areas (Program, Planning & Practice; Building Design & Construction Systems; Schematic Design, Structural Systems, Building Systems, and Construction Documents & Services) the trend is toward an increase in the pass rate, sometimes a dramatic increase. In one area (Site Planning & Design), the rate remains approximately level. We also see a trend of more alumni sitting for the ARE.

**I.1.3.D. Architectural Education and the Profession**

One of the five realms of study in the Woodbury architecture curriculum is Practice, which encompasses professionalism, or the ability to manage, argue, and act legally, ethically, and critically in society and the environment.

In our long-range plan, the perspective of architectural education and the profession is developed in eight of our nine objectives: the success of our students; continuing curriculum and program development; developing assessment and maintaining accreditation; developing the school's faculty and staff; developing and overseeing school and program policies and procedures; improving communication and outreach; achieving more effective fundraising and development; and planning, developing and maintaining facilities and technology. In our self-assessment procedures, this perspective influences curricular and programmatic review and development, student and alumni success, and alignment of resources.

*Practicing in a global economy and recognizing design's positive impact on the environment*

Our students are asked to draw on first-hand observation, reflect on their life experiences, and integrate this with rigorous research, analysis, and critique. Beginning in the first semester and throughout the sequence of the curricula, we ask students to interrogate current events and challenges and understand them in the context of relevant precedents. The demographic trends of Southern California, the economic promises and costs of globalization, the social and economic realities of immigration, the transition from agrarian to urban society, the legacy of post-industrial economies and the prospects of a creative economy: these are not merely taught at Woodbury, they have also been lived by our students and faculty, and their direct experience is valued as an important knowledge-based springboard.

Our student body now has more international students in both the BArch and MArch than we would have predicted when we were planning the graduate program, and this has been of great benefit to students and faculty alike. Our international graduate students tend to have come from strong pre-professional programs, and have studied and practiced architectural responses to contexts outside southern California and the United States. The global practice of architecture exists within our studios, and the sense of the world as a shared resource is palpable. Our mission statement declares the value of this aspect of the perspective: Woodbury's faculty, students and graduates are committed to architecture that is effective and transformative, and we believe in the radical possibilities of architecture's social, environmental and formal relevance.

*Understanding the diverse and collaborative roles and responsibilities of related disciplines*

Woodbury's architecture faculty and curriculum, and the university's transdisciplinary culture, continually prepare students to practice and assume new responsibilities and diverse and collaborative roles as architects working with professionals from other disciplines. ARCH 620 Practice 1 (MArch) and ARCH 450 Professional Practice 3 (BArch) specifically explore the collaborative nature of professional practice, and many of our electives, including the Policy sequence and courses developed as Arid Lands Institute research seminars, ask students to develop transdisciplinary ways of working and designing.

*Respect client expectations, advocate for design based solutions responding to multiple needs*

While the emphasis on issues-oriented design studios and the development of critical thinking and writing skills throughout the programs prepare students for practices that are informed, collaborative, and build leadership, several elements of the program tackle professionalism within the context of client relations and response/responsibility to multiple needs and diverse constituents (not just clients) head on. It is, for example, one of the central learning outcomes of ARCH 620 and ARCH 450, and it is also discussed in the theory sequence in both the graduate and undergraduate programs (ARCH 556 Crit 3 and 648 Crit 4; ARCH 330 Theory of Architecture and 448 Professional Practice 2: Degree Project Preparation). In 556 and 330, students are introduced to the range of practices that have made significant contributions to the emerging canon. In 620 and 450, students learn the professional context for their design methodologies and proposals. In 648 and 448, students are asked to evaluate and practice theory and techniques for analyzing and integrating design methodologies, client or user needs, and site conditions into criteria for preparing for an architectural project. The demands of the client, the constraints of changing, or outdated, codes, and the weight of professional responsibility to people and communities larger than the client provide a principal basis for thoughtful programming, site design, and form making throughout the thesis/degree project process.

*Contribute to the growth and development of the profession*

Architecture students take advantage of the many opportunities offered within and through the Woodbury architecture community to engage with the profession. They serve as research assistants to faculty and programs that stake out new territory for the profession, including the Arid Lands Institute, the Architecture + Civic Engagement Center, and the Urban Policy Center. They work with the LA Forum for Architecture and Urban Design to stimulate ongoing debate about contemporary, alternative, and/or radical architectural practices. They participate in the Woodbury AIAS, creating opportunities for other students through AIAS programming and developing leadership abilities.

**I.1.3.E. Architectural Education and the Public Good**

Throughout Woodbury School of Architecture, direct engagement with social and environmental challenges provides the foundation for architecture that is relevant, intelligent and effective. Issues of sustainability, from the ecological through the social, economic and cultural, are integral to the study of architecture at all levels.

In our long-range plan, the perspective of architectural education and the public good is developed in six of our nine objectives: continuing curriculum and program development; developing assessment and maintaining accreditation; developing the school's faculty and staff; improving communication and outreach; achieving more effective fundraising and development; and planning, developing and maintaining facilities and technology. In our self-assessment procedures, this perspective influences

programmatic review and development, effective communication, student and alumni success, and alignment of resources.

*Active, engaged citizens responsive to a changing world*

Because Woodbury is a minority-serving institution in a highly diverse cosmopolitan setting, cultural diversity is the normative experience for study, teaching, and practice. Woodbury Architecture students are well adapted to lives and practices that embrace cultural diversity; while we are a small community one does not find a climate of homogeneity or insularity here. With a strong liberal arts foundation, issues-oriented design curriculum, emphasis on critical thinking and writing skills, and ample technical skill set, all set within the explosive diversity of Southern California, Woodbury graduates are poised to compete in the workforce and critically engage many forms of social, economic, and professional change, with cultural diversity one form of change among many.

*Knowledge acquisition to address pressing contemporary and future challenges through design, conservation and responsible professional practice*

Woodbury graduates seek out knowledge to address pressing contemporary and future challenges because their education is based on field observations and immerses them repeatedly in research-based projects, and because their faculty role models have diverse research-based practices, both traditional and alternative.

All students are introduced to the joys and rigors of devising a research-based critical approach to architecture throughout the program. MArch students engage critical research in Crit 1 during their first semester, during the summer fieldwork studio, and in the Thesis Preparation semester. BArch students are introduced to critical research in Studio 1A, and every subsequent studio asks them to practice and develop their critical and research skills. The upper-division theory sequence, ARCH 330 Theory of Architecture, ARCH 334 Urban Design Theory, and ARCH 366 Contemporary Issues all ask students to reflect on their own experiences through the prisms of architectural theory and practice. Out of the struggle to articulate purpose and processes, architectural practice emerges as the sort of challenge our alumni will reinvent across the course of a lifetime, keeping it newly relevant.

Whether or not this moment of research-based radical critique and independent spirit can be sustained in the face of student loan debt, an uncertain economy, family obligations or cultural expectations after graduation, it is a powerful moment to witness in the education of an architect.

*Ethical implications of decisions*

Ethics at Woodbury are taught at a number of levels. They are instilled, we hope and believe, in the studio and classroom through norms and expectations of ethical conduct – rule-abiding honesty, trust, and mutual respect – between students and faculty. The mechanics of ethical conduct as a professional – doing what you say you are going to do, when you say you are going to do it – are modeled by the faculty in the studio and in practice, and expected from students at all times. As noted above, the realm of Practice requires professionalism, the ability to manage, argue, and act legally, ethically, and critically. Within the Woodbury architecture community, this is spelled out in the Manifesto for Studio Culture Policy, initiated by the students in 2010. The professionalism, or integrity of process, with which students conduct themselves in class is also part of their evaluation (and with which faculty conduct themselves, part of their evaluations). The integrity of the profession in terms of legal ethics is taught in ARCH 620 and ARCH 450: the obligations and rewards of responsible and accurate adherence to contracts and codes. Architecturally, the ethic of aligning performance with critical and aesthetic intent is crucial to faculty evaluation of student work, and, in time, to each student's growing ability to critique, measure, and evaluate the integrity of her/his own work. Professional ethics in terms of the larger tradition of architect as provider of social critique, environmental leadership, and aesthetic excellence is fundamental to all levels of the Woodbury architecture curricula.

*Reconciling differences between architect's obligation to client and to public*

The School of Architecture challenges each student and faculty member to decide, to take a principled position and hold it firmly. But the SoA does not say which position or principles to take – we hold that such decisions are process-based, and insist in our programs from the first through the final semester on

the student's continual, critical evaluation of appropriateness: of representation methods; of form, cultural meaning, and symbolic languages; of structure, materiality, and building methods; of environmental performance across scales and time. Our students' ability to articulate a tension or contradiction between the demands of a client or the public and their critique of those demands is precisely the basis for supporting and evaluating their creative response. Addressing with precision, in each student project in each studio, the student's understanding of the tensions between perceived social obligation and perceived creative autonomy is the basis of a critical and responsive pedagogy as well as a critical and responsive architecture. By requiring a clearly articulated statement of critical intent in all projects, the School of Architecture has established a tradition that locates the creative enterprise fundamentally at the intersection of process and communication, and allows the faculty to measure the only thing that matters: our students' ability to formulate and align their visions of form and matter with their unique critical observations and stated intentions. The effectiveness of this tradition in training leaders extends seamlessly into the graduate program as we develop not only professional architects, but professional teachers as well.

#### *Nurturing civic engagement*

One of the four pillars of a Woodbury University education is civic engagement, strengthening communities by actively applying critical knowledge, skills and values. The university community asserts that all action has impact on the planet and that understanding that impact and accepting responsibility for one's actions is the moral and ethical condition for the educated global citizen.

In the School of Architecture, we argue that the greatest strength of our programs is the value we collectively place on the public good. At every stage and in every studio, graduate and undergraduate, we present the discipline of architecture as a social art beholden to multiple stakeholders – some individual, some collective, some abstract – an art that shapes the built environment by balancing the complex processes in which those stakeholders engage.

A continuous discourse about the processes, the stakeholders, the practice of our art is alive and vibrant among our faculty. Diversity of opinion is a treasured asset of the School of Architecture, held by faculty and students alike. We embrace the civic and civil debate about architecture's role and architects' responsibility, and the ethical implications of our design proposals and projects for the built environment. But we do not hold a singular vision of the role, the responsibility, and the implications. Our disagreements are social, political, economic and aesthetic. They are intellectual but no less heartfelt for that. Besides a sustained focus on social and environmental issues in studios and supporting courses, Woodbury architecture students are exposed to and part of this vigorous debate about the architect's role in (creating and) solving these problems. The debate is the intellectual glue that holds the school together or forces it to unravel from semester to semester, and the greatest single explanation of how the school nurtures a climate of civic engagement and commitment to professional and public services. It inevitably becomes the substance of the Woodbury architecture student.

#### *Commitment to professional and public service and leadership*

If we hope to develop and sustain an independent spirit and a research-based critical approach to architecture within our students and alumni, it is because most of us on the faculty have struggled to do so ourselves. The fulltime and adjunct faculty at Woodbury are practicing, research-based architects and designers with idea-driven practices, incorporating diverse disciplines and embracing collaborative roles. As examples, Dean Norman Millar was part of a ground-breaking generation of "everyday urbanists" in Los Angeles, for whom practical, theoretical, and academic work focused on populist strategies for reoccupying overlooked landscapes and marginal urban spaces. His house in Echo Park, inspired by the generic mini mall, can be cited as a real example of "everyday architecture." Ingalill Wahlroos-Ritter's interest lies in investigations of materiality as a carrier of potential form, function, meaning, program and appropriation. Catherine Herbst (with partner Todd Rinehart)'s residential and commercial practice injects sensitive craft and humanism into context-responsive design, never forgetting the actual experience of people and their potential to find delight in space and place. Marc Neveu sits on the board of the New York-based think tank Terreform ONE, an organization committed to smart city design and ecological planning. Jeanine Centuori's practice is largely rooted in an investigation of the possibilities of public art and the public landscape, real estate development, and universal design, a set of preoccupations that

shape a large part of her contribution to the school and the university. Eric Olsen's interest is in the role of water, electricity and air in innovations in material and building systems. Linda Taalman has built a successful practice around innovations in premanufactured components as featured in the IT house. Ted Smith has built an academic and professional career on integrating the economics and aesthetics of architecture as real estate developer and builder as well as designer. Mark Owen, adjunct faculty and Woodbury graduate, focuses on advanced technologies of representation. Hector Perez, Jose Parral and Marcel Sanchez-Prieto integrate theory, practice and advocacy along the bi-national border region. Gerard Smulevich and Peter Arnold are accomplished photographers, using the camera to explore intersections between architecture, urbanism, landscape, and infrastructure, and in turn using their photographic research to inform design and teaching work. Hadley Arnold's work and teaching focus on the relationship between water and urban form, and architecture's role in reshaping that relationship. Paulette Singley, trained as a historian/theorist as well as an architect, explores her interest in film, architecture, and "dirty urbanism" in the classroom and research, while Stan Bertheaud maintains an overlapping practice in architecture, screenwriting and television production.

These examples and others serve as strong role models for our students to follow as they develop a commitment to professional and public service and leadership. Faculty role models help our students place the field of architecture beyond mere professional service provision and into a lifetime of practice and research grounded in critical ideas, diverse and collaborative roles crossing over disciplines, and an expanding knowledge base.

#### **I.1.4 Long-Range Planning**

The School of Architecture at Woodbury University has identified a multi-year set of objectives for continuous improvement within the context of its mission and culture, the mission, culture and strategic initiatives of the university, and the five NAAB perspectives: (A) Architectural Education and the Academic Community, (B) Architectural Education and Students, (C) Architectural Education and the Regulatory Environment, (D) Architectural Education and the Profession, (E) Architectural Education and the Public Good. Data are collected routinely and from multiple sources to inform future planning and strategic decision making in the School of Architecture.

#### **Nine Objectives for Continuous Improvement**

This section briefly describes the multivalent process by which the SoA deliberates upon and identifies its objectives for continuous improvement, and updates its ongoing 5-year plan for satisfying these objectives. The SoA has identified nine objectives for continuous improvement that guide and measure the success of its long-range planning. The objectives are in order of priority along with the NAAB perspectives they encompass or address.

1. Student Success A, B, C, D,
2. Curricular Development A, B, C, D, E
3. Assessment and Accreditation A, B, C, D, E
4. Faculty/Staff Development A, B, C, D, E
5. Policies and Procedures Development and Oversight A, B, C, D
6. Communications and Outreach A, B, C, D, E
7. Budget Development and Oversight A
8. Fundraising and Development A, B, D, E
9. Facilities and Technology Planning, Development and Maintenance A, B, D, E

#### **SoA Five-Year Plan for Continuous Improvement 2014-15 to 2018-19**

At the core of the SoA 5-Year Plan is the recognition that it is based on a set of goals-and-outcome driven activities that are part of an iterative process, repeated year after year, with continual improvement based on quantitative assessments of success.

#### **1. Student Success A, B, C, D**

The commitment to providing a fluid and holistic timeframe of student success that stretches from recruiting and admissions, to enrollment and academic progress, to timely graduation, employment and

licensure is the driver of the SoA Student Success 5-year plan. The goals and outcomes of the plan include the following:

- The SoA administrators, faculty and staff will work with departments across the university following the protocols of the university-wide Student Experience Process Improvement initiative. This initiative aims for a positive student interface that ties together the student's full experience from initial contact as potential applicant through successful graduation and placement in a grad program or first employment opportunity of high quality; the achievement of licensure; and development of alumni who embrace responsibility to their alma mater. It also provides for professional development of all those involved in the interface (staff, faculty, administrators) so that their work is effective, satisfying, meaningful, and provides personal/professional growth.
- The SoA administrators, faculty and staff will develop and continuously improve an annual system of working with the university offices of Enrollment Management and Marketing/Communications to develop and maintain a rigorous year-to-year recruiting calendar of targeted milestones. The system will follow documented best practices in policies and procedures to achieve desired program size for all programs within 5 years.
- The SoA administrators, faculty and staff will develop and continuously improve an annual system of working with the protocols of the Woodbury Integrated Student Experience (WISE) initiative providing exceptional student experiences based on high-impact educational practices, including internship, civic engagement, study-away, faculty-mentored scholarship, and leadership development, in order to significantly improve student success as well as retention and graduation rates each year.
- The SoA administrators, faculty and staff will update and maintain a system of working with the offices of Human Resources, Student Development, Finance and Facilities Management to provide a continuously improving environment for academic learning and professional preparation. The overall goal is to become more safe and secure each year, including but not limited to adhering to the 2014 Shop Safety Protocols, the 2014 Emergency Plan, the 2014 Sexual Misconduct Policy, and installing a key card access system and security cameras in studios by fall 2015.
- The SoA Career and Outreach Office, working with administrators and faculty, will aim for 100% participation in its Graduating Student Survey and its 6-Months-Out Survey in order to better understand the graduate school acceptance and attendance rates as well as the employment rates (in traditional practice and alternative disciplines) of SoA graduates in order to develop best practices to improve those rates.
- The SoA Career and Outreach Office, working with administrators, faculty and architecture firms, will aim to increase the percentage of enrolled students following the traditional curricular path who are registered in the NCARB's IDP in order to increase the number of students and alumni on the path to licensure.
- The SoA administrators, faculty and staff will develop a pilot program proposal to be submitted to NCARB in 2015 that provides evidence of the full support and participation of Woodbury University, the SoA faculty, the California Architect's Board (CAB), the California Council of the AIA (AIACC), and a consortium of participating architecture firms, and that includes an outline of an additional path through Woodbury's architecture curricula with a timeline for satisfying IDP requirements and passing the ARE before completion of the program to result in licensure upon graduation for successful participating students.

## **2. Curricular Development A, B, C, D, E**

In order to assure the relevancy of its programs within the emergent global disciplines of architecture and interior architecture, the SoA Curricular Development 5-year plan is a calendar-based system of meetings and retreats whereby the SoA continuously refines and improves the curricular and co-curricular aspects of its professional education. The goals and outcomes of the plan include the following:

- The SoA Curriculum Committee, made up of department chairs and program coordinators, will maintain a structured calendar of regular monthly meetings to develop proposals for updating and modifying existing curricula including assigning new NAAB SPCs, changing course descriptions, adjusting grading rubrics, developing new courses, and defining milestones to be satisfied (e.g., portfolio review standards). The committee will present proposals for full SoA faculty approval and then submit them to the WUFA Curriculum Committee.

- The SoA will maintain its schedule of at least one SoA-wide faculty retreat per year to focus on a particular aspect of the curriculum (e.g., history-theory, comprehensive design, foundation design studios), debating best teaching practices, course outcomes, assessment procedures and presenting samples of student work, to assure that our curricula maintain relevancy in the emerging global discipline of architecture.
- The School of Architecture will continue with its tradition of the annual Grand Critique event at both locations, when three top students in their final year present work representing their progress through the program from the beginning. The Grand Critique concludes with a commentary on the strengths and weakness of the program and a student/faculty debate, so that the relevancy of the program can be measured from the student perspective and with student input.

### **3. Assessment and Accreditation A, B, C, D, E**

In an ongoing process of evaluation, analysis, and improvement, the SoA Assessment and Accreditation 5-year plan ensures that it is meeting its own educational goals and institutional principles as well as the current and evolving conditions for accreditation within its disciplines (NAAB, CIDA and NASAD) along with those of its regional accreditor WASC. The goals and outcomes of the plan include the following:

- The SoA administration and faculty will maintain an ongoing system of assessment of how well their departments meet the conditions for accreditation with a special focus on “conditions not met”, and “conditions of concern” from previous Visiting Team Reports, developing and implementing an action plan to better satisfy those conditions, including faculty workshops and retreats to discuss best practices in meeting SPCs or to develop strategies to improve other conditions which may be unmet or causes of concern.
- The SoA administration and faculty will continue to engage in structured “conditions-adjustment” phases aligned with the 5-year ARC cycle of updating the NAAB Conditions for Accreditation, in order to begin a new conditions-adjustment phase prior to the next accreditation visit if required, or following any accreditation visit based upon the previous Conditions for Accreditation (such as the conditions-adjustment phase Woodbury will enter immediately following the 2015 NAAB visit based upon to 2009 NAAB Conditions for Accreditation).
- The SoA administration and faculty, working in conjunction with the university’s other academic units, will continue to engage in structured “conditions-adjustment” phases aligned with the Western Association of Schools and Colleges (WASC) cycle of updating conditions for regional accreditation, to maintain WASC accreditation.
- The SoA administration and faculty will continue to develop and maintain a rigorous procedure of periodic (5-year) program review for all of its degree programs to ensure that they are successful in assessing program learning outcomes and meeting program core competencies, in order to satisfy Woodbury’s internal program assessment requirements.

### **4. Faculty/Staff Development A, C, D, E**

The SoA values the advancement of its faculty and staff members and demonstrates that it takes responsibility for supporting growth by following the SoA Faculty/Staff Development 5-year plan. The goals and outcomes of the plan include the following:

- The SoA administration including dean, associate dean, chairs, and program coordinators will maintain an ongoing process of thorough, fair and open performance evaluation of full-time and adjunct faculty and staff so that each SoA member has a continuing opportunity for improved performance.
- The SoA administration in conjunction with senior faculty will maintain a regular calendar-based schedule of mentoring full-time faculty in successfully preparing the reflective self-assessment of their teaching effectiveness, professional and scholarly activities and achievements, and university service in order to improve their applications for appointment renewal and/or rank advancement to the personnel committee.
- The SoA administration including dean, associate dean, chairs, and program coordinators will maintain an ongoing process of supporting individual growth and development of full-time and adjunct faculty and staff including but not limited to supporting professional development travel; participation in workshops, symposia, competitions, exhibitions, and professional organizations;



the development of special coursework or programs; and other assignments and opportunities that provide for personal and professional advancement and achievement.

### **5. Policies and Procedures Development and Oversight A, B, D**

The driver of the SoA Policies and Procedures Development and Oversight 5-year plan is the belief that a collective process of reflection, collegiality and communication can help us to continuously refine and improve the efficiency, transparency, and equity of our daily operations. The goals and outcomes of the plan include the following:

- The SoA Handbook Dean Advisory Committee, working with the seven other Dean Advisory Committees (Study Abroad, Communications, Curriculum, Lecture Series, Facilities, Diversity, and Visiting Faculty Search) will complete the compilation of the SoA Handbook in the 2014-15 academic year, and develop a calendar and process to continually update and improve it every subsequent year.
- The office of the dean, working with the Dean and Chairs Committee and the recommendations of the Dean Advisory Committees, will maintain an ongoing and structured dialog among the SoA faculty to continually improve administrative structures and governance.
- The Woodbury chapter of the AIAS will have a regular calendar for reviewing and updating the SoA Studio Culture policy to ensure that it remains current, relevant, and appropriate.

### **6. Communications and Outreach A, B, C, D, E**

At the core of the SoA Communications and Outreach 5-year plan is a new focus on marketing, which began in the 2013-14 academic year in a university-wide rebranding initiative under the leadership of the chief marketing officer. The goals and activities of the SoA Communications Office expand beyond promotion of news and events, to directly engage such challenges as increasing enrollment, solidifying alumni relationships, supporting resource generation beyond tuition income, creating reliable employment channels for graduates and improving the SoA reputation. The goals and outcomes of the plan include the following:

- The SoA will employ a responsive approach in all communications activities, tracking indicators such as inquiry entry points, sources of awareness among event attendees, and newsletter click-through rates, to improve and develop successful methodologies.
- The SoA will facilitate intra-university communications, serving as a "bridge" between constituencies (e.g. admissions, development, other schools within the university) to prevent redundancy and increase synergy.
- The SoA will strategically expand national awareness among multiple audiences, with a bipartite focus on groups directly responsible for recommending architecture programs to potential students and a general "popular" audience.
- The SoA will continue to develop recruiting collateral and student-facing communications plans that express the school's unique qualities while simultaneously speaking to potential students' concerns and questions in an enticing and approachable format.
- The SoA will greatly increase targeted social-media-based communications campaigns, driving traffic toward the newly launched (Summer 2014) website, optimized for visitor tracking and visitor connection with the SoA.

### **7. Budget Development and Oversight A**

The SoA embraces its responsibility to advocate for and manage the institutional resources allocated to it in alignment with current and emerging priorities and with a spirit of entrepreneurship. The goals and outcomes of the plan include the following:

- The SoA administration will develop and maintain a rigorous, responsible, calendar-based system for entrepreneurial management of its allocated resources including appropriate maximization of class size through minimization of class sections relative to enrollment numbers, effectively monitoring maximum faculty workloads, establishing an equitable system of assigning stipends and course release, maximizing impact of all account expenditures while coming in at or under budget, and prioritizing expenditures when university-wide budget reduction is required, and to use its success to advocate for continuing or additional budget allocation.
- The SoA administration working with its faculty, staff, and students will develop an annual system

of identifying, justifying and prioritizing on-going and new budget needs that concludes at the end of the fall semester to successfully advocate for the SoA in the cabinet's annual budget allocation process for subsequent fiscal years.

### **8. Fundraising and Development A, B, D, E**

The need for a more robust SoA Fundraising and Development 5-year plan arises from an understanding that dependence on internal institutional tuition-based funding alone will not satisfy SoA long-range aspirations. The goals and outcomes of the plan include the following:

- The SoA will continue to grow its Advisory Council, whose members collectively act as ambassadors and the primary volunteer resource for external support. Council members advance contact between the broader community and the SoA, assist the school in accessing resources of influence, provide feedback on the evolving realities of professional practice, build recognition and advance the reputation of the school, and support transitional programs such as work experience and internships that assist students and graduates in developing their successful careers.
- The SoA will continue to work with the university development office to build and update an on-going "case for support" to strengthen its efforts in growing SoA endowments and in securing major gifts and grants designated to support capital campaigns, faculty development opportunities, programs and centers, and student scholarships.
- The SoA will continue to work with the university development office to continue to improve a successful track record of long-term relationship building, including identifying individuals and organizations that may be aligned with the SoA's "case for support", confirming that these individuals and organizations are qualified to provide major gift support, and stewarding the relationships over time to successful major gift solicitations.

### **9. Facilities and Technology Planning, Development and Maintenance A, B, D, E**

A commitment to effective and forward-looking deployment of current and emerging technologies and facilities drives the SoA Facilities and Technology Planning, Development and Maintenance 5-year plan. The goals and outcomes of the plan include the following:

- The SoA administration, Facilities Dean Advisory Committee, faculty and staff will develop an annual process for assessing the condition and viability of current facilities and technologies, assembling a list of maintenance, repair or replacement requests for the annual multi-year internal budgeting process that occurs during the fall semester, and updating the evolving SoA case for external support with the SoA development officer as well.
- The SoA administration, Facilities Dean Advisory Committee, faculty and staff will develop an annual process for identifying and prioritizing technologies commonly available at other regional schools of architecture and emergent technologies that serve the specific interests and future needs of our faculty and students to maintain a progressive and competitive advantage.

#### **Long-Range Planning Process**

The process by which the SoA identifies its objectives for continuous improvement can be expressed in the annual calendar of meetings. This calendar of regular meetings provides a framework for collectively working toward the nine objectives, and meeting discussions reveal the key performance indicators or information and data needed to inform their development.

Dean and Provost, once a month

Regular planning meetings between the dean and the provost place SoA planning in context with the other schools and university departments and help the dean prioritize the nine objectives from the perspective of the president's cabinet and the board of trustees.

Dean and Associate Dean, once a week

Historically, these meetings have dealt with whatever is the most pressing subset of the nine objectives. Beginning with summer 2014, the agenda will be regularized to ensure all nine objectives are attended to each meeting.

Deans Coordinators Chairs (D/C/C) Meetings, twice a month

Convened by the associate dean, these meetings include the chairs of interior architecture, LA architecture and San Diego architecture, the graduate and undergraduate architecture coordinators in LA and San Diego, and the dean. A typical meeting touches on a minimum of five of the objectives but often it will address all nine.

Program Faculty Meetings, once a month

Interior architecture and Los Angeles and San Diego architecture meetings are convened by faculty facilitators. Faculty meetings typically focus on no more than three of the nine objectives.

Focused Faculty Roundtables, two to three times a semester

Convened by the associate dean or the appropriate department chair, these meetings typically focus on Curricular Development or on Assessment and Accreditation.

All-School Planning Meetings and Retreats, once or twice a year

Fulltime faculty and adjunct faculty from all programs in LA and San Diego are invited to meet at an all-day meeting convened by the dean and/or associate dean, usually focused on the objectives of Curricular Development or Assessment and Accreditation.

Student Feedback to Faculty Advisors, at least once a semester

At least one one-on-one meeting is scheduled each semester between every student and their faculty advisor. In addition to assisting the students in the development and oversight of their academic plan and path towards graduation and licensure, faculty advisors serve as a conduit for student feedback to the rest of the faculty and chairs. All objectives except Budget Development & Oversight and Fundraising & Development are likely to be addressed in this feedback loop.

Student Feedback, ongoing

The dean, associate dean, chairs and coordinators maintain an open-door policy and serve as ongoing go-to people with whom students voice their concerns and creative input. All objectives except Budget Development & Oversight and Fundraising & Development are addressed in this feedback loop.

Graduate Student Lunch Meetings, once a semester

The chair schedules a lunch meeting for all graduate students, the coordinator, the associate dean, and the dean. Generally the agenda is focused on one or two of the nine objectives, most often Curricular Development, Student Success, or Faculty/Staff Development. As needed, a meeting specific to international student issues is convened.

Course Evaluations and Student Surveys, once a semester

These regular surveys provide feedback on the objectives of Student Success, Assessment and Accreditation, Curricular Development and Faculty Development.

SoA Advisory Council, two to three times a year

The SoA Advisory Council meetings assist the dean, the development officer and the director of communications with the objectives of Fundraising & Development and Communications & Outreach, and have an impact on Budget Development & Oversight.

President's Cabinet, once a week

The president's cabinet consists of the chief officers in Academic Affairs, Enrollment Management, University Marketing, Finance and Administration, University Advancement, and Student Development, as well as the academic deans and dean of the faculty. The cabinet works with the president to develop his agenda including annual budgets, new programs and strategic initiatives. The cabinet has influence on all nine SoA objectives for continuous improvement.

Board of Trustees, four times a year

The university's board of trustees meets quarterly. The president and his cabinet are invited to attend. The president's cabinet members sit as non-voting members on the board committees, which include

Academic and Student Affairs, Finance, Development and Alumni Relations, Governance, and Building and Grounds. These committees make recommendations for board approval. The board has influence on all nine SoA objectives for continuous improvement.

University-wide Faculty Development Workshops, once a semester  
The Faculty Association hosts half-day workshops each semester that typically focus on issues addressing the objectives of Faculty Development, Curricular Development, or Assessment and Accreditation.

University-wide Strategic Planning, once every three to five years  
University-wide strategic planning is generally associated with some milestone such as the build-up to a major regional accreditation visit (WASC), the launch of a new capital campaign, or the appointment of a new university president (our current milestone). All nine SoA objectives for continuous improvement are likely addressed (see Other Programmatic and Institutional Planning Initiatives below).

### **Long Range Planning Data and Information**

The SOA long-range planning objectives are informed by data and information from a number of internal sources. The main data and information source comes from the institutional researcher in the department of Information Technology, who sends out regular reports that are calendar-based such as course evaluation results, alumni surveys, graduation surveys, etc. The institutional researcher is also available for special assignments like preparing annual NAAB statistical reports or reports for APRs. Other sources include but are not limited to the following:

- The president's cabinet receives university-wide budget and enrollment updates at its weekly meetings.
- The Business Office sends departmental budget updates to the SoA dean, associate dean, chairs, San Diego administrative director and LA administrative coordinator as often as once a week showing burn rates against annual budgets.
- Admissions distributes weekly reports breaking down new student applications into admits, deposits and cancels for all programs and compares them to the same time the previous year.
- Prior to each semester the Office of Student Development notifies each school of its returning students who haven't re-enrolled so faculty can reach out and encourage them to do so.

An emerging external source of data and information that helps at various stages of the academic calendar is from the data link on the web site of the Association of Collegiate Schools of Architecture (ACSA): [www.asca-arch.org/data](http://www.asca-arch.org/data)

### **Other Programmatic and Institutional Planning Initiatives**

Two university-wide long-range planning initiatives are integral to the SoA long-range planning objectives, sometimes influencing the objectives and sometimes being influenced by the objectives. They are the Woodbury University Strategic Plan 2013-2025 and the Woodbury University Master Plan 2014-2016.

### **Woodbury University Strategic Plan 2013-2025**

Upon assuming office in July 2012, President Luis Calingo set to work developing a new strategic plan from work that the university had begun prior to his arrival. The strategic plan and the eight strategic initiatives for capacity building were approved on April 18, 2013 and based upon the following.

- **Vision** By 2025, our distinctive ability to integrate transdisciplinarity, design thinking, entrepreneurship, and civic engagement in education and scholarship will have secured us a place among the top 100 regional universities in the United States.
- **Core Values** Community, Integrity, Professionalism, Aspiration, Agility
- **Three Horizons**
  - Horizon I (2013-2016) Capacity-Building. Build strategy, organization, systems, and a creative and innovative culture to enable the achievement of a competitive advantage.
  - Horizon II (2016-2020) Growth. Achieve growth in enrollment and resources resulting from realized competitive advantage and innovations.
  - Horizon III (2020-2025) Sustaining Excellence. Achieve sustainable development and excellence by total integration of strategy, people, organization, systems, and creative and innovative culture.

- **Strategy Map**  
 Student and Stakeholder Focus: S1 Improve student learning and success; S-2 Improve student and stakeholder satisfaction and engagement.  
 Financial Sustainability Focus: F1 Increase net income; F2 Expand resource base.  
 Process Focus: P1 Academic excellence; P2: Operational excellence.  
 Capacity-Building Investments: C-1 Human capital; C-2 Information capital; C-3 Organization capital.
- **Balanced Scorecard**  
 Student Learning and Success: (a) graduation rates, (b) return on investment, and (c) student loan default rate  
 Financial Sustainability: (d) NACUBO composite financial index, (e) FTE enrollment, and (f) tuition dependency  
 Academic and Operational Excellence: (g) composite academic excellence index, (h) endowment per FTE student, and (i) student financial aid gap  
 Faculty and Staff Satisfaction and Engagement: (j) “Great Colleges to Work For” survey
- **Strategic Challenges**  
*Differentiation* of Woodbury’s liberal arts-based professional education in light of new workforce demands of a diverse and global 21st century environment.  
 Educating students for *professional competence and responsible citizenship* in a democratic society.  
 Sustainability of Woodbury’s *commitment to access* to quality higher education.  
*Preparing students* for jobs that don’t yet exist.

## 8 Strategic Initiatives for Capacity Building 2013-2016

### (1) Four Pillars of Woodbury Education

Outcomes: Four pillars of Woodbury education – transdisciplinarity, design thinking, entrepreneurship, civic engagement – defined in clear, concise, and impactful sentences; four pillars infused into academic assessment and program review for the purposes of achieving Balanced Scorecard metrics for student success and academic excellence

Owner: Executive Vice President & Provost

### (2) Woodbury Integrated Student Experience (WISE)

Outcomes: Woodbury University becomes known for its exceptional student experiences based on high-impact educational practices, including internship, civic engagement, study-away, faculty-mentored scholarship, and leadership development

Owner: Chief Marketing Officer

### (3) Civic Engagement

Outcomes: Recognition in the President’s Higher Education Community Service Honor Roll; methodology developed and implemented for collecting and deploying university-wide civic engagement information

Owner: Vice President & Chief Enrollment Officer

### (4) Healthy and Sustainable Campus

Outcomes: Participation in the Sustainability Tracking, Assessment, and Rating (STAR) system of the Association for the Advancement of Sustainability in Higher Education; recognition at the STAR Reporter level or better

Owner: Dean of the School of Architecture

### (5) Revenue Diversification

Outcomes: Business plans for fifth school (professional, adult, and continuing education), cyber campus, and at least five revenue-generating opportunities (including online degree programs) prepared, based on Academic Program Marketability Assessment (APMA)

Owner: Chief Information Officer

#### **(6) Student Experience Process Improvement**

Outcomes: Positive student interface that ties together the student's full experience from initial contact as potential applicant through successful graduation and placement in a grad program or first employment opportunity of high quality; development of alumni who embrace responsibility to their alma mater; professional development of all those involved in the interface (staff, faculty, administrators) so that their work is effective, satisfying, meaningful, and provides personal/professional growth.

Owner: Dean of the School of Business

#### **(7) University as a Community Leader**

Outcomes: Integrated Branding Strategy and Comprehensive Marketing Plan that drives enrollments to FTE goals; Fund Raising Campaign Plan that moves us to higher contributed revenue to 10% of expense budget by 2015, 15% by 2020, and 20% by 2025; Volunteer Program with 500 active alumni and friends

Owner: Dean of the School of Business

#### **(8) Technology Acquisition**

Outcomes: Gaps in academic and administrative technologies closed to enable the accomplishment of strategic plan goals

Owner: Executive Vice President & Provost

#### **Campus Master Plan 2014-15**

Woodbury University is seeking a qualified individual or firm to develop and provide site-specific planning services for the development of a campus master plan for 7500 Glenoaks Blvd, Burbank/Los Angeles. The site consists of 22.5 acres for Woodbury University's main campus; it does not include the San Diego campus. Aside from a small parcel at the extreme southeast corner of the property situated in the city of Burbank, most of the site is in the City of Los Angeles. The site currently has approximately 20 buildings, four main parking lots, and extensive hardscaping and landscaping. The campus atmosphere is a large recruiting tool for new students, staff, and faculty. As such, maintaining an understanding the existing identity of place in order to plan for a future identity will be an important part of the planning process. Campus environments represent the identity and values of the community they serve. To this end the development of the campus master plan should reflect the ongoing strategic initiatives developed for the strategic plan (see above). The scope of service includes the following required tasks:

##### **Task 1: Inventory existing planning policies, infrastructure conditions and constraints, and plans developed over the past five years**

Several processes have been in place to collect the space needs of the community, develop planning ideas, inventory existing spaces, understand existing infrastructure and its constraints and respond to day-to-day facility needs. The first task will be to sift through these different documents in order to apply still-current planning needs into the planning process (documents provided by Woodbury University.) The selected planner will work with the university to review the documents and prioritize past information as it informs the new campus plan.

##### **Task Two: Inventory existing strategic documents**

Development of the campus master plan should be rooted in the vision and mission expressed in the strategic plan and its eight key strategic initiatives. The selected team will work with the owners of each strategic initiative to understand how these initiatives are best implemented into the campus planning and implementation process. Some initiatives may have direct physical impact on the design and build out of the new plan as it progresses; others will be reflected in the university's identity. The selected planner will develop a strategy for realizing the strategic initiatives through the development of the new campus plan.

##### **Task Three: Conduct interviews with key personnel from different constituencies of the university**

In addition to reviewing existing and past documents developed for earlier planning needs, the selected planners will develop a strategy for including the community in helping determine the needs of physical and design requirements on campus. The planner will determine the best strategy for obtaining

community involvement and buy-in of the planning process and plan development. Documentation of community involvement must be recorded and archived for assessment and accreditation purposes.

#### **Task Four: Develop the Master Plan**

Once the inventories of past and future needs are collected, the consultant will be responsible for developing a campus master plan that addresses the following key issues:

1. Campus identity
2. Campus systems
  - Program utilization and clarity
  - Built environment / form
  - Instructional spaces with an appropriate mix of classrooms, studios and labs to meet current and future program growth
  - Emerging information technology trends and their effect on space
  - Staff work spaces
  - Residential spaces
  - Student affair and development spaces
  - Food service
  - Open space for recreation and formal gatherings
  - Open space for learning
  - Landscaping
  - Pedestrian circulation
  - Vehicular circulation
  - Parking
  - Mechanical and electrical services and infrastructure
  - Signage
  - Lighting
3. Future development
4. Healthy and sustainable planning practices
5. Processes for assessing and evaluating development needs

#### **Task Five: Prepare all required CEQA documents for the proposed project**

The consultant will prepare all documents necessary under CEQA to meet compliance requirements. The consultant will coordinate with the Lead Agency and provide a complete proposal for preparing an Environmental Impact Report (EIR) as necessary. The proposal will include a general scope of the anticipated EIR, general time line and budget necessary to complete.

#### **Task Six: Implement strategy**

The consultant will identify an action plan with realistic steps, strategies and recommendations to retain existing systems while incorporating proposed changes, to foster the development open land and rehabilitation of existing structure to meet future student capacity. The strategy should also highlight physical and code challenges that may exist on Woodbury University's campus.

The implementation plan will provide a step-by-step approach to follow up on the Campus Plan to answer the basic questions: How can the project be phased? What are projected preliminary costs for proposed planning strategy? How do we involve internal and external community in proposed changes? What are suggested time frames for building out different parts of the proposed plan?

The firm Rios Clemente Hale was selected as the Master Plan consultant on August 1, 2014.

#### **I.1.5 Self-Assessment Procedures**

The School of Architecture's ongoing self-assessment takes place at many levels: in the individual classroom or studio, at programmatic milestones such as the Thesis Preparation and Thesis Studio for grad students and the 3<sup>rd</sup>-year portfolio review for undergraduates, through faculty peer-review, through the curriculum workgroup and ad-hoc task forces, and in the D/C/C group. Importantly, we

reserve annual faculty retreats as opportunities to focus on curricular or programmatic areas for continual improvement.

SoA faculty participate in school-wide retreats each fall semester. We have used these gatherings to assay various modes of assessment, from Strengths/Weaknesses/Opportunities/Threats exercises (used on several occasions) to pecha-kucha presentations focused on specific learning outcomes to small-group work sessions generating many ideas for later refinement into curricular change. For example, in our last School of Architecture retreat in the spring of 2014, we discussed the role of history in the architecture curriculum. Faculty presented course syllabi throughout the curriculum not just in traditional history and theory classes, but also in visualization, building technology and practice, that presented historical case studies and methodologies for presenting historical interpretations of course material. We developed the retreats into assessment events, partly in response to the NAAB cycle, partly in response to the WASC extended cycle of reaffirmation, and partly because as the faculty grew it became clear that regular faculty meetings could not provide an adequate venue for self-assessment procedures.

During their exit interview following their February 2008 Capacity and Preparatory Review visit, the visiting WASC accreditation team identified the self-assessment procedures of the architecture program as a model for other disciplines at the university to follow. The 2008 NAAB visiting team also identified Self Assessment Procedures as a well-met condition in the BArch program. The 2012 Visiting Team from the MArch Initial Accreditation Visit noted that the School of Architecture has a detailed assessment plan and coordinates its procedures to include expectations of our regional accrediting body (WASC) as well as the university's program review group, the Educational Planning Committee.

The final stage of WASC reaffirmation was the Educational Effectiveness Review in 2010. It required each academic division to clarify curricular goals and learning outcomes; identify when they are introduced in the curricular and when they are mastered; establish clear rubrics for assessing these outcomes; and develop a multi-year assessment plan with an internal feedback loop that uses the outcomes of assessment to feed continual improvement and to align resources with goals.

These methods of self-assessment have led the School of Architecture to identify specific areas of excellence and weakness in carrying out its mission. On balance, we determined our strengths were sufficient to move forward with our strategic plan to develop and grow our graduate programs both for professional and post-professional architecture education in both locations, as well as within the discipline of interior architecture. We built on program strengths cited in the 2008 VTR as conditions met or well met, and redressed what were weaknesses in the BArch program (conditions not met, minimally met, or causes of concern) as we launched the MArch program. In addition, the self-assessment we undertook for regional accreditation served us well in providing an overlay or holistic vision of what we currently do well, what we could easily do well with focused attention, and where we are still emerging.

The main cycle driving our assessment procedures is the NAAB professional accreditation cycle, which with this report and upcoming visit is now coordinated to include both our BArch and MArch programs. Tied to that cycle is an internal program review requirement overseen by the university's Educational Planning Committee (a faculty association elected standing committee). On a larger scale, the SoA also must prepare for WASC reaffirmation. Just as the long-range plan presents an annual calendar of processes for continual improvement, the self-assessment procedures identified here outline a process to ensure that we are setting goals and making progress toward meeting them. At an assessment retreat/workshop in 2011, faculty worked on intentional foregrounding of the five perspectives, which are tied to the self-assessment process outlined below.

### **Assessment Procedures**

- *Curriculum review and development:* Assess the effectiveness of the curricula – the courses and their sequencing – to see whether our students are achieving appropriate learning outcomes and effectively constructing their education.
- *Programmatic review and development:* Assess programs beyond the course and sequence level, including activities, opportunities for faculty, staff and student development, mission and vision, to determine how each program is transforming and to direct that transformation. The



assumption is that every program will change over time, and those changes should be intentional whenever possible and lead to improvements.

- *Measuring student success*: Assess the success of the students in each program, to determine whether academic preparation requirements are appropriate to support programmatic and curricular goals, whether students are making academic progress at a rate appropriate to their level (graduate or undergraduate), whether they are self-reflective about their education and able to provide self-direction, and whether students are graduating on time – and when they aren't, why they aren't.
- *Measuring alumni success*: Assess the success of SoA alumni to see whether they are satisfied with their education (this perception may change over time), whether they have found desired employment or other desired opportunities, whether they are taking the licensing exam and at what rate they are passing, and whether they are able to balance educational debt with their professional salary.
- *Providing effective communication of SoA mission/aspirations/achievements*: Assess whether the School of Architecture is conveying its message of educational opportunity and growing academic excellence to appropriate and broad (growing) audiences, manifested by communication responses tracked in multiple media, attendance at SoA events, and contributions to SoA development.
- *Alignment of resources*: Assess whether the needs and appropriate, realistic goals of the SoA are allocated adequate resources to meet the needs and achieve the goals in a reasonable and intentional timeline.

#### **Assessment Plan**

- *Curriculum review and development* takes place regularly in the Curriculum Workgroup, in department faculty meetings, at faculty and student roundtables, at meetings that review specific realms of the curriculum with faculty teaching courses in those realms (e.g. Visualization, Criticism, etc.), and at the fall faculty retreats, leading to curriculum refinement and changes.
- *Programmatic review and development* takes place in retreats leading to development of focuses, one-time or ongoing academic opportunities, and greater faculty development opportunities (FT and adjunct), and in preparation for larger assessment cycles.
- *Measuring student success* takes place in an ongoing manner by identifying current data sources (Office of Institutional Research) and developing and applying new instruments for gathering data. It is evaluated through quantitative data (progress and persistence, time to graduation, awards count) and qualitative data (self-reported course evaluations, advising feedback loop). Measuring student success is crucial not only to the SoA but to the university's strategic plan under President Calingo's leadership.
- *Measuring alumni success* takes place in an ongoing manner by identifying current data sources (IR, Alumni Relationships in Advancement, and the Office of Career Development) and by developing and applying new instruments for gathering data. It is evaluated through quantitative and qualitative data (desired employment, other desired opportunities, ability to handle graduate debt, pass rates for licensure, satisfaction with education reported over time). Measuring alumni success is also critical to the university's strategic plan under President Calingo's leadership.
- *Effective communication* is evaluated in conjunction with the Office of Communication and its 5-year plan. The SoA Office of Communication is working well and closely with the new chief marketing officer and her team. Measurable goals are identified (number, frequency and importance of media citations, for example) and achievement may be measured by increased and more effective development campaigns. As with measuring student and alumni success, measuring effective communication is integral to President Calingo's strategic plan, which relies on developing and implementing evidence-based best practices.
- *Alignment of resources* is evaluated annually through the budget process, by measuring development opportunities provided for faculty, identifying and evaluating key performance indicators for the school, and through qualitative data regarding faculty, staff and student satisfaction with physical and academic resources.

All assessment procedures support the multiples scales of program review: external professional (NAAB), internal program review, and regional reaffirmation. In addition, the assessment procedures intersect with and support the development of the five NAAB perspectives and their manifestation in the School of Architecture's professional programs as follows:

- A. Architecture Education and the Academic Community
- B. Architecture Education and Students
- C. Architecture Education and the Regulatory Environment
- D. Architecture Education and the Profession
- E. Architecture Education and the Public Good

*Curriculum review and development* supports perspectives A, B, C and D.

*Programmatic review and development* supports perspectives A, B, D, and E.

*Measuring student success* supports all the perspectives.

*Measuring alumni success* supports perspectives C, D, and E.

*Providing effective communication* supports perspectives A and E.

*Alignment of resources* supports all the perspectives.

The assessment procedures outlined above and the process by which they take place inform and support the SoA's ability to make strong progress in its long-range plan, which is predicated on aligning resources with aspirations in the pursuit of ever greater academic quality.

Recent results of SoA self-assessment will be provided in the team room. Examples of improvements based on self-assessment include the development of a strongly recommended portfolio class to support 3<sup>rd</sup>-year portfolio review; a spring semester BArch comprehensive studio portfolio review similar to the one implemented in the MArch program, revisions to the MArch curriculum away from originally proposed three emphases and toward a refocusing on fieldwork and the five realms (Studio, Criticism, Visualization, Building and Practice); and the development of a career and outreach specialist position within the SoA to support perspectives C, D, and E.

### **Institutional Requirements for Self-Assessment**

The university's Educational Planning Committee revised the academic program review process in 2011-12; it was approved in April 2012 by the Faculty Senate, the chief academic officer, and the president. Academic program review guidelines and policies will be provided in full in the visiting team room as noted in section I.4 Policy Review. The policy requires programs that undergo an external professional accreditation review, such as the professional architecture programs' review by NAAB, to determine optimum alignment of the external and internal cycles, and it allows them to re-purpose the external document for internal review with important topics and statistics called out for easy identification. The program submits the external document with a summary that also fills any gaps between information reported externally and information required internally.

## **I.2 Resources**

### **I.2.1 Human Resources & Human Resource Development**

The School of Architecture maintains appropriate human resources to support student learning and achievement. These resources include fulltime and adjunct instructional faculty, administrative leadership, and technical, administrative, and other support. The school supports the personal and professional development of its faculty, staff and administration through employment policies and faculty personnel policies.

The Woodbury School of Architecture faculty is a faculty engaged in professional practice and scholarly activities; the demands of a highly competitive urban architecture market require faculty to continue their education. Southern California's growing demand for sustainable design requires practicing faculty to stay current with changing codes, professional standards such as LEED certification, and evolving materials and building methods. Built work and permits pulled are probably the best evidence of faculty members

staying current. A number of our faculty publish prolifically (articles, journals, contributions to books), and some publish and practice.

Because so many of our faculty define their professional development through their design practice and their publications, situating the projects they undertake within a greater intellectual discourse and bringing that discussion directly into the classroom and studio, we have no faculty who rest on their laurels. The School of Architecture nurtures integrated faculty who define holistically their practice of architecture through teaching, scholarly and professional development, and service to their communities.

The SoA strongly encourages faculty involvement with professional organizations such as the AIA. The school pays for AIA membership for all fulltime faculty who are members and request support. The school has also paid for faculty members to become LEED certified. The school funds adjunct faculty professional development if the opportunity directly supports program improvement and funds are available. For example, the SoA annually funds adjunct faculty member Mark Owen's participation in Autodesk University Conference. Annual attendance at this conference allows Mark to learn new computational tools and techniques from leaders in the architectural profession and the academy in order to bring cutting-edge technology to students in the courses he teaches each year. The university provides support for individual faculty initiatives through Faculty Development Grants, available to both fulltime and adjunct faculty, and sabbatical project funding. Recent proposals that have received Faculty Development Grants include Mark Ericson's and Ewan Branda's proposal for a SoA faculty publication, Berenika Boberska's proposed research project in California City that developed from her graduate visualization seminar, and Curt Gambett's symposium on waste and infrastructure at WUHO.

The SoA supports the personal and professional development of its staff as well. It encourages staff members to seek out educational opportunities and to attend them as part of their employment. Galina Kraus, for example, completed her MBA while serving as administrative coordinator and followed up with a course of study in graphic design software. In spring 2012, Galina attended a one-day seminar on communication skills for professionals and supervisors; in summer 2013, she took a two-day seminar on Excel; and in summer 2014, she attended a one-day seminar on managing multiple projects and priorities. SoA Career and Outreach Coordinator Catherine Roussel, AIA is the school's IDP education coordinator and attends the annual IDP coordinators conference.

SoA administrative leadership is described in section I.2.2 Administrative Structure and Governance. Descriptions of responsibilities for School of Architecture faculty, administration and staff positions will be available in the team room.

### **I.2.1.A Faculty & Staff**

i. Faculty Matrix: A faculty matrix is provided in section IV.2 covering academic years 2012-13 and 2013-14. An updated faculty matrix for 2014-15 will be available in the team room.

ii. Faculty Resumes: Faculty resumes are provided in section IV.2.

iii. EEO/AA Policies: University policies regarding EEO/AA policies and procedures appear in section I.1.2 Learning Culture and Social Equity. These policies govern faculty, staff, administration, students and other members of the Woodbury community.

#### **iv. Diversity Initiatives**

The School of Architecture is excited to be leading the university in moving beyond statements about valuing diversity and into the realm of action. A new Dean's Advisory Committee was launched in August 2014 to develop a School of Architecture Diversity Plan; members include fulltime faculty members Ingalill Wahlroos-Ritter, Hector Perez, Annie Chu, adjunct faculty member Louis Molina, Human Resources Director Natalie Avalos, and Vice President of Student Development Phyllis Cremer. The process and results are expected to serve as a model for a university-wide diversity initiative.

#### **v. Human Resource Development Opportunities**

Faculty development opportunities are described in detail in section I.1.3.A Architecture Education and the Academic Community. As noted above, the school covers AIA membership for fulltime faculty, supports LEED certification for faculty, and considers adjunct faculty requests for professional development support on an individual basis as funds are available. The SoA budgets annually for approximately \$1500 per fulltime faculty member for travel to and participation in academic and professional conferences and similar opportunities.

The university also offers development opportunities for faculty and staff including an annual health and wellness fair, free weekly yoga classes, a tuition remission program, and an employee assistance program offering support, guidance and resources to help employees and their families meet challenges ranging from childcare and elder care, alcohol and drug abuse, life improvement, grief and loss, identity theft, and counseling needs.

#### vi. Faculty Appointment, Promotion and Contract Renewal

Policies, procedures and criteria for faculty appointment, contract renewal, and rank advancement may be found in section C of the Faculty Handbook, URL provided in section IV.4. Woodbury University does not have a tenure system; its fulltime faculty become eligible for multi-year contracts based on length of service and rank, as described in the Faculty Handbook.

The Faculty Handbook, Section C, Faculty Personnel Policy describes expectations for faculty development in part as follows, “The university seeks to provide and maintain an environment conducive to professional and personal development for faculty as well as for students. This environment is the major responsibility of the university community whose members encourage each other toward excellence and individuality in teaching performance, professional growth, and service to the university. We have a right, therefore, to expect from each competence, scholarship, and service.” (C.IV.A.)

Faculty in the School of Architecture take seriously their responsibility to progress toward the ideals of the teaching scholar. Within the school, an active debate about constructing one’s own effort toward these ideals keeps us striving for new goals. Architecture faculty are active teaching scholars seeking teaching effectiveness, pursuing and developing professional or scholarly or creative opportunities, and continually demonstrating a serious service commitment to the school, the university and the greater community. Since well before our current accreditation periods, every fulltime faculty member in Architecture who has submitted a contract renewal application has been renewed. Since our last six-year accreditation, eleven faculty members have applied for and received promotion; at this time we have no fulltime faculty who have not received the promotion applied for. Nine architecture faculty have applied for a sabbatical leave, and all have been granted, with 33 approved sabbatical applications submitted in the university overall in those six years.

#### vii. Visiting Lecturers and Critics

As described in section I.1.3.A Architecture Education and the Academic Community, the school has an annual series of lectures, exhibits and events activating our three sites (Los Angeles, San Diego, and Hollywood) as places for public discourse. We also invite guests to our studios and classrooms as critics for reviews and as topic experts. We make a special effort to have public lecturers spend some time in a relevant studio or classroom for the direct benefit of those students. For example, William Zahner, CEO of Zahner Industries, was invited to lecture in San Diego in spring 2010. Zahner Industries, headquartered in Kansas City, does engineering and fabrication and is known in art and architecture circles for its innovative use of metal. He arrived a few days early and spent a day in the 3B studio helping students work through the use of metal on their projects. When he lectured that week a number of Barrio Logan’s steel fabricators attended. In spring 2013, a team of artists and scientists worked with San Diego students to create an environmental installation on campus called Soil Blind, funded by DNA of Creativity through Urban Succession. The artist member of the team gave a library talk following the installation’s opening. And in fall 2013, Thomas Auer, Managing Partner of Transsolar, a climate engineering firm, was invited by Urban Policy Center co-directors Bill Roschen and Christi Van Cleve to lecture in the SoA public series in Los Angeles. He also spent time in the studio providing feedback to students on their proposals for healthy cities design projects.

A full list of critics and lecturers invited since the 2012 visit may be found in section IV.6.4.

#### viii. Public Exhibitions

We have four main venues for public exhibits: the Woodbury University Hollywood Outpost (WUHO), the Ahmanson Main Space and the Wedge Gallery on our Los Angeles campus, and the Gallery in San Diego. WUHO is Woodbury University's center for experimental exhibitions and multi-disciplinary collaborations, and is directed by Associate Dean Ingaliil Wahlroos-Ritter. Located on the iconic Hollywood Walk of Fame, WUHO is simultaneously an exhibition, event, and lecture platform and a fieldwork outpost. In 2009 at the invitation of then-graduate chair Ingaliil Wahlroos-Ritter, the Los Angeles Forum for Architecture and Urban Design began sharing the facility. The Los Angeles Forum is one of the most influential architectural organizations in Los Angeles and plays a vital role among architecture organizations nationally and internationally by initiating, presenting, and debating architectural and urban speculations about Los Angeles. Not coincidentally, SoA members currently on its board of directors include fulltime faculty Eric Olsen and Matt Gillis and alumna Khristeen Decastro. Dean Norman Millar serves on the advisory board.

The San Diego Gallery serves as a magnet for community discussions of art, architecture, urbanism, politics, development, and border issues. In 2013 the Port Authority of San Diego cancelled its 1% for the Arts Program. In response, we hosted "Public Art Matters" in October 2013, a well-attended exhibit of work from San Diego's public artists. We continue to host events for Balboa Parks Cultural Partner, Art of Science Learning Incubator for Innovation. In fall 2013 they held a weekend-long workshop to discuss and review all the data their teams had collected from around the city. We hosted all the Barrio Logan planning meetings, three years worth of public meetings on the specific plan update. We continue to make the Gallery available for hosting community meetings so that we remain a vital and valued neighborhood partner.

A full list of public exhibitions since the 2012 visit may be found in section IV.6.4.

#### ix. Sufficient Faculty Complement

At the time of the 2007 APR the ratio of FTE students to FT faculty in Woodbury's professional architecture programs was over 50 to 1 (50.6:1). At the time of the 2012 APR for the MArch's initial accreditation the ratio of FTE students to FT faculty in Woodbury's professional architecture programs was just under 30 to 1 (29.2:1). The ratio of FTE students to FT faculty for academic year 2013-14 was under 27 to 1 (26.61:1). For Los Angeles programs the ratio was just over 30 to 1 (30.53:1); for San Diego it was 16.4:1. Our goal is that the FTE student to FT faculty ratio should flatten out at between 25 and 30 to 1 or less at both campuses.

In the academic year 2013-14, the university and the deans agreed that deans' faculty contracts would be "in suspended animation" while deans serve in a cabinet-level administrative position. Thus Dean Norman Millar is no longer counted among the school's FT faculty, though he may reactivate his faculty status if he wishes to upon leaving the dean position. In 2013-14, the SoA had 18 FT faculty in the professional architecture programs. One of those was a visiting appointment to fill the position that arose through our loss of longtime faculty member Nick Roberts. For 2014-15, there are 18 FT faculty in the professional architecture programs and two FT faculty who serve the programs ½-time each (one split with Interior Architecture, one with Academic Affairs), for a total of 19.

#### Faculty workload

The workload for fulltime faculty is calculated as 36 units annually, of which two-thirds is devoted to teaching and one-third to university service and scholarly or professional contribution. The normal teaching load for fulltime faculty is 12 units of lecture, or the equivalent, per semester. For the purposes of equivalency, 1 unit of studio equals 1.5 units of lecture, assuming that all studio courses are 2 academic hours per academic unit. Faculty may average the load between fall semester and spring semester to meet their teaching obligations. Summer term may be used to satisfy the teaching load requirements with permission from the dean. Most fulltime architecture faculty teach a 6-unit studio and a 3-unit seminar each semester and can satisfy their load by coming to campus three days per week, thus allowing them adequate time to pursue research, scholarship, and practice to enhance their professional development.

Participating adjunct and adjunct workloads are less than 75% FTE (27 units combined teaching and other responsibilities) in an academic year, excluding summer term employment.

x. Sufficient Staff

We have been steadily building staff support in the School of Architecture since the launch of our MArch program. We now have fourteen fulltime staff members reporting directly to or working on behalf of the SoA. In San Diego, our fulltime staff includes the administrative director, an administrative assistant, an assistant to the chair, an undergraduate admissions officer, a graduate admissions officer, and IT supervisor. In Los Angeles, our fulltime staff includes an administrative coordinator, an administrative assistant, the Making Complex manager (shop master), the PPOHA manager (through October 2014) and a digital fabrication manager. With offices in LA but serving all our programs are the director of Communications, the Career and Outreach coordinator, and a dedicated SoA development officer. We also have several half-time staff members, including support in the LA and San Diego Making Complexes and admissions officers at the LA campus.

We support our staff and supplement our administrative needs with student workers in the Making Complexes, the computer labs, the archive, the galleries, the Communications Office, and in administrative assistance. Faculty research and projects are supported by undergraduate and graduate student research assistantships.

**I.2.1.B Students**

The SoA demonstrates our commitment to student achievement inside and outside the classroom by providing individual and collective curricular and co-curricular learning opportunities. Our processes for evaluation and admission aim to ensure that the students we enroll have the potential to succeed. The university's Student Development division provides services to support transforming that potential into actuality.

i. Applicant Evaluation Process

The evaluation processes for placement in the BArch and into the MArch are also described in section II.3 Preparatory and Pre-professional Education.

Generally speaking, for undergraduate admission the university requires a high school diploma or its equivalent; SAT/ACT scores are evaluated, as are statements of purpose and letters of recommendation. If an applicant has taken any college courses or advanced placement (AP) courses, evidence of achievement (transcript or AP scores) is required. While some programs require a portfolio review, the BArch program does not unless the applicant is seeking advanced placement in the core architecture sequence.

For graduate admission, the university requires proof of completion of an undergraduate degree; individual programs then determine their specific admissions criteria. For the MArch, GRE scores are required when the undergraduate gpa is below 3.0. The MArch also requires complete undergraduate transcripts, a resume or c.v., a portfolio of creative work, three letters of recommendation, a statement of purpose in undertaking a graduate architectural education, and an interview with a graduate admissions committee faculty member.

All international students are required to submit the standard application material and the following additional information: a copy of their passport, certified copies of their academic records with English translations, and a certified bank affidavit.

Transcripts for all international students are evaluated by an international evaluation agency such as IERF (International Education Research Foundation). The reports prepared by these agencies provide the U.S. equivalent grade and unit amount based upon contact hours for each course.

International students whose native language is not English are required to demonstrate proficiency via recognized English language test scores. For undergraduate students, the university requires a minimum

TOEFL of 61 internet-based, or the equivalent in IELTS, ITEP or CAE. For graduate students, the minimum TOEFL score is 83 internet-based or its equivalent in other systems.

Application forms for students applying to the BArch and MArch programs are available through the online registration system on the university's webpage and the school's webpage.

#### BArch applicant evaluation process

Students admitted to the university as first-time freshmen nearly always declare a major; many majors require discipline-specific courses in the first year of study. The BArch, for example, requires design studio and design communication in both semesters of the first year. A majority of new Woodbury students enter with some college-level work already completed, through AP classes and exams and/or community college study. Only college courses in which a student has earned C or better are considered for transfer.

University priority application deadlines are March 1 for fall semester enrollment and November 1 for spring enrollment for both freshmen and transfer students. The BArch program strongly encourages freshmen to enter in the fall semester, so that they integrate fully with their cohort and are able to experience the full benefit of the BArch core curriculum sequencing with a full class. BArch freshmen entering in the spring are required to take studio and design communication in the summer so that they can integrate into second year courses for the following fall.

The School of Architecture currently has memoranda of understanding (MOUs, formerly called articulation agreements) for the first two years of the program with two community colleges, Pasadena City College, widely considered the best community college architecture program in Los Angeles county, and Mesa College, the best community college architecture program in San Diego. These MOUs spell out not only the specific architecture courses but also the appropriate general education requirements. Both agreements place a student who has successfully completed all courses, architecture and general education, into the third year of our 5-year program. The MOUs will be made available in the team room. The school is working to formalize additional MOUs with other strong community college architecture programs in the state.

For students who have not completed the articulation sequence at PCC or Mesa or who have studied elsewhere, their pre-Woodbury work is evaluated in the registrar's office for general education equivalents. The chair and/or coordinator of the BArch program then reviews the transcript for appropriate transfer of architecture-related courses. A portfolio is required for studio credit transfer. The school has found it benefits the student to align GE expectations with architecture requirements; this is at the heart of the integrative learning model the university adopted starting about five years ago. In other words, we do not encourage students either to plow through the studio sequence and save GE for the end or to "get GE out of the way" first, since we do not believe it is in the way and we recognize that it helps students construct a stronger architectural understanding.

#### MArch applicant evaluation process

Woodbury School of Architecture administrators work closely with the Admissions Office to ensure a thorough graduate admission process. The graduate coordinator and graduate admissions officer meet every other week throughout the year in Los Angeles and in San Diego. These two graduate coordinators and the two graduate admissions officers meet with the dean, associate dean, and chairs to determine admissions deadlines, recruitment targets, initiatives through the School of Architecture Office of Communications, planning and scheduling the annual Open House and other informational meetings for applicants, improving the quality and numbers of student applicants, and improving and clarifying admissions protocols. Members of the graduate admissions committee include Dean Norman Millar, Associate Dean Ingalill Wahlroos-Ritter, chairs, the graduate coordinators and graduate admissions counselors, and other faculty members who wish to serve.

The MArch priority application deadline is March 1 for fall semester enrollment; students are not normally admitted to the graduate program mid-year. Admission is based on careful review of the applicant's entire application. The admissions committee has found the statement of intent, portfolio and interview to be of

special value in determining a potential student's fit with our program and potential for success. Applicants are expected to provide evidence of critical and creative thinking, and for two-year applicants, familiarity with architectural drawing conventions and technically proficient drawings and models. A portfolio rubric is used to evaluate each portfolio in the realms of Criticism/Critical Thinking, Building, Studio/Design, Visualization/Representation and Practice/Professionalism.

The three admissions committee members reviewing a grad application evaluate the educational preparation, letters of recommendation, statement of intent, and portfolio. The committee member interviewing the applicant provides that feedback to the other two. Each applicant receives a score from each committee member (see attached portfolio rubric). The scores are averaged and each applicant is given a final admit score, which helps not only to determine acceptance into the program but also consideration for scholarships, TAs and/or RAs. The chair develops a spreadsheet that compares the admit number, grade point average, degree completed, and other pertinent information to assist the committee in its decision-making. The committee seeks to identify at least 20 students per each incoming cohort, with a target of 16 students enrolling for each of the incoming 2-year and 3-year programs. The maximum cohort size is 20. Late applicants are considered as space permits.

Committee members evaluate each applicant's undergraduate transcript for a minimum of 45 units of appropriate general studies, evidence of a minimum 40 units of professional coursework for 2-yr students, and to determine placement of students as teaching and research assistants. Since the curriculum in the 2-yr MArch satisfies all NAAB SPC, there is no case in which a student is exempt from demonstrating mastery of an SPC at Woodbury based on their preparatory work.

#### ii. Student Support Services

The Office of Student Development (OSD) has fourteen fulltime staff members, one half-time staff member, and has over sixty student employees to serve the needs of students, faculty and staff on both campuses. Its mission is "to collaborate with students, faculty, staff and families, in order to facilitate a student's transformation and enrich their educational experience by embracing their goals, dreams and aspirations." OSD offers opportunities for engagement in educationally purposeful activities, challenges students to develop academically and personally, provides the support necessary for them to do so, and advocates for their needs.

OSD covers three functional areas; each area has activities, programs, and services that address the co-curricular and curricular focus of the institution.

1. Student Life: Residential life (on and off-campus housing), judicial process, counseling and wellness, health center, fitness center, student leadership and organizations, international student support and compliance, students with disabilities, and medical appeals
2. Academic Support: Academic advising, early alert referrals, peer advisor and mentor (new, current, and international), tutoring, supplemental instruction, and placement exams
3. Career Development: career guidance and internship/work placement

The OSD signature program SOAR (Student Orientation, Advising, and Registration) provides an intense but well-structured supportive process for incoming students to acculturate to Woodbury while completing important steps such as enrollment and registration. OSD also hosts a SOAR event specifically designed for graduate students. SOAR events support School of Architecture-specific orientation needs such as introducing shop safety requirements.

OSD offers several 1-credit and no-credit courses under the departmental code Personal and Professional Development (PPDV). The courses include student leadership, occasional special offerings, and a 10-week orientation class, PPDV 100. All freshmen at the university are strongly encouraged to take PPDV 100 in their first semester. This class is not major specific, and so freshmen from all majors work side by side in a classroom. OSD has worked with the School of Architecture to develop a 1-unit PPDV 200 for BArch transfer students. We have found it helps transfer students better understand studio culture and engage in the pedagogical rigor of architectural education.

School of Architecture Academic Advising



The SoA has a strong tradition of effective academic advising. All fulltime faculty members are required by contract to do academic advising. In the SoA, faculty understand the connection between strong faculty advising and student success.

In the BArch program, students meet with their individual faculty advisors prior to registering for the subsequent semester. The faculty advisor uses the opportunity to ensure that the student is making good academic progress, is on track with the curriculum worksheet, knows where to seek information about IDP, has a plan for doing the required work experience, and is considering how her/his curricular and co-curricular choices ultimately construct the architectural education she/he graduates with. The advisor also asks the student to consider what follows the BArch: practice, internship, graduate school? Advisors note within the advising folder the plans discussed and any difficulties or challenges the student is facing. When more general advising or support is needed, a faculty advisor may recommend that the student speak with an advisor in OSD.

In the MArch program, each grad student is assigned a faculty advisor; again, one-on-one meetings take place each semester. Graduate advising includes discussions about research interests, potential thesis topics and thesis advisors, opportunities for post-graduate practice, in addition to ensuring appropriate academic engagement and progress at the graduate level.

Faculty advisors often serve as references and recommendation letter writers, and help students and alumni expand their professional and academic networks.

#### Career and Outreach in the School of Architecture

As noted in section I.1.3, the school hired Catherine Roussel, AIA in summer 2012 as our first Career and Outreach coordinator. Catherine serves as our IDP coordinator, directs the school's architecture and interior architecture career development efforts, seeks and develops curricular and co-curricular opportunities for student professional development, and tracks data related to student and alumni career development and licensure. With a dual report to Dean Norman Millar and the VP for Student Development, Catherine serves as liaison to OSD Career Services. A full report of Catherine's activities to date and plans for further developing SoA Career and Outreach will be available in the team room.

#### iii. Off-campus Opportunities

The school facilitates ample student opportunities to participate in field trips and other off-campus activities each semester. The educational value of leaving the classroom, in fact, is one of the foundational tenets of the professional architecture curricula, embodied in our school mission (or ethos), fieldwork. It has been transformative for our students as well as our faculty. Field trips are associated with every design studio and many seminars and electives throughout the curriculum. The SoA has a strong and long-standing summer study-away program for BArch students and requires a summer of fieldwork study for MArch students. Our students have studied with our faculty in New Mexico, Tijuana, Argentina, Chile, Peru, Costa Rica, Paris, Barcelona, Berlin, the Netherlands, New Zealand, China, and India, a non-exhaustive list. We offer a semester in Italy through our Rome Center for Architecture and Culture, founded and led by Professor Paulette Singley, and other opportunities for inter-semester travel and intra-semester travel on an *ad hoc* but very regular basis. The School of Architecture has active exchange agreements with several international institutions, including the School of Architecture and Design, IE University, in Segovia, Spain, Fachhochschule, University of Applied Sciences in Dusseldorf, Universidad Alfonso X el Sabio, EIU in Segovia, University of Monterrey (UDEM), Woosong University in Korea, among others.

One of the university's strategic initiatives begun under President Calingo is WISE, the Woodbury Integrated Student Experience. This is a set of five high-impact practices that we would like all our graduates to engage during their Woodbury education. One of these practices is study away. The goal is to provide and support a broad enough array of study-away opportunities that every student can be expected to participate in at least one, even given the challenges of cost, time, and other obligations.

#### MArch Summer Fieldwork

Fieldwork permeates the curriculum of the Master of Architecture program at Woodbury from the first semester through to graduation. In the summer between their penultimate and final year, all MArch students take a 6-unit fieldwork studio, ARCH 575. The summer fieldwork studio provides each student an opportunity to develop an area of research or scholarship in a setting outside the classroom or studio. For this studio, graduate students choose one of our study-away programs and are expected to initiate research for their graduate thesis under the guidance of a faculty advisor. For the summer of 2014, the students chose among Paris/Switzerland, Netherlands/Berlin, and Mexico City. For the summer of 2015, fieldwork studio options include Tokyo, Budapest/Warsaw/Barcelona, and Brazil. Students unable to travel internationally have the opportunity to take the summer ACE design/build studio. For summer 2014, students worked with an LA City councilmember in Watts on a project to engage the community and create modular street furniture to meet the needs and ideas identified by businesses and design teams.

#### iv. Organizational and Leadership Opportunities

The school actively supports the development of leadership among our students through an active invitation to participate in shared school governance, funding for our two AIAS chapters, endorsing student initiatives such as the Cal Poly San Luis Obispo Design Village teams, providing research and teaching assistantship opportunities, and supporting architecture student participation in university-wide student government (Associated Students of Woodbury University). Faculty regularly nominate strong students to be peer advisors, mentors and tutors for OSD programs.

Architecture students regularly express interest in leadership aspects of architectural practice, including policy-making, social agendas, sustainability and urban design. Our first post-professional program was Real Estate Development for Architects, offered in San Diego and led by architect-developers Ted Smith and Jonathan Segal, FAIA. We have also developed the Urban Policy Center in Los Angeles, led by Bill Roschen and Christi Van Cleve, offering urban policy courses to students in the professional programs. ALI and the ACE Center also provide both curricular and co-curricular opportunities for students to develop leadership skills.

Every year the school awards one outstanding student in the graduating class with the Alpha Rho Chi medal for leadership. The award alternates between San Diego and Burbank.

Faculty and administrators in the School of Architecture are actively involved in local professional organizations that provide numerous opportunities throughout the year to integrate learning activities with community service and the profession. Through participation in these organizations, students begin to develop a network of professional mentors and community-based contacts. Students actively participate in organizations such as the American Institute of Architecture Students, the Los Angeles, San Fernando Valley, Pasadena-Foothill and San Diego chapters of the AIA, the Association of Collegiate Schools of Architecture (ACSA), and the Los Angeles Forum for Architecture and Urban Design.

#### AIAS

The Woodbury AIAS Los Angeles chapter was revived in 2009 by a member of our first graduate cohort, Michael Rucinski. San Diego has had an AIAS chapter since 2011. Woodbury School of Architecture is now a sponsor school of AIAS and the department has paid graduate and undergraduate student representatives to travel to the AIAS Annual Forum. These trips provide students with the opportunity to learn about some of the big-picture issues facing architectural education and the profession, and to interact with some of today's leading architects and designers.

Membership in either Woodbury AIAS chapter provides students with access to AIAS organized skills workshops, professional networking opportunities, and interaction with architecture students in other years and programs. AIAS regularly sponsors tours of firms, which consist of office visits and presentations by established professionals that give students a first-hand view of real-life architectural practices. Southern California is home to many recognized architecture firms, and AIAS has in the last few years sponsored visits to firms such as Morphosis, Gruen Associates, Osborn, BplusU, HMC, Gensler and TaalmanKoch, Miller Hull, Rob Quigley, Hanna Gabriel Wells.

Students also may participate with the Woodbury chapter of Freedom by Design, the AIAS community service program that uses the talents of architecture students to resolve accessibility issues while “simultaneously providing students with the real world experience of working with a client, mentorship from an architect and constructor, and an understanding of the practical impact of architecture and design.”

#### Lecture Series Activities

Woodbury School of Architecture has strong student participation in our annual lecture series and on-campus events both in San Diego and Los Angeles. In Los Angeles, graduate students have prepared questions and done on-camera interviews with our visiting lecturers, which we then post for our community and to our website. Graduate students are also responsible for the filming and editing of these video Q and A's. The overall direction and choices of visiting lecturers is informed via group discussions and surveys of graduate and undergraduate students. Our students have initiated their own series of discussions titled “Architects Beyond Architecture,” which arises from student interest in alternative career trajectories that start in architectural education and move on to include other media such as film, fashion and food.

#### Other Student Initiated Events

Students actively organize the Friday Fix @ Six, SoA's happy hour, and other extra-curricular events. Students from architecture and interior architecture worked with students from the School of Business on sustainability symposia in fall 2011 and 2012.

#### v. Student Research, Scholarship and Creative Activities

The School of Architecture has close ties to the San Fernando Valley, Pasadena-Foothills, San Diego and Los Angeles AIA chapters. These chapters support scholarships for our students and competitions for local architecture programs. AIA|LA's prestigious 2x8 competition and exhibition, showcasing exemplary student work from architecture and design institutions throughout California, features Woodbury students from both San Diego and Los Angeles. Annually, the Association for Women in Architecture in Los Angeles awards one or more deserving Woodbury architecture students with scholarships.

Each year, the LA Business Council invites seven schools of architecture and design in the Los Angeles area to send a team of students to charrette for a weekend at Gensler on a special topic (in 2013-14 it was a healthy city proposal within Watts). The winners are selected by a distinguished panel and given the Julius Shulman Emerging Talent Award. Woodbury students have won this award twice in a row.

The department regularly pays for student travel and printing costs to support their participation in these and other scholarships and competitions. In 2014, for example, we nominated BArch students Miriam Jacobsen for the Archiprix International Competition and Lauren Amador for the Academy for Emerging Professionals (AEP) Student Leader Award (AIA CC), and we supported the preparation of their portfolios.

Each year, we hire two or three SoA students to teach our summer program for children, the Art of Architecture.

In the fall 2014, the School of Architecture will be establishing a Woodbury chapter of the Tau Sigma Delta honor society.

#### Teaching and Research Assistantships

The School of Architecture sees its commitment to mentoring future educators as a vital component of training new professionals. A substantial number of teaching opportunities in studio, lecture and seminar courses are available to qualified and interested MArch candidates. A smaller number of undergraduate teaching assistantships are available to highly qualified BArch students. The identification and placement of qualified graduate students in the TAship program is an integral part of the admissions process and provides much needed financial assistance to graduate students who demonstrate high performance in

the program. In fall 2013, 32 graduate students and 2 undergraduates had TA or RA assignments; in spring 2014, 28 graduate students and 3 undergraduates had such assignments.

TAships provide students unparalleled opportunities to connect with notable faculty, many of whom are leaders in the community and actively engaged in professional organizations. Some examples include courses taught by Helena Jubany, founding member of NAC Architecture and commissioner on the City of Los Angeles Board of Building and Safety; L.A. Planning Commission former president Bill Roschen; and Alan Loomis, Principal Urban Designer for the City of Glendale.

During the 2013-14 academic year, 20 graduate students worked as research assistants for faculty-led research initiatives and worked closely with faculty members, including Peter Arnold and Hadley Arnold for ALI, Emily Bills and Barbara Bestor for the JSI, Jeanine Centuori for the ACE Center, Paulette Singley for the Rome Center for Architecture and Culture, and Ingalill Wahlroos-Ritter for WUHO. Students also held RAships with the SoA Office of Communication and the SoA archive.

#### Gallery Opportunities for Students

Students play essential roles in the SoA galleries. At WUHO, Woodbury's center for experimental exhibitions and multi-disciplinary collaborations in Hollywood, and at the Gallery in San Diego, students support exhibition curators and may serve as gallery assistants. The Wedge Gallery is available for student-led exhibitions and alumni exhibitions. Friday Fix at Six happy hours are often simultaneous events for student work exhibitions.

#### Teaching Practicum

The MArch program offers a unique annual teaching practicum that introduces students to current thinking about teaching and learning. Teaching assistants develop methodologies and strategies for teaching architecture in both lecture and studio formats. Weekly class meetings provide a forum for teaching students to articulate their experiences in the classroom and alternate with classroom visits to various studio and lecture courses in the Woodbury School of Architecture and other local architecture programs.

#### vi. Support for Attendance of Meetings

The School of Architecture supports student travel to the annual AIAS Grassroots Leadership Conference, the AIAS Forum, and AIAS regional meetings. It also supports travel for students to receive external honors such as awards and scholarships.

#### AIAS

The American Institute of Architecture Students serves multiple functions: as a professional organization, as the official voice of architecture students, and as a venue for student participation in activities within the school at both locations. Our AIAS chapters foster networking opportunities with professionals in the community, and provide a platform for intellectual, professional, and social development among students and their peers. In addition to sponsoring student-organized activities, social and cultural events, participation in various architecture forums, and governance, the student body contributes to the development and implementation of field trips, lectures and other school-wide events, some jointly with faculty and staff.

As the coordinating student organization in the School of Architecture, the AIAS serves to address the needs of the students and promote their welfare. Career and Outreach Coordinator Catherine Roussel, AIA serves as AIAS faculty advisor.

#### Henry Adams

Every year, two students in each professional program at each location – BArch LA and San Diego, MArch LA and now also San Diego – are awarded the AIA Henry Adams Medal and Certificate. Each year the American Institute of Architects awards an engraved medal and certificate of merit to the top-ranked graduating student in each architecture program accredited by the NAAB. A certificate of merit is awarded to the second-ranking graduating student. These awards are provided as part of the AIA Scholarship Program.

## **I.2.2 Administrative Structure and Governance**

The School of Architecture is one of four academic divisions (School of Business, School of Media, Culture & Design, and the College of Transdisciplinarity) that along with the Library house the faculty and the programs of Woodbury University. There are two degree-granting programs in Woodbury School of Architecture: architecture, including professional undergraduate and graduate curricula and post-professional graduate curricula, and interior architecture, offering the BFA and the Master of Interior Architecture.

The dean leads the School of Architecture. The school has three chairs: a chair for the architecture programs in Los Angeles, a chair for the architecture programs in San Diego, and a chair for the interior architecture programs. Two coordinators, one graduate and one undergraduate, support the work of the chair in Los Angeles. One graduate coordinator in San Diego supports the work of the chair in San Diego. The school has an associate dean for assessment, accreditation and internal oversight. Within the school, subcommittees and task forces are created as needed to accomplish the work of continual improvement. Each fulltime faculty member is expected to commit to service to the school as well as to the university. Adjunct faculty members may choose to engage in service at either level, but there is no expectation of service.

The deans of each academic division and the university librarian are members of Woodbury University's president's cabinet and report directly to the executive vice president and provost, Office of Academic Affairs. The other members of the cabinet include the vice president of Finance and Administration, the vice president of University Advancement, the vice president of Enrollment Management, the chief marketing officer, the associate vice president of Academic Affairs, and the vice president of Student Development. The cabinet also includes the senior executive assistant to the president, who also serves as the secretary to the board of trustees.

The president reports directly to the board of trustees. The university bylaws limit the number of trustees to 30. The board of trustees has several standing committees, including Academic and Student Affairs, Development and Alumni Relations, Finance, Audit, Grounds, and Governance.

Woodbury University is a private, not-for-profit, non-sectarian university.

### *Opportunities to participate in shared governance*

All fulltime faculty members and all adjunct faculty members whose primary responsibility is teaching or librarianship are voting members of the Woodbury University Faculty Association (WUFA). Faculty have opportunities to participate in shared governance at the university level through appointed or elected committee work with WUFA. The Faculty Senate recommends specific committee service for each fulltime faculty. Adjunct faculty may request a committee appointment, or may run for election to any WUFA elected committee except Personnel Committee, the membership of which is restricted to faculty who are reviewed by the Personnel Committee. A list of university committees may be found in section IV.6.4.

Curriculum development is the purview of the faculty, but staff and student input is valued and essential to positive results from curriculum change. Biweekly meetings for the School of Architecture Dean's Advisory Curriculum Committee (also known as the Curriculum Workgroup) are open to all faculty members. Staff and students are invited to SoA faculty meetings to contribute to the discussion. Other opportunities for students and staff to participate in shared governance may be found on university committees, which tend to have representation from more diverse (beyond faculty) constituencies, or presidential advisory committees, and there is a general spirit of positive possibilities and optimism with which Woodbury welcomes initiatives for greater involvement from all members and sectors of its community.

The Woodbury University Staff Association (WUSA) was reestablished in spring 2014. School of Architecture staff members are active participants in WUSA.

The Associated Students of Woodbury University (ASWU) is the student governing body. More information on the hierarchy of on-campus student organizations and policies by which all student organizations must abide may be found in the student handbook, the URL for which is provided in section IV.4.

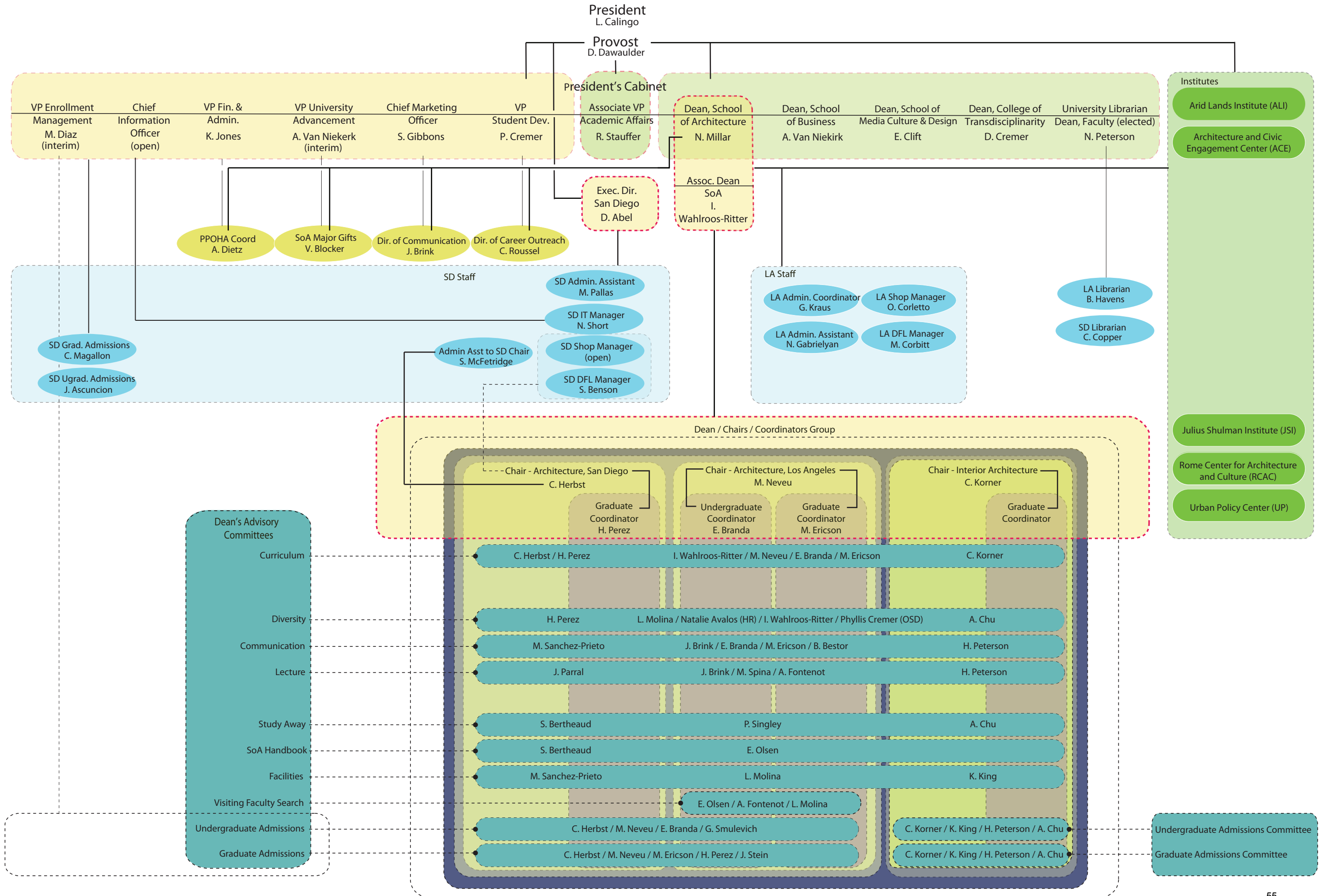
*Courses of study leading to a degree in the School of Architecture*

The School of Architecture offers the following courses of study leading to a degree:

- Master of Architecture, a NAAB-accredited 2-yr or 3-yr professional graduate education offered in San Diego and Los Angeles
- Bachelor of Architecture, a NAAB-accredited 5-yr professional undergraduate program offered in San Diego and Los Angeles
- Master of Science in Architecture, a 1-yr/3-semester post-professional degree offered in Los Angeles and San Diego to those already holding a professional degree, with emphasis determined internally to the program. The Los Angeles campus offers an emphasis in Drylands Design and in Urban Policy, while the San Diego campus offers an emphasis in Real Estate Development and in Landscape + Urbanism.
- Bachelor of Fine Arts in interior architecture, a CIDA- and NASAD-accredited 4-yr degree offered in Los Angeles
- Master of Interior Architecture, a 2-yr or 3-yr graduate education offered in Los Angeles

*Administrative Structure Diagram*

Please see next page for a diagram illustrating the administrative and governance structure for the School of Architecture. Descriptions of each administrative position within the school will be provided in the team room.



## **I.2.3 Physical Resources**

### **General Description**

To meet our goal of providing an excellent architectural education, the School of Architecture takes advantage of facilities with a combined area of approximately 85,600 square feet. Of this total, 25,500 square feet in Los Angeles and all of the 27,000 square feet in San Diego are exclusively for use of the School of Architecture. The Los Angeles facility consists of one- and two-story buildings carefully sited within a 22-acre campus. The BArch and the MArch are offered in both San Diego and Los Angeles.

See section IV.6.2. for building plans.

### **Physical Resources Los Angeles**

Meeting the space needs for the architecture program had become a cause for concern due to a 50% surge in enrollment since the 2002 NAAB visit. Fortunately the university recognized the challenge and embarked upon a major building initiative in 2005. Included in the building initiative for Los Angeles was a plan to add 10,000 square feet for non-architecture design programs, a new 23,000 square foot building for the School of Business adjacent to the central quad, and a new 19,000 square foot studio facility for the School of Architecture. A 340-car parking lot was completed in August 2006 on the upper campus to accommodate parking displaced by the new buildings and the additional parking required by the City of Los Angeles due to added square footage. At the completion of the new buildings in spring 2008, phase 2 of the reallocated space plan began, and the faculty moved out of the upper campus trailers and into the renovated Isaacs Faculty Center, formerly Wilshire Hall. The former Faculty Center was completely renovated by S3 Construction, a design/build firm co-owned by an alumnus of our BArch program, and the Office of Student Development (OSD) consolidated its programs and moved into the new Pop Whitten Student Center in August 2009.

#### **Design Center**

The Design Center is a 20,000 sf two-story building that mainly serves animation, graphic design and interior architecture classroom, studio and lab needs. Architecture studios and seminars use its Powell Gallery for occasional reviews and events. In the past, jointly-offered architecture/interior architecture studios occupied one of the design studio spaces. A render farm used by animation and architecture students is located on the second floor.

#### **School of Business Building**

The 23,000 sf School of Business building accommodates specific needs of students, faculty, and administration for that school, but also serves the needs of the School of Media, Culture & Design and the School of Architecture. The ground floor houses faculty offices and a dean's suite for use by the School of Business. A recent renovation added six offices shared by the other schools, including three offices dedicated to the School of Architecture; one for the SoA development officer, and two offices shared by visiting faculty and participating adjunct faculty members. All academic and university programs share the rest of the ground floor, including a videoconference room, an auditorium with a seating capacity of 250, and a two-story lobby-reception atrium, and the entire top floor with eight classrooms (4 at 40-person capacity, 4 at 20). Architecture and animation are among the most frequent users of the auditorium. The videoconference capabilities have increased opportunities for shared instruction and communication with the San Diego facility.

#### **Julius Shulman Architecture Studio Building**

The 19,000 sf architecture studio building, completed in February 2008, fully addressed the space concerns caused by our growing enrollment. One hundred dedicated studio spaces per floor are available in the two-story building. Each floor features an open studio environment flanked by a long gallery that serves as pin-up and review space. On each floor, restrooms are located near the elevator lobby. The 2,000 sf double-height Ahmanson Main Space at the west end of the building and the southern terminus of the major north-south campus walkway functions as a space for SoA reviews, exhibitions, events, meetings and lectures, and frequently accommodates university-wide events. A large bi-fold hangar door connects that space to the Architecture Commons, an outdoor room created by the completion of the project. The building houses fourth- and fifth-year BArch studios and all graduate studios.



### Isaacs Faculty Center

The Isaacs Faculty Center houses faculty, administrators and support staff for the School of Architecture, the School of Media, Culture & Design and the College of Transdisciplinarity. Fulltime faculty have individual offices in the Isaacs Faculty Center and every faculty office in Isaacs has an operable window. The SoA dean's office is set up as a combination work space/meeting room, and the large office next to it houses the director of Communications, the Career and Outreach coordinator and PPOHA Graduate Program activity coordinator and curriculum specialist. The administrative coordinator and administrative assistant for the School of Architecture have desks in the main entry hall of Isaacs; work-study students provide additional administrative assistance to the school and occupy a third desk there. There is room to add an additional desk within this area to accommodate an additional administrative support staff for the school. One 175 sf corner office in Isaacs has four desks assigned to adjuncts with special assignments, such as the Arid Lands Institute co-directors and the coordinator of Urban Studies and the Julius Shulman Institute. The courtyard at Isaacs Faculty Center has outdoor seating and tables, and has proven to be a fine space for faculty gatherings. Isaacs has two conference rooms, the Kirkendall and the Nielsen Conference Rooms. The Kirkendall seats 22, and the space is equipped for videoconferencing; the Faculty Senate often meets here. The Nielsen Conference Room seats six and is often used for smaller meetings.

### Faculty Annex

Three fulltime faculty members and one participating adjunct faculty member have individual offices in the Faculty Annex.

### Pop Whitten Student Center

The Pop Whitten Student Center has housed all programs in the Office of Student Development since its renovation in August 2009. The facility also houses Central Services. Included in the Whitten Center are the offices of the vice president of Student Development and the dean of students, OASIS, the Institute for Excellence in Teaching and Learning, the Writing Center, Health Services, and the Counseling Center.

### Naidorf Hall Design Studios

Dedicated architecture studios in Los Angeles are located in A102, A104 and A106 of Naidorf Hall in the architecture complex, accommodating first-, second-, and third-year BArch studios, up to six sections of 14-16 students each. All of our studio spaces are wired for the Internet and have fresh air, heating and air conditioning, and a reasonable amount of natural light provided by windows and skylights. Restrooms are appropriately sited close to studio, and there is adequate lighting at night to provide a safe environment for our students.

### Jury Rooms and Exhibition Spaces

The Wedge Gallery (A100), located at the entry of the architecture complex, provides a venue for exhibitions, reviews, and informal pin-ups during studio hours. Architecture studios may also sign up to use the long galleries in the JSI studio building and the Ahmanson Main Space for pin-ups and reviews. During studio hours, room A101 is not scheduled for other classes and provides over-flow space for pin-ups or reviews on a sign-up basis for exclusive use by architecture. Also available on a sign-up basis during studio hours are the Cabrini Meeting Room (C10) and the Design Center Powell Gallery, which are used by architecture, graphic design, and interior architecture. Movable rolling panels were recently constructed to increase pin-up space to accommodate all design studios.

### Library

The Woodbury University Library includes collections that serve all of the departments in the institution. The School of Architecture's dedicated librarians, Barret Havens in Los Angeles and Cathryn Copper in San Diego, actively communicate with SoA faculty to ensure continuing services. They work closely with the chairs and designated faculty members Ewan Branda and Jose Parral to update and improve holdings, including magazines and electronic catalogs. The library is integral to all the programs and supports the learning and research activities in the SoA.

### Computer Labs

There are eight computer labs in Los Angeles and one in San Diego. A render farm was added in the labs in the Design Center, and IT continues to expand capacity and internet bandwidth to accommodate not only Los Angeles rendering needs (animation and architecture) but also the rendering needs of architecture students in San Diego. Woodbury University compares very favorably in facilities to peer institutions.

### The Making Complex

Shop Space: We increased shop space in spring 2009 on the Los Angeles campus by annexing an adjacent 450 sf former classroom. The 2650 sf wood and metal shops serve all students in the School of Architecture on the Los Angeles campus, including approximately 90 in interior architecture. With PPOHA grant funding, the SoA is currently working on the final expansion of this resource, which will result in an 1,800 sf permanent metal fabrication shop replacing the temporary open air metal fabrication shop, and upgraded air handling, electrical, and safety systems and accessibility improvements. Estimated completion is January 2015. The construction work is being done by St. Amant Constructs, an alumnus-owned design-build company.

Digital Fabrication Lab: With the funds from the PPOHA grant, we enclosed a covered exterior walkway and converted two classrooms near the existing shop into a digital fabrication laboratory. This adjacency to the shop facilitates the integration of fabrication processes. The DFL houses three laser cutters, one 3D printer, and a CNC milling table. The current construction upgrades all of the mechanical systems in that portion of the Making Complex and includes the addition of two kilns, one glass and one ceramic.

### Archive Space

We constructed 500 sf of storage space behind the Whitten Student Center to house the SoA's academic archive. An intelligent supervised cataloging system is currently being developed between Los Angeles and San Diego.

### Woodbury University Hollywood Outpost (WUHO)

We intend to maintain our month-to-month lease of a storefront on Hollywood Boulevard, which we call the Woodbury University Hollywood Outpost (WUHO). The mezzanine space houses the offices of the Los Angeles Forum for Architecture and Urbanism. The WUHO event-programming schedule involves faculty and students and includes recent exhibitions such as "Un-privileged Views" co-curated by Eric Olsen and University of Michigan faculty member Keith Mitnick, a Kickstarter-funded "Deborah Sussman Loves LA," and the JSI-sponsored exhibits of photography by Pedro Guerrero, Catherine Opie, and Grant Mudford.

### Physical Resources San Diego

All programs are housed in a single-story 27,000 sf building in Barrio Logan, southeast of downtown San Diego adjacent to the working port. The facility capitalizes on the benign climate for fresh air and natural light. The intensely occupied spaces, studios, classrooms, Computer Lab and Library are conditioned by displacement ventilation. Staff offices are provided with heating and cooling. A 1,200 sf lecture hall doubles as a physics lab space and additional crit space.

The Barrio Logan facility has 9,000 sf of dedicated studio space divided into three areas; five individual faculty offices of 100 square feet each; two 275 sf shared faculty offices; a 2,000 sf Making Complex; a library and lounge area. An exterior courtyard is used for meetings and informal gatherings.

The Making Complex includes a 1,200 sf shop, an 800 sf digital fabrication laboratory and 1,200 sf of exterior work area. The PPOHA funded renovation of the air handling and mechanical systems in the shop, a ceramic kiln, metal break and dust collection system, and the equipping/retrofitting of the DFL (one CNC mill, one laser cutter, and four 3d printers). It also funded renovation of the library and the construction of four physics carts for a mobile physics lab, including all of the scientific equipment and tools.

## **University Information Technology Resources**

Technology is a shared resource, and the university continuously strives to maintain technology resources at a level demanded by the professions. In the SoA, technology, including the more specialized elements, is available to members of other departments. Technology is viewed as an instrument that supports the various media and design disciplines and not as a discipline of its own. All information technology is supported and maintained by the Information Technology Department (IT). All fulltime faculty members are provided with a university laptop or desktop computer, either a Dell or an Apple. While IT has stronger support for the Microsoft operating system, there is a dedicated support person for Mac OS. IT installs appropriate software on faculty computers based on individual faculty requirements, and supports those who require software in their courses.

The School of Architecture coordinates the computer labs in the Los Angeles architecture complex and in San Diego to accommodate class schedules and open lab time. The computer labs are available as open labs when not in use for classes. Student lab techs are present during all open lab hours. The A103 and A110-111 labs are open on average 105 hours per week, with extended hours during midterms and finals. The three computer labs dedicated to the SoA, located in A103, A111, and M202, as well as the laser-cutting lab in D3, include 62 computer stations, three printers, four plotters, two scanners, one film scanner and one laser cutter. Additional equipment includes projectors and speakers. Software supported in these labs includes AutoCAD Architecture, 3ds max design, Revit Architecture, Photoshop, Illustrator, InDesign, After Effects, Premiere, Maxwell, Rhino, V-Ray for Rhino, Grasshopper, Flamingo, ArcGIS, t-Splines, with additional software being added each semester as required for instructional purposes. Students have access to additional printing through the Miller and Design Center labs, and to document printing in Miller Hall and the Library.

The render farm in the Design Center has one 5TB file server and five render nodes, featuring Qube software, which supports rendering in 3DS Max, Maya, Mental Ray and Rhino.

The School of Architecture has responded to strong student desire for more electives in digital media by adding to the 3-unit elective and 6-unit topic studios we offer (with focuses on Grasshopper, Rhino, Revit, and other programs) and by introducing several one-unit workshops that emphasize acquiring specific software skills. We have offered 1-unit workshops in Advanced Rhino, Digital Fabrication, Grasshopper, BIM, V-Ray and Maxwell rendering workshops. Summer 1-unit workshops provide free refresher courses for all of our alumni and for professionals in the area in Digital Fabrication, BIM and Adobe Suite: portfolio design. The IT Department continues to keep pace with student needs by providing appropriate software on computers in the Architecture labs.

Largely due to the funding provided by the PPOHA grant, Woodbury University has been able to catch up to many of the other architecture programs in Southern California in terms of providing digital fabrication technologies. One focus of the grant was digital fabrication equipment and staffing to operate it; the grant provided funds to staff it for its first years of operation, and the university has now taken over.

Changes to the physical facilities under construction or proposed

In 2010, Woodbury University was awarded another Title V Grant in the amount of \$3,189,160 under its "Strengthening Institutions – Hispanic Serving Institutions" program. This has allowed the university to launch new programs in Filmmaking and Game Arts as part of the School of Media, Culture & Design. The grant also supported reconfiguring a mothballed Computer Information Systems program into a Media Technology degree that serves the design, media, and architecture fields by creating graduates who are expert in technology related to those areas.

This Title V grant, along with the PPOHA grant, has had several impacts on changes to physical resources. A 10,000 sf facility for the Filmmaking and Game Arts programs, including a sound stage and a small performance space, was completed in 2012. In 2012, the university leased and renovated over 6,000 square feet of space in the office park adjacent to the campus for use as additional studio space and classrooms.

In addition to the physical improvements, the PPOHA grant has funded a comprehensive OSHA

assessment, comprehensive environmental quality assessment and the rewriting of the Protocol and Procedures for the Making Complex. This improves health and safety welfare practices in the Making Complexes, benefiting the students and staff who use them. This initiative also helps establish standards for the university to follow.

**Tech resources**

Andrea Dietz, PPOHA activity coordinator and curriculum specialist, worked closely with key faculty members to provide input into the particular needs of the department and oversight of IT's operations. IT oversees the running of facilities that include computer labs, science labs (Biology and Physics), classrooms with computers arranged for collaboration, the render farm, and the print centers.

Each semester, the architecture faculty on the University Technology Committee solicit input from faculty regarding technological needs of the department. The coordinated list of hardware, software, network, and other IT resource needs are then implemented by IT each semester. In the past few years, the PPOHA and Title V grants have been able to financially support many new technologies that the university had been unable to fund, most significantly the digital fabrication lab. The IT department is extremely responsive to instructional needs specific to the SoA and we work closely together to ensure that we can meet instructional needs within budget.

Wireless networking is available campus-wide at both facilities. All classrooms have access to wireless internet, as well as projectors, electronic lecterns, a PC and a DVD/VHS player.

The university portal provides an online site for students, faculty, staff and administrators to share information. Documents and links regularly posted on the School of Architecture portal include SoA events and the academic calendar, faculty and student information guides, meeting minutes, committee proceedings, the university faculty handbook, scholarships/competitions, faculty job openings nationwide, class rosters and other information.

All faculty are trained in the use of Moodle, an open-source course management system that allows instructors to create online data to supplement their real-time courses. The strength of this system is a focus on interaction and collaborative construction of content, and requires student participation. Features of this platform include assignment submissions, discussion forums, grading, an online calendar and ability to download syllabi, handouts, and readings.

**Identification of Significant Problems**

We foresee no significant physical resource problems that will impact the operation or services of the School of Architecture.

**I.2.4 Financial Resources**

The MArch and BArch programs at Woodbury University have access to appropriate levels of institutional and financial resources to support student learning and achievement as required for a NAAB-accredited program. The university's commitment to the continuous growth and improvement of the SoA has been manifested in its ample support for the launch of the MArch program and consistent support of the BArch program – its biggest generator of tuition.

**FY 2014-15**

<b>Projected Budget Expense</b>	<b>FY 2012-13</b>	<b>Change from previous year</b>
Dean's Office Dept 37	\$ 672,420	+\$ 171,450
BArch LA Dept 15	\$1,874,589	+\$ 41,931
MArch LA Dept 18	\$ 692,982	+\$ 12,779
BFA IA Dept 33	\$ 538,497	+\$ 87,608
WUHO Dept 12	\$ 41,525	+\$ 12
LA/SD Shops Dept 47	\$ 147,223	+\$ 1,986
LA/SD Digi-Fab Dept 72	\$ 155,627	+\$ 2,292
SD Admin Dept 14	\$ 819,160	+\$ 35,298

BArch SD	Dept 13	\$ 818,386	+\$ 17,644
MRED	Dept 34	\$ 212,617	+\$ 2,585
MSArch L+U	Dept 93	\$ 0	-\$ 94,588
Total SoA		\$5,973,026	+\$ 279,028 (+4.9%)

The total projected FY 2014-15 School of Architecture expense budget of \$5,973,026 represents a 4.9% increase over the FY 2013-14 budget and amounts to 13.8% of the total projected FY 2014-15 Woodbury expense budget of \$43,227,770. In comparison, the School of Business expense budget of \$3,707,498 amounts to 8.5% of the projected total budget, the School of Media Culture and Design expense budget of \$4,658,711 amounts to 10.7% of the projected total budget, and the College of Transdisciplinarity expense budget of \$3,420,017 amounts to 7.9% of the projected total budget.

#### **FY 2014-15 SoA Projected Revenue**

Tuition (34.3% of \$17,393,196 projected SoA tuition generated)	\$ 5,973,026
Friends of Architecture (this year to date)	\$ 1,000
Julius Shulman Institute Endowment	\$ 18,308
Nielsen Travel Scholarship Endowment	\$ 22,327
Nick Roberts Travel Scholarship Endowment	\$ 1,607
Jeanne Woodbury Scholarship Relief	\$ 67,660
PPOHA MArch Grant (ending Sept 30, 2014)	\$ 136,506
<i>New PPOHA MIA Grant (pending October 1, 2014)</i>	<i>\$ 431,058</i>
Total SoA	\$ 6,220,434
<i>or</i>	<i>\$ 6,651,492 (if we get the PPOHA)</i>

#### **FY 2014-15 Projected Marketing and Enrollment Management Support for SoA**

	University total	SoA
Marketing	\$ 1,789,297	\$ 656,782 (37.0%)
Admissions	\$ 977,949	\$ 371,620 (38.0%)
Financial Aid	\$10,800,000	\$ 4,104,000 (38.0%)
Total	\$13,567,246	\$ 5,132,402 (37.8%)

**FY 2014-15 Annual University Giving** (to date with direct and indirect benefits for SoA; indirect benefits based upon SoA percentage of total annual university budget).

	University total	SoA benefit
FY 2014-15 to date		
Charlotte Kirkendall Estate estate distribution	\$1,496,490	\$ 206,516 (13.8%)
Rozella Knox Estate unrestricted	\$ 272,118	\$ 37,552 (13.8%)
FY 2013-14 Total	\$1,768,608	\$ 244,068 (13.8%)

#### **Other Sources**

As indicated above SoA benefits from \$67,660 per year in budget relief for institutional aid to our students from the \$1.7 million Jeanne R Woodbury Endowment. Combined, the Ken Nielsen Endowment and the Nick Roberts Endowment amount to over \$600,000 and yield nearly \$24,000 per year in travel funds for SoA students. The Julius Shulman Endowment of over \$460,000 yields over \$18,000 per year to support operations of the Julius Shulman Institute. The 5-year \$2.85 million PPOHA grant to expand our architecture graduate programs is in its final three months and will yield over \$136,000 this fiscal year. We hope to receive another 5-year \$2.87 million PPOHA grant this month for the expansion of the graduate programs in interior architecture that will benefit the whole SoA. Of the \$62,471 in revenue generated at this year's SoA fundraising nearly 1/3 of it (\$19,000) was from SoA and Woodbury faculty and staff, while \$5100 was from trustees and the president's cabinet. Of the over \$1.7 million in annual unrestricted university giving so far this year (see Development and Advancement Activities above) about \$244,000 benefits the SoA indirectly through budget relief, capital improvements and growing its proportional share of the endowment.

#### **Two-Year Budget Forecasts**

While we plan for growth in developing our Master Campus Plan, we do not project additional revenues

ahead of our current fiscal year for budgetary purposes due to lower than expected fall 2014 enrollment numbers. For any new program, we use enrollment projections to estimate the break-even point for the program to succeed – and budget revenue on a conservative enrollment estimate.

During the annual budgeting process, we budget for flat enrollment and account for any tuition rate increase/decrease after enrollment numbers have been confirmed in September. The FY 2014-15 budget above is our pre-fall budget that we submit to our board of trustees for approval. Once actual enrollment is confirmed, we recast our budget to reflect enrollment growth or decline. If we experience actual growth, we fund additional initiatives based on our compiled and prioritized strategic needs list. If enrollment is below expectations as it is this year we may need to reduce budgets accordingly. We submit our post-fall budget to the trustees for approval. Generally, we budget for a 3-5% attrition in enrollment from the fall to spring semester. Once spring enrollment is confirmed, we again determine if there is any surplus or deficit that would require recasting the budget and obtaining trustee approval.

This section contains forecasts for SoA expense budgets for at least two years beyond the current fiscal year based upon projected enrollment growth as well as a cost of living increase.

Budget Expense (pre add/drop)	FY 2014-15	FY 2015-16	FY 2016-17
Dean's Office Dept 37	\$ 672,420	\$ 692,593	\$ 713,370
BArch LA Dept 15	\$1,874,589	\$1,930,826	\$1,988,751
MArch LA Dept 18	\$ 692,982	\$ 713,771	\$ 735,184
BFA IA Dept 33	\$ 538,497	\$ 554,651	\$ 571,291
WUHO Dept 12	\$ 41,525	\$ 42,771	\$ 44,054
LA/SD Shops Dept 47	\$ 147,223	\$ 151,640	\$ 156,189
LA/SD Digi-Fab Dept 72	\$ 155,627	\$ 160,296	\$ 165,105
SD Admin Dept 14	\$ 819,160	\$ 874,635	\$ 900,874
BArch SD Dept 13	\$ 818,386	\$ 842,938	\$ 868,226
MRED Dept 34	\$ 212,617	\$ 218,996	\$ 225,565
<b>Total SoA</b>	<b>\$5,973,026</b>	<b>\$6,152,248</b>	<b>\$6,336,815</b>

Our conservative SoA fundraising goal is to increase smaller giving by 15% per year to \$71,850 in FY 2014-5, \$82,600 in FY 2015-16, and \$95,000 in FY 2016-17. We are laying the ground work in several relationships for larger gifts ranging from \$0.5 million to \$3 million over the next three years.

### Comparative Reports Since FY 2012-13

This section contains comparative reports that show revenue from all sources and expenditures for each year since the last accreditation visit from all sources including endowments, scholarships, one-time capital expenditures, and development activities.

#### FY 2012-13

Budget Expense	FY 2012-13	Change from previous year
Dean's Office Dept 37	\$ 423,547	+\$ 142,626
BArch LA Dept 15	\$1,702,101	- \$ 332,089
MArch LA Dept 18	\$1,105,192	+\$ 374,313
BFA IA Dept 33	\$ 596,334	+\$ 124,528
WUHO Dept 12	\$ 41,525	+\$ 4,000
LA/SD Shops Dept 47	\$ 181,932	+\$ 39,687
LA/SD Digi-Fab Dept 72	\$ 217,467	+\$ 217,467
SD Admin Dept 14	\$ 750,424	+\$ 27,875
BArch SD Dept 13	\$ 839,998	+\$ 169,427
MRED Dept 34	\$ 258,518	+\$ 42,968
<b>Total SoA</b>	<b>\$6,117,038</b>	<b>+\$ 810,802 (+15.2%)</b>

#### FY 2012-13 SoA Revenue

Tuition (34% of \$17,991,290 SoA tuition generated)	\$ 6,117,038
Friends of Architecture (this year to date)	\$ 1,000

Jeanne Woodbury scholarship relief	\$ 50,000
PPOHA MArch Grant (ending Sept 30, 2014)	\$ 546,024
Total SoA	\$ 6,714,062

**FY 2012-13 Marketing and Enrollment Management Support for SoA**

	University total	SoA
Marketing	\$ 1,580,618	\$ 600,634 (38.0%)
Admissions	\$ 912,267	\$ 346,661 (38.0%)
Financial Aid	\$10,673,281	\$ 4,055,847 (38.0%)
Total	\$13,166,166	\$ 5,003,142 (38.0%)

**FY 2012-13 Annual University Giving** (to date with direct and indirect benefits for SoA-indirect benefits based upon SoA percentage of total annual university budget).

	University total	SoA benefit
George E Isaacs building fund	\$ 50,000	\$ 6,900 (13.8%)
Bon Appetit food service improvements	\$ 185,000	
Jeanne R Woodbury Trust endowed scholarship	\$ 50,000	\$ 50,000 (100.0%)
Gamore, Rickey Pometti gift annuity	\$ 49,498	\$ 6,830 (13.8%)
Annenberg Foundation ALI grant	\$ 100,000	\$ 40,000 (40.0%)
Helen Gurley Brown Trust unrestricted	\$ 100,000	\$ 13,800 (13.8%)
Elwood, Richard Henry scholarship	\$ 40,550	\$ 1,235 (13.8%)
FY 2012-13 Total	\$ 575,048	\$ 118,765 (20.6%)

**FY 2013-14**

Budget Expense	FY 2013-14	Change from previous year
Dean's Office Dept 37	\$ 500,970	+\$ 77,423
BArch LA Dept 15	\$1,832,658	+\$ 130,557
MArch LA Dept 18	\$ 680,203	- \$ 424,989
BFA IA Dept 33	\$ 450,889	- \$ 145,445
WUHO Dept 12	\$ 41,482	- \$ 43
LA/SD Shops Dept 47	\$ 145,237	- \$ 36,695
LA/SD Digi-Fab Dept 72	\$ 153,335	- \$ 64,132
SD Admin Dept 14	\$ 783,862	+\$ 33,438
BArch SD Dept 13	\$ 800,742	- \$ 39,256
MRED Dept 34	\$ 210,032	- \$ 48,486
MSArch L+U Dept 93	\$ 94,588	+\$ 94,588
Total SoA	\$5,693,998	- \$ 423,040

**FY 2013-14 SoA Revenue**

Tuition (33% of \$17,254,539 SoA tuition generated)	\$ 5,693,998
Friends of Architecture	\$ 1,000
Nielsen Travel Scholarship endowment	\$ 22,327
Jeanne Woodbury scholarship relief	\$ 50,000
PPOHA MArch Grant	\$ 546,024
Total SoA	\$ 6,313,349

**FY 2013-14 Marketing and Enrollment Management Support for SoA**

	University total	SoA
Marketing	\$ 1,779,606	\$ 676,250 (38.0%)
Admissions	\$ 961,868	\$ 365,510 (38.0%)
Financial Aid	\$10,818,155	\$ 4,110,899 (38.0%)
Total	\$13,559,629	\$ 5,152,659 (38.0%)

**FY 2013-14 Annual University Giving** (to date with direct and indirect benefits for SoA-indirect benefits)

based upon SoA percentage of total annual university budget).

	University total	SoA benefit
Jeanne R Woodbury Trust endowed scholarship	\$ 673,212	\$ 673,212 (100.0%)
State of New Mexico ALI EPA grant	\$ 63,961	\$ 31,980 (50.0%)
Misc. School of Architecture	\$ 4,471	\$ 4,471 (100.0%)
Friends of Architecture	\$ 1,000	\$ 1,000 (100.0%)
Econolite School of Architecture	\$ 5,000	\$ 5,000 (100.0%)
Sonny Ward/ Mike Lombardo ACE scholarship	\$ 6,500	\$ 6,500 (100.0%)
ACE Scholarship Fund	\$ 1,000	\$ 1,000 (100.0%)
Taking the Reins ACE Center	\$ 4,000	\$ 4,000 (100.0%)
Nick Roberts Fund endowed scholarship	\$ 40,380	\$ 40,380 (100.0%)
Rozella Knox Estate unrestricted	\$ 100,000	\$ 13,800 (13.8%)
<b>FY 2013-14 Total</b>	<b>\$ 899,524</b>	<b>\$ 78,1343 (86.6%)</b>

### Expenditure per Student by Professional Program

This section contains data on annual expenditure and total capital investment per fulltime-equivalent student, both undergraduate and graduate, compared to the expenditures and investments by other professional degree programs in the institution from FY 2011-12 through FY 2013-14. Please note that at the time of APR submittal, we are a few days short of reporting projected expenditures for FY 2014-15. The Expenditure per Student by Professional Program Table is at the end of this section.

Since the last APR submitted in spring of 2012, the expenditure per student in all NAAB programs has been steady, increasing by 0.2% from \$8,333 /FTE student in FY 2011-12 to \$8,351 per FTE student in FY 2013-14.

In FY 2011-12 (the time of the last APR) there were 60 FTE students in the MArch program in LA, compared to 73 FTE students in 2013-14. The expenditure per FTE student in the LA MArch program has settled from \$12,181/ FTE student in FY 2011-12 to \$10,671/ FTE student in FY 2013-14, which we think is an indication that the program is running more efficiently.

It should be noted that with 371 FTE students in FY 2013-14 (down from 411 FTE students in FY 2011-12) the BArch cohort in Los Angeles is still four times larger than any other undergraduate cohort except the Bachelor of Business Administration cohort, with 196 FTE students. We believe the LA BArch cohort is more efficient than any undergraduate cohort mainly because of its large size but we are happy to report a 4.6% increase in its expenditure per student from \$5,906/ FTE student in FY2011-12 to \$6,181/FTE student in FY 2013-14.

The expenditure per student in the San Diego BArch program is difficult to compare to any other Woodbury programs including the architecture programs in LA because it includes administrative and facilities-related costs including all non-faculty personnel, security, computer labs, etc. This is compounded by the fact that due to the downturn in the economy the enrollment in that program has fallen from 83.4 FTE students in 2011-12 to 75.5 FTE students last year. However by including the new 19 FTE MArch students in San Diego in 2013-14, there was still a 7.6% increase in expenditure per FTE student in San Diego since the last visit from \$17,530 in FY 2011-12 to \$18,876 in FY 2013-14.

### Institutional Financial Issues

#### Endowment

At the time of the last APR in spring of 2012, the total university endowment was valued at \$15.6 million. Currently the endowment is valued at \$18.61 million, which is up 19% in 2.5 years. Of the current university endowment, 15% or \$2.76 million is restricted to support SoA operations.

#### Enrollment

Enrollment is down across all units of the university except the School of Media, Culture & Design, which has added new programs in filmmaking, game art and design, media technology, and media for social justice. Since 2010 total enrollment for MCD is up 46% (11% not counting the new programs), while total



enrollment is down 26% in the School of Business, 13% in the College of Transdisciplinarity, and 12% in the School of Architecture.

At this writing, one day before the fall 2014 add/drop deadline, this year appears to be one of the worst in recent history for new enrollment across professional programs in SoA except the MArch program in San Diego, which is even with last year. The LA BArch program appears to be down 29%, the BArch in San Diego appears to be down 47%, and the MArch program in LA appears to be down 16%.

The university administration takes these developments seriously and seeks to ensure that we will move beyond this enrollment downturn. We have a new chief marketing officer who has just overseen the launch of a new university web site including an updated SoA site that we are confident will be more successful in outreach. We are currently in an active search for a new vice president of enrollment management, and we have developed a greater understanding of the importance of retention and support for our current students.

### **Funding Increases/Reductions**

With lower than projected fall 2014 enrollment, the university is facing a revenue shortfall of as much as \$1.78 million. All division managers have been asked to look at budgeted one-time operating expenditures that can be delayed and the funding put back on the table. After the September 8, 2014 add/drop deadline and the final FTE student numbers are in, all university divisions may be asked to reduce certain operating budgets by up to 10%. These include travel, training and development, meeting and entertainment, public relations, publications and printing, and consulting.

### **Changes in Funding Models for Faculty, Instruction, Overhead or Facilities**

There have been no changes for funding models for faculty, instruction, overhead or facilities since the last accreditation visit in fall of 2012.

There are no other financial issues that the program or institution is currently facing.

Annual Budget Amounts										
Department	FY 2014-15	% chg. since FY 2011-12	% chg. since prior year	FY 2013-14	% chg. since FY 2011-12	% chg. since prior year	FY 2012-13	% chg. since prior year	FY 2011-12	% chg. since prior year
<b>Undergraduate Programs</b>										
B.Arch LA	\$2,337,227	-3.80%	1.90%	\$2,293,770	-5.60%	6.70%	\$2,149,249	-11.50%	\$2,429,503	5.70%
B.Arch SD (+ MArch from 2013-14)	\$1,484,312	1.50%	4.10%	\$1,425,194	-2.50%	9.30%	\$1,304,181	-10.70%	\$1,462,050	4.70%
Interior Architecture	\$637,633	34.50%	8.30%	\$588,597	24.10%	-1.60%	\$597,954	26.10%	\$474,180	-18.30%
Graphic Design	\$670,520	29.20%	2.40%	\$654,670	26.10%	25%	\$515,810	-0.60%	\$518,882	17%
Animation	\$455,475	17.60%	9.60%	\$415,410	-25.00%	-20.00%	\$519,647	-6.00%	\$553,339	9.90%
Accounting	\$739,380	27.60%	78.20%	\$414,690	-28.00%	-26.80%	\$566,877	-2.10%	\$579,223	12.00%
Business Administration	\$1,038,000	34.40%	14.15%	\$909,071	17.70%	12.90%	\$804,631	4.20%	\$772,248	
<b>Graduate Programs</b>										
M.Arch	\$792,118	8.40%	1.70%	\$779,011	6.60%	9.10%	\$713,661	2.30%	\$730,879	74.00%
M.RED (Real Est Dev for Architects)	\$212,617	-1.30%	1.20%	\$210,032	-2.50%	-18.70%	\$258,518	19.90%	\$215,550	3.80%
MBA (Business Administration)	\$711,442	-12.30%	2.10%	\$696,908	-14.10%	-13.70%	\$807,562	-0.50%	\$811,753	-1.70%
MOL (Organizational Leadership)	\$437,978	29.90%	2.90%	\$425,514	26.10%	2.50%	\$415,244	23.10%	\$337,202	1.00%
<b>Combined SoA Programs</b>										
All NAAB programs	\$4,613,657	-0.20%	2.60%	\$4,497,975	-2.70%	7.90%	\$4,167,091	-9.80%	\$4,622,432	12.40%
<b>FTE Including Summer</b>										
Department										
<b>Undergraduate Programs</b>										
B.Arch LA	not avail yet	not avail yet	not avail yet	371.1	-9.80%	-2.80%	382	-7.10%	411.3	0.07%
B.Arch SD	not avail yet	not avail yet	not avail yet	75.5	-9.40%	-8.10%	82.2	-1.40%	83.4	-0.07%
Interior Architecture	not avail yet	not avail yet	not avail yet	74.8	-9.40%	-1.90%	76.3	16.30%	65.6	-9.60%
Graphic Design	not avail yet	not avail yet	not avail yet	73.5	14.00%	4.10%	70.6	18.60%	59.5	7.00%
Animation	not avail yet	not avail yet	not avail yet	61.2	-9.80%	1.80%	60.1	-17.10%	72.5	20.60%
Accounting	not avail yet	not avail yet	not avail yet	95.8	30.50%	-7.00%	103	40.30%	73.4	10.20%
Business Administration	not avail yet	not avail yet	not avail yet	196.2	53.80%	5.20%	186.4	46.10%	127.53	31.20%
<b>Graduate Programs</b>										
M.Arch LA	not avail yet	not avail yet	not avail yet	73	21.60%	1.40%	72	20%	60	33.90%
M.Arch SD	not avail yet	not avail yet	not avail yet	19	N/A	N/A	N/A			
M.RED (Real Est Dev for Architects)	15	-9.10%	57.90%	9.5	42.40%	-26.90%	13	-21.20%	16.5	-8.30%
MSArch SD	not avail yet	not avail yet	not avail yet	6			4.5	N/A		
MBA (Business Administration)	not avail yet	not avail yet	not avail yet	120.4	-16.00%	-2.10%	123	-14.20%	143.37	-40.70%
MOL (Organizational Leadership)	not avail yet	not avail yet	not avail yet	83.2	-25.90%	-28%	115.9	3.20%	112.3	38%
<b>Combined SoA Programs</b>										
All NAAB programs	not avail yet	not avail yet	not avail yet	538.6	-2.90%	0.40%	536	-3.30%	554.7	3.30%
<b>Budget / FTE Including Summer</b>										
Department										
<b>Undergraduate Programs</b>										
B.Arch LA	not avail yet	not avail yet	not avail yet	\$6,181	4.60%	9.70%	\$5,626	-4.70%	\$5,906	5.10%
B.Arch SD (includes MArch)	not avail yet	not avail yet	not avail yet	\$18,876	7.70%	19.00%	\$15,865	-9.50%	\$17,530	5.40%
Interior Architecture	not avail yet	not avail yet	not avail yet	\$7,869	8.90%	0.40%	\$7,837	8.40%	\$7,228	-9%
Graphic Design	not avail yet	not avail yet	not avail yet	\$8,907	2.10%	21.90%	\$7,306	-16.20%	\$8,720	-2.40%
Animation	not avail yet	not avail yet	not avail yet	\$6,788	-11.00%	-21.50%	\$8,646	13.30%	\$7,632	-8.80%
Accounting	not avail yet	not avail yet	not avail yet	\$4,329	-45.10%	-21.30%	\$5,504	-30.20%	\$7,891	1.60%
Business Administration	not avail yet	not avail yet	not avail yet	\$4,633	-23.40%	7.30%	\$4,317	-28.70%	\$6,055	-28.40%
<b>Graduate Programs</b>										
M.Arch LA	not avail yet	not avail yet	not avail yet	\$10,671	-12.40%	7.70%	\$9,912	-18.60%	\$12,181	30.00%
M.Arch SD	not avail yet	not avail yet	not avail yet							
M.RED (Real Est Dev for Architects)	\$14,174	8.50%	-35.80%	\$22,108	69.20%	11.10%	\$19,886	50.10%	\$13,063	13.20%
MBA (Business Administration)	not avail yet	not avail yet	not avail yet	\$5,788	2.10%	-11.80%	\$6,566	15.90%	\$5,665	65.90%
MOL (Organizational Leadership)	not avail yet	not avail yet	not avail yet	\$5,114	70.30%	42.70%	\$3,583	19.30%	\$3,002	-26%
<b>Combined SoA Programs</b>										
All NAAB programs	not avail yet	not avail yet	not avail yet	\$8,351	0.20%	7.40%	\$7,774	-7%	\$8,333	8.80%

## **I.2.5 Information Resources**

Library and information resources available to Woodbury University's architecture programs are best described by addressing the Los Angeles and San Diego facilities individually.

### **Woodbury Los Angeles**

The library at Woodbury University Los Angeles is a single facility serving all students, faculty, and staff, and supporting all majors and areas of study. The library facility is near the center of the campus complex, visible and easily accessible. Collections, functions, and services are consolidated under a single administration. All resources and collections are housed in the library or the off-site storage facility; there is no separate architecture library. The existing collection is generally sufficient to support the research and curricular needs of the Woodbury community, and does not rely substantially on other libraries.

### **Woodbury San Diego**

The library at Woodbury University San Diego is a 1092 sf area housed in the sole building that comprises the campus. It is visible and easily accessible. The San Diego students are fortunate to be served by both the Los Angeles and San Diego libraries. They have access to the Los Angeles collection through interlibrary loan and the reference services through online chat, email, or telephone. Since 2010, when the first librarian at the San Diego campus was hired, there has been an increased collaboration between the two facilities. Likewise, the San Diego library has a greater capacity to serve faculty and in-depth study than it has in the past.

### **Mission Statement, Woodbury University Library**

The Library is dedicated to enriching the life of the Woodbury community through the expansion of knowledge and creativity. We seek to build and preserve resource collections that meet current and future curriculum, research, intellectual, creative and professional needs of the University. In pursuit of this mission the Library strives for excellence in the quality of programs, services and resources.

### **Goals**

- Collect, organize, preserve, and provide access to the record of human knowledge in an expanding range of print and digital media. Represent both discipline-focused and transdisciplinary information resources of quality in support of all areas of study and research.
- Further the evolution and development of library staff, programs and resources in anticipation of and responsive to trends and advances in library practices and technology.
- Teach information literacy as the foundation of communication in the academic environment and beyond. The ability to find, evaluate and use information effectively and ethically provides students with the means to communicate their visions.
- Provide an online environment that makes the discovery of and access to library collections and programs transparent, and that streamlines and enhances the user experience.
- Promote the intellectual development of library users while advocating for academic integrity through the communication of economic, legal and social issues surrounding the access and ethical use of information in all formats.
- Optimize the use of library space to provide a variety of study, research, and cultural opportunities that enrich users' experiences and position the Library as the intellectual center of the campus.

### **Educational Goal**

- Provide learning opportunities and support in an environment that encourages the creative pursuit of knowledge.

### **Student Learning Outcomes**

- The ability to develop and implement an effective research strategy, and interpret and synthesize the results for the creation of a unique product.

- Awareness of the difference between scholarly and popular resource materials, their functions as vehicles for the communication of ideas, and the appropriate uses of various types of information.
- Locate and recognize diverse perspectives and other viewpoints, respecting the importance of alternative ways of thinking in the advancement of scholarship.
- Use information ethically, respecting copyright and avoiding plagiarism.
- Develop the lifelong skills necessary to locate, access, and critically evaluate reputable information in all materials and formats.

The library's mission and goals support the goals of the School of Architecture by providing access to current and retrospective resource materials that enable researchers to investigate the social, urban, economic, environmental, technological, and formal dimensions of architecture; by providing professional research librarians to assist students and faculty; and by providing formal education in the foundational aspects of information literacy.

### **Library collections**

The library collection is actively managed to ensure that it supports the mission, goals, and curriculum of the architecture programs and the university at large. The subject coverage is monitored to ensure adequate breadth and depth. The library has a detailed collection development policy, revised and expanded in 2010, using collection levels 0-5 as described by ARL/RLG (Association of Research Libraries/Research Libraries Group). Architecture materials are collected at level 3, Study or Instructional support. In addition there is a special concentration on materials with a regional focus, materials associated with locales and issues of Woodbury's international study programs, and materials to support architecture's professional and post-professional focuses.

The majority of print and electronic materials in support of the architecture curricula and programs are identified and selected for purchase by two fulltime librarians, both of whom have architecture as their subject specialties. The University Librarian makes all final decisions regarding materials purchases for both the Los Angeles and San Diego campuses.

During academic year 2013-14, Woodbury Library migrated its holdings and user data from SIRSI to a new library management system called Worldshare Management System (WMS). Through WMS, the records searchable via our online public access catalog have been expanded to include periodical articles that are available electronically through the various academic databases to which the library subscribes.

## **BOOKS**

### **Woodbury Los Angeles**

The number of print volumes held at the Woodbury Los Angeles facility is 59,521. Of these, 9270 are in the LC NA call number range; 12,079 additional volumes directly support study in architecture. Deeper retrospective holdings are less comprehensive, as architecture was not actively collected until 1984. The library provides access to 38,421 ebooks; 223 of these are in the LC NA call number range, and 5047 additional volumes directly support study in architecture.

Reference materials in print format are housed on open shelves near the front entrance and are easily accessible. Key reference materials are systematically updated as new editions become available. Electronic format and access are purchased if appropriate to either supplement or replace print format.

The acquisitions and cataloging processes are efficient and quick. New materials are generally available for public use within one week of their receipt.

### **Woodbury San Diego**

Currently 5769 volumes are held at the San Diego campus. Of these 4140 are in the LC NA call number range; 969 additional volumes directly support study in architecture. The library provides access to 38,421 ebooks; 223 of these are in the LC NA call number range, and 5047 additional volumes directly support study in architecture.

Key reference materials are updated as new ones become available. Reference materials are shelved with the circulating collection. If online electronic format and access are purchased for the Los Angeles collection, it is available to students in San Diego as well.

A collection analysis was completed in 2012 and updated in 2014. In brief, the report identified the major areas of interest (domestic architecture, cities and city planning, and drawing, design and details), more items related to the San Diego region should be purchased, and the library needs to significantly grow its collection in order to fully support graduate programs. The 2014 update showed that the average publication date of the collection is 1989, which indicates the collection is more recent and relevant than in 2012 when the average publication date was 1975. It also reflects a major collection-weeding that took place in 2013.

Materials for the San Diego campus are purchased, cataloged and processed by the Los Angeles staff and delivered to San Diego. The workflow is expected to change in fall 2014.

## **SERIALS**

### **Woodbury Los Angeles**

The serials collection at Woodbury Los Angeles is sufficient in coverage and scope to support the needs of students and faculty. Retrospective collections do not generally date before 1985 as architecture was not actively collected until 1984. The library has 222 current print serials title subscriptions in total. 61 of these are architecture titles, and an additional 13 support research and study in architecture.

The library has numerous full-text journal databases amounting to more than 42,000 full-text periodicals online. Key periodical indexes include Avery Index to Architectural Periodicals, Architectural Index, ArtSource, DAAI, Wilson Omnifile Fulltext Select, and ProQuest Research Library.

### **Woodbury San Diego**

The library has 39 current print serials title subscriptions in total. 35 of these are architecture titles, and an additional 4 support research and study in architecture. For the most part retrospective coverage does not date before 2000. Generally, title runs dating before 2010 are not complete. Retrospective holes in the collection are filled as material becomes available.

The San Diego students and faculty have the same access to full-text journal databases as those in Los Angeles.

## **VISUAL, ELECTRONIC, AND NON-BOOK RESOURCES**

### **Woodbury Los Angeles**

The audio/visual collection consists of 2749 DVDs and VHS tapes. This number has declined significantly due to a 2008 project evaluating VHS tapes for quality, discarding those that had deteriorated beyond usefulness. 14.3% of the entire current collection of audio/visual materials supports the curriculum and interests of architecture students and faculty. Materials in VHS format are systematically being replaced by DVD if usage patterns suggest that need. A small percentage of the materials budget is dedicated to upgrades in format.

The library maintains subscriptions to a variety of electronic databases that provide access to images, articles, abstracts, and other digital content. The following databases contain material that directly supports the School of Architecture:

- Architectural Index
- ArtSource
- ARTStor (over 1.5 million images related to arts, architecture, humanities, and sciences)
- Avery Index to Architectural Periodicals
- Credo Reference
- DAAI: Design and Applied Arts Index
- JSTOR
- Lexis-Nexis Academic
- Oxford Art Online

Project MUSE (arts, humanities, social sciences.)  
ProQuest Research Library  
Wilson Omnifile Full Text Select Plus

The library subscribes to RefWorks, a web-based bibliography and database manager that allows researchers to set up individual accounts to collect bibliographic citations electronically and produce bibliographies in multiple formats, including MLA and APA.

### **Woodbury San Diego**

The audio/visual collection at the San Diego campus is limited: total of 75 items. The annual library survey shows that library users would like this area developed more. The San Diego library will continue to grow the audio/visual collection to support student interests.

The library circulates iPads, Flip Video Cameras, a GoPro, a digital camera, and professional lighting equipment, all of which are well used by the student population.

The San Diego library has amassed a small materials collection, some 150 samples that offer students hands-on experience with innovative, sustainable, and traditional materials. The collection provides San Diego students with a practical resource for research on the dynamics and characteristics of the current material-driven built environment. The materials are kept in a highly visible location and are available for circulation.

Students and faculty at the San Diego campus have equal access to the electronic databases listed above.

## **CONSERVATION AND PRESERVATION**

### **Woodbury Los Angeles**

Materials are repaired or replaced as necessary. The library owns very few rare or delicate items. They are maintained in archival quality storage boxes but the facility itself does not provide archival storage conditions relative to temperature and humidity.

### **Woodbury San Diego**

Materials are repaired or replaced as necessary. The San Diego library houses no rare or delicate items that require archival storage conditions.

## **LIBRARY SERVICES AND PROGRAMS**

A fulltime architecture librarian works at the Los Angeles campus library. This position is also responsible for library outreach programs and serves as the library liaison to the San Diego campus. A part-time librarian position serving the San Diego campus was filled in fall 2010 and was made fulltime in fall 2012.

### **Woodbury Los Angeles**

#### **Reference and research services**

A professional librarian is available on site for research and reference assistance during all hours that the library is open. The library also operates an electronic chat reference service during all hours of operation. Researchers may make appointments with subject specialist librarians for in-depth research assistance, including the architecture subject specialist librarian.

The general reference staff is consistently rated highly in the library's annual survey of students and faculty. The library subscribes to Libguides, a web-based platform that facilitates the creation of online research guides. Woodbury librarians have created dozens of subject-specific and course-specific guides, which are available 24/7 and are updated regularly. The list of research guides includes guides specific to architecture and interior architecture subjects.

### **Information literacy**

Information literacy is well integrated into the curriculum, including the architecture curriculum. Prior to graduation, all undergraduates, regardless of major, must satisfy an information literacy competency

requirement. This is usually accomplished through the successful completion of a Library and Information science (LSCI) course. At the Los Angeles campus, three different course options are available:  
LSCI 105: Information Theory and Practice  
LSCI 106: Information Sources in Architecture and Interior Architecture  
LSCI 205: Information in the Disciplines

All courses are taught by faculty librarians, and cover research skills, effective use of library and global research resources, ethical use of information, and information literacy standards as defined by the Association of College and Research Libraries. These three courses are a part of Woodbury's General Education requirements. Each takes a slightly different approach to meeting the same set of learning objectives.

The library's assessment plan includes the assessment of information literacy across the curriculum to determine whether knowledge and skills gained in LSCI courses are being transferred and retained for use in other courses. Results of this assessment enable the library to adjust and enhance information literacy programs to provide a firm foundation and reinforcement at key points in the majors' courses of study.

Additional course-related bibliographic instruction is provided by librarian subject specialists, and is available to any instructor for any class, including architecture classes engaged in research at both the graduate and undergraduate level.

#### **Current awareness**

The library's website is maintained by the Los Angeles librarians, who control content and structure. The library regularly includes announcements on the library home page. The library has a New Books display shelving area, including seating. There is a bulletin board/white board for library and campus postings and the library updates its constituents regularly via social media such as Facebook and Instagram.

#### **Access to collections**

The library collection is cataloged and organized according to the Library of Congress Classification System. The library catalog provides public access to records for all items owned by the library, including the materials housed at the San Diego library. New materials are generally available for public use within one week of their receipt. Returned materials are generally re-shelved within 24 hours.

The library building is open 86 hours per week (extended to 93 hr/wk during studio and lecture finals). According to the annual survey of library users, a significant majority of students and faculty agree that the library's open hours meet their needs. Course reserves are available during all library open hours, though this collection now consists of mostly monographs, reference texts, and DVDs. Articles and book selections are available electronically via instructors' Moodle pages. Policies are posted on the library's website, and are reviewed regularly.

The library's online catalog and subscription databases are available 24 hours a day, 7 days a week. Off-campus/remote access to the library's online catalog and subscription databases is available through a proxy server 24/7. The number of network ports is sufficient to handle the traffic.

#### **Cooperative agreements**

- InterLibrary Loan service through OCLC is provided to faculty, students, and staff free of charge. Access to information about the holdings of other libraries around the world is available through our new online public access catalog.
- Students, faculty and staff residing in the state of California are eligible for library privileges at Glendale and Pasadena public libraries, including the Brand Library and Art Center.
- Students, faculty and staff residing in Los Angeles County are eligible for library privileges at any of the 85 branches of the LA County Library system.
- Students, faculty, and staff residing in the Burbank area are eligible for library privileges at Burbank Public Libraries.

- Woodbury faculty and qualified researchers have reciprocal borrowing privileges at the 111 institutions belonging to SCEL (Statewide California Electronic Library Consortium), as well as at UCLA and CSUN.

## **Woodbury San Diego**

### **Reference and research services**

The San Diego librarian is available approximately 25 hours per week for drop-in or scheduled one-on-one consultations with students and faculty. These services are also available by chat, email, or telephone with the Los Angeles librarians. The Woodbury University library website directs users to general resources as well as to subject-specific, course-related research guides that are in an ongoing state of evolution, updating, and improvement.

### **Information literacy**

Information literacy is well integrated into the architecture curriculum. Much of the instruction is done through the LSCI course and course-integrated instruction sessions.

The LSCI course taught in San Diego that fulfills the information literacy competency requirement is LSCI 106: Information Sources in Architecture. The competencies taught in this course have been selectively drawn from the Association for College and Research Libraries [Information Literacy Competency Standards for Higher Education](#) and the Art Libraries Society of North America [Information Competencies for Students in Design Disciplines](#) guidelines. Furthermore, it helps develop NAAB Performance Criteria A.1 Communication Skills, A.2 Design Thinking Skills, and A.6 Investigative Skills. The focus of the course is on research skills, effective use of library and global research resources, ethical use of information, and information literacy standards in relation to the field of architecture.

The San Diego librarian collaborates with instructional faculty to provide course-integrated instruction. These faculty-initiated library sessions range from basic bibliographic instruction and library orientation for general courses to customized research guidance for specific class assignments.

### **Current awareness**

The San Diego librarian maintains the San Diego page of the library website that includes basic information about the collection and operating hours. New books are on display and promoted in the announcements on the audio-video monitor in the library. The librarian regularly apprises faculty and students of new articles and books related to their individual interests. In summer 2014 a whiteboard was added to the library to encourage input from students regarding additions to the collection or general library improvements.

### **Access to collections**

The library collection is cataloged and organized according to the Library of Congress Classification System. The library catalog provides public access to records for all items owned by the library, including the materials housed at the San Diego library facility. When using the library catalog to search, patrons may limit the results to items held at the San Diego location.

The library is open 58 hours per week (on average 8.25 hours per day) when classes are in session. The annual library survey suggests that patrons would like the library to be open more. Adding additional support staff to the San Diego library would increase open hours.

The library's online catalog and subscription databases are available 24 hours a day, 7 days a week. Off-campus/remote access to the library's online catalog and subscription databases is available through a proxy server 24/7. The number of network ports is sufficient to handle the traffic.

### **Cooperative agreements**

- Students at the San Diego campus have full borrowing privileges at the San Diego Mesa College Library, which is approximately 10 miles distant.
- Students, faculty and staff residing in the state of California are eligible for library privileges at all San Diego Public Library locations, and all San Diego County Library branches. A San Diego



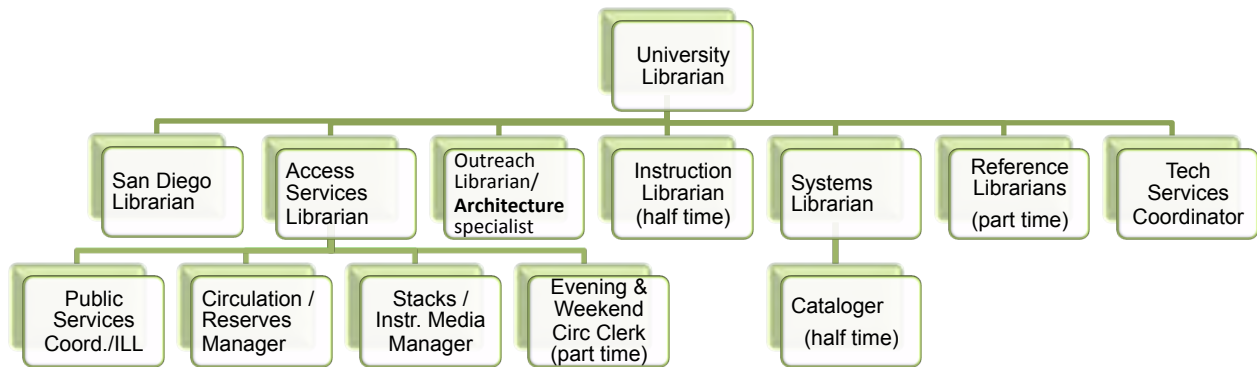
County Library card allows free access to books at UCSD, SDSU, CSU San Marcos, and the County Public Library.

- InterLibrary Loan service though OCLC is provided to faculty, students, and staff free of charge by the San Diego library. Access to information about the holdings of other institutions is provided through OCLC WorldCat local.
- There is a tentative agreement with New School of Architecture and Design in San Diego, CA to establish a reciprocal borrowing program.
- Woodbury faculty and qualified researchers have reciprocal borrowing privileges at the 92 institutions belonging to SCEL (Statewide California Electronic Library Consortium).

## ORGANIZATIONAL STRUCTURE

The university librarian reports to the provost. Librarians are members of the faculty and participate fully in faculty governance and committees. There are numerous opportunities to interact with the teaching faculty through committee work and outreach activities.

Library Organizational Chart:



## Professional expertise

The Los Angeles library has 4 fulltime and 0.7 FTE part-time librarians, all of whom have MLS/MLIS degrees from ALA accredited institutions. The San Diego library has 1 fulltime librarian; she has an MLS/MLIS degree from an ALA accredited institution. Position descriptions and reallocation of responsibilities are reviewed annually to ensure alignment with the library and institution's missions and goals. There are sufficient librarians and degreed professionals with subject expertise in architecture and closely related fields to adequately meet all of the needs of the architecture programs at both campuses.

## Support staff

The Los Angeles library is fortunate to have a well-educated and experienced support staff. 4.6 paraprofessional staff and 1.9 FTE student assistants work in the Los Angeles library. A high school diploma and some college experience are required for entry-level staff. Written job descriptions are reviewed annually.

Support staff for the San Diego library consists of 5 part-time student assistants each working 6-10 hours a week. As the San Diego library continues to extend its services more skilled support staff will be needed.

## Compensation

Staff salaries are commensurate with those of other staff at Woodbury with similar training and experience. There is some financial support for faculty librarians and library staff to take advantage of

professional development opportunities. At least one outside workshop is brought to the Los Angeles campus each year for the ongoing development of library staff. Leave with pay is available to all library faculty staff for attendance at professional conferences and workshops.

## **LIBRARY FACILITIES**

### **Woodbury Los Angeles**

#### **Space**

The library provides an attractive, welcoming, barrier-free environment for its users. There are approximately 146 seats in public areas. A large majority of students and faculty agree that the library environment is comfortable. The current arrangement of the library interior provides few areas conducive to group study. An interior courtyard provides additional seating areas and tables for group study.

#### **Environmental factors and security**

Each exit door is alarmed, and there is a fire detection system installed in the library. All materials are tagged with security strips, and there is a security gate at the front entrance. Environmental controls are adequate for a general collection. An upgrade to the electrical system was completed in 2007. Written emergency procedures and a disaster plan are in place. Two faculty librarians and one library staff member have completed Community Emergency Response Team training (CERT) provided by the Burbank Fire Department, and regular emergency drills are held.

#### **Equipment**

The shelf space in the library is at maximum capacity. If the library is to keep up with the demands of the rapidly growing architecture programs, new solutions to our space issues will need to be developed.

Library users report that there is sufficient equipment for their needs in the form of photocopiers, printers, and scanners. The library has 4 desktop PC computer workstations and 2 Macs near the reference desk, 16 desktop PC computer workstations and 1 Mac in a lab setting, and 1 Mac with high resolution scanner in the photocopy room. 3 PC laptops are available for circulation to students, staff, and faculty. All staff members have their own computers. All computers are upgraded approximately every 3 years. Wireless network access is available throughout the library facility, and access is reliable. Down time is quite rare.

### **Woodbury San Diego**

#### **Space**

The library provides an attractive, welcoming, barrier-free environment for its users with an open and airy feeling. The library is suitably located within the sole campus building; this location assures that patrons have quick access to information resources. Existing shelf space allows for the growth of the collection. There are approximately 15 seats in a group setting and 7 carrels for individual study. The library also serves as a temporary exhibition space for student and faculty work. The annual library survey shows that students are pleased with the space; one comment stated, "I always feel like I am in the most welcoming part of the school here. This is an amazing space."

#### **Environmental factors and security**

Access to the library requires an active key fob. All materials are equipped with security tags, and there is a security gate at the front entrance. Lighting and climate control are sufficient. Written emergency procedures and a disaster plan are in the development phase.

#### **Equipment**

The circulation area has one desktop computer, one iPad, and one scanner. A second iPad is located in the stacks to facilitate searching the catalog. There is one 24" Mac Pro equipped with Final Cut Pro software and four 24" iMacs located in the study carrels. A 60" flat screen video monitor is located in the lounge area for announcements, instruction, and entertainment. Additional printers and scanners are located a short distance from the library. Wireless network access is available throughout the library.

The librarian has a separate office attached to the circulation area and is equipped with a Macbook Pro.

## **BUDGET, ADMINISTRATION, AND OPERATIONS**

### **Woodbury Los Angeles**

#### **Funds**

Library funding is provided primarily through institutional allocation. The library invests more than \$235,000 annually in direct acquisitions and access to electronic materials for both the Los Angeles and San Diego campuses. The library materials budget has been stable over time. The university librarian draws up and defends the library budget and has authority for budget expenditures. Funds are sufficient to maintain the current level of collections and services. Over the years the library's budget has increased sufficiently to keep pace with annual increases in serials and database subscription rates.

#### **Efficiency of operations and services**

The library operates efficiently and provides good service, as evidenced in the library's annual survey of students and faculty.

#### **Participation of faculty and students**

The library implements an annual survey of students and faculty to evaluate services and resources. Results and comments are used to inform or revise services and programs. They are also used as evidence of demand to justify budgetary resource requests.

It is the policy of the library to purchase all faculty and student requests for materials that support curricular and research needs, within reason and budget. Electronic forms to suggest materials for purchase are available on the library's website. Librarians actively solicit faculty input for materials to support the curriculum and programs.

Through the annual campus campaign, faculty and staff may make contributions to enhance the library's collections.

### **Woodbury San Diego**

#### **Funds**

Library funding is provided primarily through institutional allocation. The library invests more than \$235,000 annually in direct acquisitions and access to electronic materials for both the Los Angeles and San Diego campuses. The library book budget has been stable over time and a 20% increase was secured for San Diego in fall 2013. The amount allocated for books is equal to that of the Los Angeles campus; it is sufficient to acquire newly released materials and some retrospective materials, but is not sufficient to build an independent collection to the level required for graduate research.

Funding for the library serials budget is provided primarily through institutional allocation, and is included in the budget for the San Diego campus. The library serials budget has been stable over time, but has not increased sufficiently to keep pace with annual inflation increases.

#### **Efficiency of operations and services**

Appropriate progress is being made to make the library more self-sufficient. These measures will help the library operate more efficiently and provide the best service.

#### **Participation of faculty and students**

It is the policy of the library to purchase all faculty and student requests for materials that support curricular and research needs, within reason and budget. Requests are made directly to the librarian or via the whiteboard in the library. The librarian actively solicits faculty input for materials to support the curriculum and programs.

### Chart of Holdings by Library of Congress Classification

Call Number Range	Subject Area	BOOKS		EBOOKS****	VIDEOS	
		Los Angeles	S.D.	Los Angeles +S.D. (shared)	Los Angeles	S.D.
H		40	2	126	0	0
HD	Industries, land use, labor	1,983	66	2,812	66	2
HT	Communities, classes, races	472	164	290	15	5
N	Visual arts, art history	3,235	221	279	123	4
NA	Architecture, Interior Architecture	9,270	4,140	223	194	36
NC	Drawing, Design, Illustration	1,866	55	66	n/a*	0
NE	Printmaking, woodcuts	200	7	7	2	0
NK	Decorative Arts (includes furniture, textile arts, woodwork, metalwork)	2,619	166	55	27	1
SB	Plant culture	427	68	53	5	0
T		238	9	294	3	0
TA	Engineering	302	80	608	5	1
TH	Building Construction	531	124	174	11	1
TJ	Energy, energy conservation & alternatives	127	5	280	3	1
TK4000- TK4999	Electrical/Lighting Design	16	0	3	0	0
TS1 - TS154.9999	Industrial Design	23	2	0	0	0
	<b>Total NA</b>	9,270	4,140	223	194	36
	<b>Total all other areas</b>	12,079	969	5,047	260	39**
	<b>TOTAL ***</b>	<b>21,349</b>	<b>5,109</b>	<b>5,270</b>	<b>454</b>	<b>75</b>

\*Videos classed in NC are all animation

\*\* includes items in support of architecture program but not classed in the table descriptions

\*\*\* total items as of 8/29/2014

\*\*\*\*ebook holdings as of April 2014 (all other columns reflect August 2014 holdings)

### I.3 Institutional Characteristics

#### I.3.1 Statistical Reports

Woodbury School of Architecture embraces social equity and diversity in all its programs.

#### Program Student Characteristics

The chart below presents student demographics showing race/ethnicity and gender, when students choose to provide this information. The data in the first two charts reflect the BArch students enrolled in spring 2008 (time of the previous BArch accreditation visit), and compare these qualities with those of BArch students enrolled in spring 2014 as well as with the entire undergraduate student body at those two points. The data in the second two charts reflect the MArch students enrolled in fall 2012 (time of the previous MArch accreditation visit) and compare these qualities with those of MArch students enrolled in spring 2014 as well as with the entire graduate student body at those two points. (Note: data are taken from the registrar's enrollment report at time of add/drop date of respective academic term.)

#### ARCHITECTURE UNDERGRADUATE STUDENTS

Ethnicity	Spring 2014			Spring 2008		
	Male Total	Female Total	Grand Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0
Asian	36	16	52	37	26	63
Black or African American	6	4	10	9	0	9
Hispanic/Latino	109	53	162	132	67	199
Nonresident alien	47	17	64	13	6	19
White	86	42	128	130	71	201
Race and ethnicity unknown	1	0	1	5	1	6
<b>TOTAL</b>	<b>285</b>	<b>132</b>	<b>417</b>	<b>326</b>	<b>171</b>	<b>497</b>

#### ALL UNDERGRADUATE STUDENTS

Ethnicity	Spring 2014			Spring 2008		
	Male Total	Female Total	Grand Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	3	3	0	3	3
Asian	74	64	138	59	73	132
Black or African American	22	38	60	21	47	68
Hispanic/Latino	177	185	362	200	220	420
Nonresident alien	181	79	260	44	34	78
White	207	281	488	239	281	520
Race and ethnicity unknown	1	3	4	6	3	9
<b>TOTAL</b>	<b>662</b>	<b>653</b>	<b>1315</b>	<b>569</b>	<b>661</b>	<b>1230</b>

#### ARCHITECTURE GRADUATE STUDENTS

Ethnicity	Spring 2014			Fall 2012		
	Male Total	Female Total	Grand Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0
Asian	3	4	7	6	4	10
Black or African American	1	1	2	2	0	2
Hispanic/Latino	8	5	13	7	3	10

Nonresident alien	17	13	30	10	5	15
White	6	15	21	11	13	24
Race and ethnicity unknown	0	0	0	0	0	0
<b>TOTAL</b>	<b>35</b>	<b>38</b>	<b>73</b>	<b>36</b>	<b>25</b>	<b>61</b>

### ALL GRADUATE STUDENTS

Ethnicity	Spring 2014			Fall 2012		
	Male Total	Female Total	Grand Total	Male Total	Female Total	Grand Total
American Indian or Alaska Native	0	0	0	0	0	0
Asian	5	9	14	13	14	27
Black or African American	8	5	13	5	7	12
Hispanic/Latino	17	25	42	26	32	58
Nonresident alien	26	19	45	14	16	30
White	62	72	134	73	78	151
Race and ethnicity unknown	1	0	1	4	1	5
<b>TOTAL</b>	<b>119</b>	<b>130</b>	<b>249</b>	<b>135</b>	<b>148</b>	<b>283</b>

The charts below show the qualifications (represented by cumulative high school GPA) of the BArch students enrolling in fall 2006 and in fall 2013, and compare them with all undergraduate students at Woodbury enrolling during the same time periods. Also included are charts showing SAT scores for incoming BArch students and compares them with SAT scores for all undergraduate Woodbury students.

### ARCHITECTURE UNDERGRADUATE STUDENTS

II. Qualifications of Students Admitted	Fall 2013	Fall 2006
<b>SAT:</b>		
<i>Verbal</i>		
25th percentile SAT score	463	440
50th percentile SAT score	505	480
75th percentile SAT score	553	525
<i>Mathematics</i>		
25th percentile SAT score	510	480
50th percentile SAT score	535	530
75th percentile SAT score	550	585
<b>ACT:</b>		
25th percentile ACT score	no ACT	20
50th percentile ACT score	no ACT	21
75th percentile ACT score	no ACT	24
<b>HIGH SCHOOL GPA:</b>		
25th percentile freshmen-high-school GPA	2.80	2.80
50th percentile freshmen-high-school GPA	3.14	3.21
75th percentile freshmen-high-school GPA	3.50	3.51

**ALL UNDERGRADUATE STUDENTS**

<b>II. Qualifications of Students Admitted</b>	Fall 2013	Fall 2006
SAT:		
<i>Verbal</i>		
25th percentile SAT score	428	438
50th percentile SAT score	480	490
75th percentile SAT score	543	540
<i>Mathematics</i>		
25th percentile SAT score	438	440
50th percentile SAT score	510	510
75th percentile SAT score	553	563
ACT:		
25th percentile ACT score	19	20
50th percentile ACT score	21	22
75th percentile ACT score	25	24
HIGH SCHOOL GPA:		
25th percentile freshmen-high-school GPA	2.76	2.63
50th percentile freshmen-high-school GPA	3.14	2.99
75th percentile freshmen-high-school GPA	3.51	3.30

The charts below show the qualifications (represented by cumulative undergraduate GPA) of the MArch students enrolling in fall 2011 and in fall 2013, and compare them with all graduate students at Woodbury enrolling during the same time periods.

**ARCHITECTURE GRADUATE STUDENTS**

<b>II. Qualifications of Students Admitted</b>	Fall 2013	Fall 2006
Undergraduate GPA:		
25th percentile cumulative undergraduate GPA	2.70	2.72
50th percentile cumulative undergraduate GPA	3.06	3.03
75th percentile cumulative undergraduate GPA	3.35	3.36

**ALL GRADUATE STUDENTS**

<b>II. Qualifications of Students Admitted</b>	Fall 2013	Fall 2011
Undergraduate GPA:		
25th percentile cumulative undergraduate GPA	2.66	2.74
50th percentile cumulative undergraduate GPA	3.00	3.10
75th percentile cumulative undergraduate GPA	3.39	3.44

The charts below show time to graduation for BArch students who enrolled as first-time freshmen in F04, F05, F06, F07, F08 and F09 at 100% normal time (5 years) and 150% normal time (7.5 years) from initial term of matriculation. The comparison chart shows time to graduation for all undergraduate students who

enrolled as first-time freshmen during the same time period at 100% normal time (4 years) and 150% normal time (6 years) from initial term of matriculation.

#### ARCHITECTURE UNDERGRADUATE STUDENTS

Graduation Rates	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
100% graduation rate	53%	46%	46%	47%	28%	24%
150% graduation rate	89%	71%	74%	55%	n/a	n/a

#### ALL UNDERGRADUATE STUDENTS

Graduation Rates	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009
100% graduation rate	28%	24%	28%	19%	n/a	n/a
150% graduation rate	53%	52%	59%	45%	n/a	n/a

The chart below shows time to graduation for MArch students who enrolled F09, F10, F11 and F12, at 100% normal time (2 years for the 2-year program or 3 years for the 3-year program) and 150% normal time (3 years for the 2-year program or 4.5 years for the 3-year program). At the time this report was written, we have had only two 3-year graduate cohorts complete the program.

#### ARCHITECTURE GRADUATE STUDENTS

Graduation Rates	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
2 year program 100% graduation rate	75%	80%	83%	100%	n/a
2 year program 150% graduation rate	75%	100%	92%	100%	n/a
3 year 100% graduation rate	n/a	88%	80%	n/a	n/a
3 year 150% graduation rate	n/a	94%	n/a	n/a	n/a

#### Program Faculty Characteristics

a. The chart below presents FT faculty demographics showing race/ethnicity and gender. The data reflect the FT architecture faculty in fall 2014, and compare these qualities with those of FT architecture faculty in fall 2010 as well as with the entire body of FT university faculty at those two points.

	American Indian		Asian		Black		Hispanic		Pacific Islander		White		Unknown		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2010-11 ARCH	0	0	0	0	0	0	2	0	0	0	5	7	1	0	8	7
2010-11 University	2	2	3	0	0	1	2	2	1	0	20	28	1	0	29	33
2012-13 ARCH	0	0	0	0	0	0	3	0	0	0	8	6	1	0	12	6
2012-13 University	1	1	3	0	0	1	3	3	1	0	25	22	5	3	38	30
2014-15 ARCH	0	0	0	0	0	0	3	0	0	0	9	5	1	1	13	6
2014-15 University	0	0	5	3	0	2	3	0	0	0	30	32	5	3	43	40



b. The number of FT faculty promoted in 2009-10 through 2014-15 is represented here, both within the architecture faculty and within the entire body of FT university faculty.

	ARCH		University	
	→ Associate	→ Full	→ Associate	→ Full
2009-2010	1	0	3	1
2010-2011	0	1	3	2
2011-2012	1	0	3	0
2012-2013	2	1	7	2
2013-2014	2	0	5	1
2014-2015	3	1	4	3

b. Woodbury does not have tenure, so we have no data to present here.

c. The table below shows the number of core architecture faculty, which includes fulltime, visiting professor and professors of practice, maintaining licenses in fall 2010 through fall 2014, and where they are licensed.

FT Architecture Faculty	F10	F11	F12	F13	F14
F1	Inactive LA	Inactive LA	Inactive LA	Inactive LA	Inactive LA
F2	CA, NY, RI	CA, NY, RI	CA, NY, RI	CA, NY, RI	CA, NY, RI
F3	Inactive Quebec	Inactive Quebec	Inactive Quebec	Inactive Quebec	Active Quebec
F4	CA, NY	CA, NY	CA, NY	CA, NY	CA, NY
F5	CA	CA	CA	CA	CA
F6	No	No	No	No	No
F7	CA, HI, WA	CA, HI, WA	CA, HI, WA	Non-faculty	Non-faculty
F8	CO	CO	CO	CO	CO
F9	No	No	No	No	No
F10	CA, UK	CA, UK	CA, UK	Deceased	
F11	Mexico	Mexico	Mexico	Mexico	Mexico
F12	Inactive MN	Inactive MN	Inactive MN	Inactive MN	Inactive MN
F13	CA	CA	CA	CA	Inactive CA
F14	Argentina	Argentina	Argentina	Argentina	Argentina
F15	CA, NY	CA, NY	CA, NY	CA, Inactive NY	CA, Inactive NY
F16	CA, Inactive NY	CA, Inactive NY	CA, Inactive NY	CA, Inactive NY	CA, Inactive NY
F17	Not in FT position	Not in FT position	CA, UT, WY	CA, UT, WY	Not in FT position
F18 1-yr visiting	No	CA, GA	No	No	CA
F19	Not in FT position	licensed contractor	licensed contractor	licensed contractor	licensed contractor
F20	No	No	No	No	No

### I.3.2 Annual Reports

Since 2008, Woodbury School of Architecture has submitted its annual reports to the NAAB electronically. They may be found on our website at: <http://architecture.woodbury.edu/accreditation-documents/>

Prior to 2009, there were no annual reports for the MArch program, as it did not yet exist. The Focused Evaluation Program Report and Focused Evaluation Team Report for our BArch program, submitted in 2011, as well as letters from NAAB regarding our Request for Initial Accreditation for the MArch program, may be found at [architecture.woodbury.edu/accreditation-documents/](http://architecture.woodbury.edu/accreditation-documents/).

Woodbury School of Architecture certifies that all the statistical data it submits to NAAB, including those submitted through the Annual Report Submission system since the last site visit, 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.



09/05/2014

---

Bruce Feinstein, Institutional Researcher

---

September 5, 2014

### **I.3.3 Faculty Credentials**

The matrix for all instructional faculty who have taught in the professional programs in 2012-13 and 2013-14 may be found in section IV.2, followed immediately by the faculty resumes.

### **I.4 Policy Review**

Policies will be provided in the team room, as required in the 2009 Conditions for Accreditation. These documents will include:

Studio culture policy

Self-Assessment policies and objectives, including the internal program review policy

Personnel policies from Section C of the Faculty Handbook

Student-to-faculty ratios for all components of the curriculum

Square feet per student for space designated for studio-based learning

Square feet per faculty member for space designate for support of all faculty activities and responsibilities

Admissions requirements

Advising policies

Policies on use and integration of digital media in the architecture curriculum

Academic integrity policy

Policies on library and information resources collection development

Description of information literacy program and how it is integrated with the curriculum

Other policies and documentation will be provided as deemed necessary and as requested by the visiting team.

## **Part Two (II): Educational Outcomes and Curriculum**

### **II.1 Student Performance Criteria**

#### **II.1.1 Overview of Curricular Goals**

The professional programs in the School of Architecture have evolved through an educational philosophy that architectural education is transformative for all who participate, students and faculty alike. Continual transformation is only possible when one intentionally seeks out new opportunities, contexts, and challenges; analyzes and synthesizes from them; and creatively responds by proposing that something be different. That “something” could be the environment, the urban fabric, an approach to building, a way of dwelling or growing or thinking. This is fieldwork, the ethos of the Woodbury School of Architecture.

Fieldwork provides the catalyst for transformation by immersion in a place. Fieldwork encourages the exploration of environment as ever unfamiliar and revelatory. All situations demand the sort of intensive investigation that only curiosity can inspire. The practitioner must be critical, observant, empirical, visionary, fully immersed – and curious.

Fieldwork is a state of mind, a consideration of the world as workshop. It forms the conceptual foundation of our architecture programs, as faculty and students alike explore ideas and terrains through the messy practice of constructing and deconstructing knowledge, pursued rigorously and engendering discovery from the mixing of disciplines and scales of study.

The professional architecture programs provide an education through which students demonstrate achievement in the performance criteria established by the NAAB; an education with a uniquely Woodbury lens on the five perspectives; and an education that allows faculty to review, revise and adapt the curriculum as we and our students progress. We have envisioned the curricular foundation through five realms of study: Studio, Criticism, Building, Visualization and Practice. We are working to develop these realms as a vertical and horizontal structure upon which each student can build his or her education and future practice.

In the first year of undergraduate work, students work directly within three of the five realms: Studio, Criticism and Visualization. In their second year, they begin coursework in the Building sequence and Practice and continue to develop their design, visualization and critical thinking skills in Studio and Criticism. The first two years provide an immersion into the culture of architecture and of architectural investigation, and an introduction to the NAAB realms of student performance. Through this sequence, our students begin to understand the five perspectives of architectural education.

Undergraduate transfer students enter into the first, second or third year of the design studio sequence. Transfer credit is evaluated on a case-by-case basis through a thorough review of an applicant’s admissions material, including transcripts and a letter of intent. A portfolio is required for requested placement in any studio beyond 1A, except for those students meeting SoA articulation agreements with specific community college programs. All NAAB student performance criteria are demonstrated in core courses that begin in the third year of the five-year curriculum, so transfer students will demonstrate all SPCs while studying here.

Graduate students without a pre-professional architecture degree enter into the first level of each of the four central realms in the fall: Studio 1, Criticism 1, Visualization 1, and Building 1, followed in the spring semester by the second level of each (Studio 2, Crit 2, et cetera). This year provides an immersion into the culture of architecture and of architectural investigation. In these courses students are introduced to the NAAB realms of student performance, and they begin to understand the five perspectives of architectural education.

Graduate students with a pre-professional architecture degree or an equivalent education enter into the third level of three realms in the fall: Studio 3, Building 3, Visualization 3. Importantly, they join the incoming 3-yr students in Crit 1, to develop a shared understanding of the fieldwork ethos and of the studying and designing experiences at the heart of the SoA’s learning culture.

All NAAB student performance criteria are demonstrated in core graduate courses that begin at the third level, except for understanding cultural diversity (A.10), which is demonstrated in Criticism 1, the common course for all incoming MArch students.

		BArch Curriculum and NAAB SPC Matrix 2014_15																										
		First Year			Second Year			Third Year			Fourth Year																	
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring															
		MAJOR COURSES																										
		Req'd Level of Accomplishment																										
		182	114	183	211	267	281	243	283	268	250	383	326	330	384	327	425	487	464	489	334	491	366	448	492	450		
		Design Studio 1A: Principles, Processes, Bodies and Objects	Design Communication 1	Design Studio 1B: Natural Tendencies	Design Communication 2	World Architecture 1	Design Studio 2A: Program and Space	Materials and Methods	Design Studio 2B: Site Orders	World Architecture 2	Professional Practice 1: Documentation and Codes	Design Studio 3A: House and Housing Structures 1	Theory of Architecture	Design Studio 3B: Structures, Systems, Space and Form Structures 2	Environmental Systems	Design Studio 4A: Comprehensive Design	Systems Integration	Design Studio 4B: Urban Design	Urban Design Theory	Design Studio 5A: Topics	Contemporary Issues	Professional Practice 2	Design Studio 5B: Degree Project	Professional Practice 3				
Realm A: Critical Thinking and Representation	Student Performance Criteria																											
	1 Communication Skills																											
	2 Design Thinking Skills																											
	3 Visual Communication Skills																											
	4 Technical Documentation																											
	5 Investigative Skills																											
	6 Fundamental Design Skills																											
	7 Use of Precedents																											
	8 Ordering Systems Skills																											
	9 Historical Traditions & Global Culture																											
	10 Cultural Diversity																											
11 Applied Research																												
Realm B: Integrated Building Practices, Technical Skills and Knowledge	1 Pre-Design																											
	2 Accessibility																											
	3 Sustainability																											
	4 Site Design																											
	5 Life Safety																											
	6 Comprehensive Design																											
	7 Financial Considerations																											
	8 Environmental Systems																											
	9 Structural Systems																											
	10 Building Envelope Systems																											
	11 Building Service Systems																											
	12 Building Materials and Assemblies																											
Realm C: Leadership and Practice	1 Collaboration																											
	2 Human Behavior																											
	3 Client Role in Architecture																											
	4 Project Management																											
	5 Practice Management																											
	6 Leadership																											
	7 Legal Responsibilities																											
	8 Ethics and Professional Judgment																											
	9 Community and Social Responsibility																											
Legend																												
Understanding																												
Ability																												
Materially demonstrated																												



## **II.2 Curricular Framework**

### **II.2.1 Regional Accreditation**

Woodbury University is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Colleges and Schools (WASC). We completed our most recent reaffirmation cycle with our Educational Effectiveness Review in 2010. We filed an interim report in March 2013, reporting on our progress in revising our general education curriculum, developing a robust internal program review process, and implementing better faculty compensation and workload practices. Our next offsite review is scheduled for fall 2017 followed by an accreditation visit in the spring of 2018. The reaffirmation letter is in section IV.6.5.

### **II.2.2 Professional Degrees and Curriculum**

Woodbury School of Architecture offers the following professional architecture degrees:

#### **Bachelor of Architecture**

- Minimum 160 credit hours (10 semesters)
- Minimum 97 professional studies credit hours
- Minimum 53 general studies credit hours
- Minimum 10 elective credit hours

#### **Master of Architecture**

For those with an accredited or internationally recognized undergraduate degree in an area other than architectural studies:

- Minimum 168 credit hours (undergrad + grad)
- Minimum undergraduate credit hours: earned degree
- Minimum 45 general studies credit hours
- Minimum 93 graduate credit hours (6 semesters + 1 summer)
- Minimum 81 professional studies credit hours
- Minimum 12 elective credit hours

For those with an internationally recognized pre-professional degree, or the equivalent:

- Minimum 168 credit hours (undergrad + grad)
- Minimum undergraduate credit hours: earned degree
- Minimum 45 general studies credit hours
- Minimum 40 professional studies credit hours as undergraduate
- Minimum 63 graduate credit hours (4 semesters + 1 summer)
- Minimum 51 professional studies credit hours
- Minimum 12 elective credit hours

The curricular sequencing of the BArch and MArch programs are encoded in the curriculum worksheets attached after the section on special study opportunities and research/practice centers. For undergrads, curriculum worksheets are used to evaluate and record each student's preparation, including fulfillment of the general studies requirement, and to track her/his progress through the BArch program. For grad students, the worksheet is used to track the student's progress through the MArch. Advisors to both BArch and MArch students use the worksheets as launching points for discussions of work accomplished, plans for academic progress, recognition of academic achievement, and professional development opportunities such as work experience, internship, and IDP.

### **Special Study Opportunities**

One of the things that make a Woodbury architecture education unique is the number and range of centers and institutes that offer courses in support of their mission. The missions of the institutes align with the five perspectives. Students have the opportunity of selecting from a broad range of institute-related courses, both electives and design studios.

In addition to the core program, the faculty-based initiatives of the Architecture + Civic Engagement Center (ACE), Arid Lands Institute (ALI), Julius Shulman Institute (JSI), Urban Policy Center (UP), and in San Diego Landscape + Urbanism (L+U) expand academic and professional possibilities. Projects

address relevant urban, community, and societal concerns.

For example, the ACE center promotes civic engagement with projects for non-profit groups dedicated to social and environmental justice. Design/build and architectural design projects explore relevant societal issues such as the Americans with Disabilities Act, architecture for disadvantaged communities, and tactical urbanism. Projects typically begin with relationships formed between community-based organizations and groups of students, and are developed further with grants funding.

Students are exposed to the expertise of the institutes through the coursework. The institutes provide emphases for our post-professional students pursuing a 1-year Master of Science in Architecture degree, with a diploma that includes the name of the institute or emphasis.

For the last five years, we have enjoyed the benefits of funded curriculum development through the PPOHA grant. Our students may select their electives and vertical topic studios offerings each semester from offerings in the School of Architecture that emphasize alternative practice, whether water use issues or public policy and planning, that focus on emerging technologies for design and representation, and that address issues of landscape and urbanism.

Beyond the School of Architecture, students may further pursue an interest in alternative practice through pre-MBA electives (which could prepare them for the 1-yr MBA program in the School of Business), or an interest in landscape, urbanism and practice through urban studies and art history seminars offered in the College of Transdisciplinarity, or an interest in emerging technologies and alternative practice through the upper-division seminars and studios offered in the School of Media, Culture & Design.

Students who are interested in an emphasis find support from their advisor and the chair in identifying a sequence of electives that would provide the foundations for expertise in an emphasis.

Extensive optional study-away programs coupled with local community outreach provide opportunities for students to directly engage people and places. Undergraduate students may choose a summer fieldwork studio to fulfill their Studio 4B or Studio 5A course. They may also participate in a semester-long program in Rome with Dr. Paulette Singley, or occasional offerings of study-away trips fall or spring semester or during the winter break. BArch students may also participate in exchange programs in Spain, Germany and Argentina. Graduate students are required to take a summer fieldwork studio.

For the summer fieldwork studio, students typically choose from among the study-away options offered vertically, including upper-division undergrad architecture and interior architecture students and graduate students. After an immersive five weeks of observation, research, and analysis, the graduate students typically return to Los Angeles to work on design and thesis development. Summer fieldwork opportunities have included China, Berlin and Los Angeles (2010); Tahiti, China, Barcelona, New Mexico and Los Angeles (2011), China, Rome, Berlin, Cuba, Mexico City, New Mexico, and Los Angeles (2012) and Korea, Tahiti, Berlin/Netherlands, and Costa Rica (2013). Students who choose to supplement their required fieldwork studio with additional study-away opportunities can readily find them: some traveled to Thailand or Turkey with Fashion Design Instructor Meredith Strauss (2011 and 2012), others to India with Professor Nick Roberts in December 2011 and semester-long programs offered each year by Dr. Paulette Singley, Director of the Rome Center for Architecture and Culture (RCAC).



## 2014-2015 Academic Worksheet ARCHITECTURE

UNIVERSITY  
PRINCIPLES  
Integrative Learning

Academic Quality	
Innovation & Creativity	
Communication	
Transdisciplinarity	
Social Responsibility	
Integrated Student	

Name \_\_\_\_\_



ID# \_\_\_\_\_ Matriculated \_\_\_\_\_

<b>Minimum Unit Requirement</b>	<b>160</b>
Major	97
Integrative General Education	53
Unrestricted Electives	10



**Pre-College Requirement**  
MATH 049 Elementary Algebra 3 \_\_\_\_\_

**Preparatory Requirement**  
WRIT 100 Bridge to Academic Writing 3 \_\_\_\_\_

**Integrated Student Requirement**  
Co-Curricular Activity  
*Students may satisfy the co-curricular requirement through participation in a club or organization, performing community service, functioning in a leadership role, or through course involvement that incorporates service learning.*

 Co-Curricular Activity	0 _____
or	
 PPDV222 Leadership in Community	1 _____

**Personal and Professional Development**  
*A personal and professional development course is strongly recommended. Freshman students are encouraged to take PPDV 100 and transfer students, PPDV 200.*

 PPDV 100 Transition to Woodbury	1 _____
or	
 PPDV 200 Transition to Woodbury	1 _____

**Minor Requirements**  
Minor Program \_\_\_\_\_

Course _____	Semester _____
Course _____	Semester _____
Course _____	Semester _____
Course _____	Semester _____
Course _____	Semester _____
Course _____	Semester _____

### 1st YEAR

			WU	TRANSFER
<b>Fall</b>				
ARCH 182	Design Studio 1A	4	_____	_____
ARCH 114	Design Communication 1	3	_____	_____
WRIT 111	Academic Writing 1	3	_____	_____
INDS 1	Interdisciplinary Core	3	_____	_____
MATH 149	Intermediate Algebra	3	_____	_____
_____	Unrestricted Elective	1	_____	_____
<b>Spring</b>				
ARCH 183	Design Studio 1B	4	_____	_____
ARCH 211	Design Communication 2	3	_____	_____
MATH 249	College Algebra	3	_____	_____
WRIT 112	Academic Writing 2	3	_____	_____
LSCI 105	Information Theory & Practice	1	_____	_____
ARTH 205	History of Contemporary Art	3	_____	_____

### 2nd YEAR

			WU	TRANSFER
<b>Fall</b>				
ARCH 281	Design Studio 2A	5	_____	_____
ARCH 243	Materials and Methods	3	_____	_____
ARCH 267	World Architecture 1	3	_____	_____
MATH 251	Trigonometry/Descr. Geometry	3	_____	_____
ENVT 220	Environmental Studies	3	_____	_____
<b>Spring</b>				
ARCH 283	Design Studio 2B	5	_____	_____
ARCH 250	Professional Practice 1	3	_____	_____
ARCH 268	World Architecture 2	3	_____	_____
PHYS 243	Physics for Architects	3	_____	_____
COMM 120	Public Speaking	3	_____	_____

### 3rd YEAR

			WU	TRANSFER
<b>Fall</b>				
ARCH 383	Design Studio 3A	6	_____	_____
ARCH 330	Theory of Architecture	3	_____	_____
ARCH 326	Structures 1	3	_____	_____
PHIL 210	Ethical Systems	3	_____	_____
_____	Social Science Elective	3	_____	_____
<b>Spring</b>				
ARCH 384	Design Studio 3B	6	_____	_____
ARCH	Portfolio Review	0	_____	_____
ARCH 2xx	Portfolio ( <i>Recommended</i> )	1	_____	_____
ARCH 327	Structures 2	4	_____	_____
ARCH 425	Environmental Systems	3	_____	_____
WORK	Work Experience	0	_____	_____
<i>(Students must complete 160 hours of work experience with a licensed architect or allied professional.)</i>				

### 4th YEAR

			WU	TRANSFER
<b>Fall</b>				
ARCH 487	Studio 4A: Comprehensive	6	_____	_____
ARCH 464	Systems Integration	3	_____	_____
ARCH 366	Contemporary Issues	3	_____	_____
_____	Social Science Course	3	_____	_____
<b>Spring</b>				
ARCH 489	Studio 4B: Urban Design	6	_____	_____
ARCH 334	Urban Design Theory	3	_____	_____
_____	Integrative Learning Elective	3	_____	_____
3	Interdisciplinary Seminar	3	_____	_____

### 5th YEAR

			WU	TRANSFER
<b>Fall</b>				
ARCH 491	Studio 5A: Topic	6	_____	_____
ARCH 448	Professional Practice 2	3	_____	_____
3	Integrative Learning Elective	3	_____	_____
_____	Unrestricted Elective	3	_____	_____
<b>Spring</b>				
ARCH 492	Degree Project Studio	6	_____	_____
ARCH 450	Professional Practice 3	3	_____	_____
_____	Unrestricted Elective	3	_____	_____
_____	Unrestricted Elective	3	_____	_____

name \_\_\_\_\_

id# \_\_\_\_\_ degree earned \_\_\_\_\_

area of focus \_\_\_\_\_

required general study (non-architecture) units 45

general study units earned \_\_\_\_\_

overall undergraduate units earned \_\_\_\_\_

required units as a graduate student 93

**minimum total units required 168**

M.Arch students are expected to be enrolled full-time (12-18 units) each semester, excluding the summer of fieldwork.

## FIRST YEAR

WU

TRANS

### SUMMER

ARCH 674.0-2 groundwork 3 \_\_\_\_\_

### FALL

ARCH 583 graduate design studio 1 6 \_\_\_\_\_

ARCH 544 building 1 3 \_\_\_\_\_

ARCH 554 criticism 1 3 \_\_\_\_\_

ARCH 562 visualization 1 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

### SPRING

ARCH 584 graduate design studio 2 6 \_\_\_\_\_

ARCH 545 building 2 3 \_\_\_\_\_

ARCH 555 criticism 2 3 \_\_\_\_\_

ARCH 563 visualization 2 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

## SECOND YEAR

### FALL

ARCH 587 graduate design studio 3 6 \_\_\_\_\_

ARCH 546 building 3 3 \_\_\_\_\_

\_\_\_\_\_ elective 3 \_\_\_\_\_

ARCH 564 visualization 3 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

### SPRING

ARCH 589 graduate design studio 4 6 \_\_\_\_\_

\_\_\_\_\_ portfolio review 0 \_\_\_\_\_

ARCH 547 building 4 3 \_\_\_\_\_

ARCH 556 criticism 3 3 \_\_\_\_\_

ARCH 565 visualization 4 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

## THIRD YEAR

### SUMMER

ARCH 575 graduate fieldwork studio 6 \_\_\_\_\_

### FALL

ARCH 6791 graduate design studio 5 6 \_\_\_\_\_

ARCH 648 criticism 4 3 \_\_\_\_\_

ARCH 620 practice 1 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

### SPRING

ARCH 692 graduate thesis studio 6 \_\_\_\_\_

\_\_\_\_\_ elective 3 \_\_\_\_\_

\_\_\_\_\_ elective 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

name \_\_\_\_\_

id# \_\_\_\_\_ degree earned \_\_\_\_\_

area of focus \_\_\_\_\_

required general study (non-architecture) units 45

general study units earned \_\_\_\_\_

required professional units (minimum) 40

- ARCH 544 bldg 1 / materials + methods 3 \_\_\_\_\_
- ARCH 545 bldg 2 / structures 1 3 \_\_\_\_\_
- ARCH 562 vis 1 / design comm 1 3 \_\_\_\_\_
- ARCH 563 vis 2 / design comm 2 3 \_\_\_\_\_
- ARCH 281 design studio 2a 5 \_\_\_\_\_
- ARCH 283 design studio 2b 5 \_\_\_\_\_
- ARCH 383 design studio 3a 6 \_\_\_\_\_
- ARCH 384 design studio 3b 6 \_\_\_\_\_
- ARCH 267 world architecture 1 3 \_\_\_\_\_
- ARCH 268 world architecture 2 3 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

professional units earned \_\_\_\_\_

overall undergraduate units earned \_\_\_\_\_

required units as a graduate student 63

**minimum total units required 168**

M.Arch students are expected to be enrolled full-time (12-18 units) each semester, excluding the summer of fieldwork.

## FIRST YEAR

WU

TRANS

### SUMMER

ARCH 674.0-2 groundwork 3 \_\_\_\_\_

### FALL

ARCH 587 graduate design studio 3 6 \_\_\_\_\_

ARCH 546 building 3 3 \_\_\_\_\_

ARCH 554 criticism 1 3 \_\_\_\_\_

ARCH 564 visualization 3 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

### SPRING

ARCH 589 graduate design studio 4 6 \_\_\_\_\_

\_\_\_\_\_ portfolio review 0 \_\_\_\_\_

ARCH 547 building 4 3 \_\_\_\_\_

ARCH 556 criticism 3 3 \_\_\_\_\_

ARCH 565 visualization 4 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

## SECOND YEAR

### SUMMER

ARCH 575 graduate fieldwork studio 6 \_\_\_\_\_

### FALL

ARCH 6/791 graduate design studio 5 6 \_\_\_\_\_

ARCH 648 criticism 4 3 \_\_\_\_\_

ARCH 620 practice 1 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

### SPRING

ARCH 692 graduate thesis studio 6 \_\_\_\_\_

\_\_\_\_\_ elective 3 \_\_\_\_\_

\_\_\_\_\_ elective 3 \_\_\_\_\_

\_\_\_\_\_ elective (optional) 3 \_\_\_\_\_

### II.2.3 Curriculum Review and Development

The curriculum for new programs at Woodbury University is subject to a strong internal process of faculty and administrative evaluation. All new programs are approved by the Board of Trustees; our regional accreditor, WASC, has pre-approved new undergraduate programs but reviews all new graduate programs. For example, the MArch program and the earliest version of its proposed curriculum were submitted to and approved by the Educational Planning Committee and the Curriculum Committee (both faculty committees), then approved by Chief Academic Officer and Senior Vice President of Academic Affairs Dr. David Rosen and by President Dr. Kenneth Nielsen, and then by the Board of Trustees in the Fall of 2008. WASC approved the new program in March 2009. We submitted our Plan for Achieving Initial Accreditation to the NAAB in April 2009; the NAAB accepted it in July 2009, with full accreditation for the MArch program granted in 2012.

The 5-year PPOHA grant we were awarded in October 2009 supported development of both the professional graduate architecture curriculum and the post-professional programs. The PPOHA funded a position for curriculum development, held by Andrea Dietz, long-time adjunct faculty. Andrea gathered faculty for numerous curriculum development sessions, and provided faculty stipends for specific aspects of program development. She also developed and coordinated several graduate faculty retreats for grad curriculum development, moving from the macro to micro scale in determining realms of learning and appropriate sequencing of learning outcomes and SPC demonstration. Then-graduate chair, Ingallil Wahlroos-Ritter, developed a multi-layered system for MArch curriculum development. The chair, graduate coordinator, and associate dean meet with each faculty member teaching in the current or upcoming semester to review the expectations, sequencing, and learning outcomes for the course. In addition, graduate faculty lunches include the current and future faculty as well as all fulltime faculty, and these serve to provide the curricular and cohort overview that is essential to understanding teaching and learning effectiveness in the graduate program.

As part of an overall School of Architecture assessment plan and long-range strategic plan, a macro-view of student achievement in the professional programs and alumni success post-graduation occurs on an ongoing basis, focused through the five realms and including evaluation of how and where the NAAB perspectives and SPC are engaged. The Career and Outreach coordinator is developing a tracking system particularly of student work experience and alumni success; this information will provide further input for development of the professional programs. Curriculum development, however, is squarely the responsibility of the school's faculty with the support of its administration. Notably, because the faculty teach across the curricula, things that work in one program tend to migrate into other programs, and weaknesses once identified in a program alert us all to potential gaps in other programs. For example, the intense faculty retreats and multi-layered system for curriculum development that supported our MArch accreditation process has continued and is influencing the way we think about and improve our BArch curriculum.

The process for review and development of the professional curricula is outlined below.

#### 1. Gather and analyze input:

Student course evaluations

Faculty reflection

Assessment of teaching/learning effectiveness at course level by faculty and chairs (including evaluation of student work and individual academic progress)

Assessment of teaching/learning effectiveness at program level by faculty, chairs, associate dean (including evaluation of work across a cohort and portfolio reviews)

→ Proposed change to improve student learning and/or program outcomes

#### 2. Propose curricular change:

Initiated in the SoA Curriculum Workgroup

Proposed by chair, coordinator, associate dean, or faculty member

Approved by workgroup and sent to SoA faculty

Approved at SoA faculty meeting

Approved by WU Curriculum Committee\*

Approved by Educational Planning Committee (if necessary)\*

Approved in Faculty Senate\*

Approval in Academic Affairs

→ Curriculum change appears in next catalog; changes go into effect through program offerings.

3. Evaluate results of change, return to the input part of the cycle.

\* Senate, Curriculum Committee and EPC membership includes faculty representation from each school. The School of Architecture faculty member on each committee both helps the SoA prepare effective and complete proposals and advocates on the committee for SoA proposals when under review.

### II.3 Evaluation of Preparatory/Pre-professional Education

The admission process is discussed in detail in section I.2.1 Human Resources. The Woodbury University bylaws assign to the faculty the responsibility of recommending academic requirements for admission and policies relating to assignment of advanced standing to transfer students (Article VIII section 6). The faculty has delegated authority to the registrar's office to evaluate college transcripts for general university transfer credits. Students must achieve a grade of C or better in a course for it to be considered transferable. See the 2014-15 catalog (URL in section IV.4) under Admissions for details about policies.

**BArch admissions:** The School of Architecture has no additional requirements for admission. We work with the registrar's office to ensure that the school approves all transfer credit for architecture major requirements. Although portfolios are not required for admission to the BArch program, they are required for design studio placement of transfer students.

The BArch program is structured so that all SPC are met and demonstrated within the last three years of the program. This ensures that all transfer students take all the courses in which SPC are met while in residency at Woodbury. The curricular matrix in section II.1.2 indicates the courses in which the SPC are met.

**BArch transfer evaluation:** Admitted transfer students must submit a portfolio in which they demonstrate their proficiency in the five realms: Criticism/Critical Thinking, Visualization/Representation, Building, Studio/Design, and Practice/Professionalism. They are given the rubric by which their portfolio will be evaluated (provided in section IV.1.) Transfer students may be placed into the first, second, or third year of the architecture curriculum. We do not admit students into the second or third year unless they have appropriate achievement both in architecture studies and general education. For advanced standing in the program, the coordinator and/or the chair assess the applicant's academic achievement via portfolio review, transcript review, and often an interview to determine whether credit can be awarded for SoA course requirements in the first and second year. The recommendations are sent to the registrar's office, and the completed rubric and placement recommendation becomes part of the student's academic advising record. Occasionally students will be asked to interview or to submit more evidence. We gladly accommodate all student requests for interview. We have two current memoranda of understanding based on equivalency of learning outcomes with Pasadena City College and San Diego Mesa College.

**Woodbury internal "transfer":** Woodbury undergraduates may freely change majors; this is not considered a transfer. When a non-architecture Woodbury student seeks to change majors to architecture, the chair, coordinator, or a senior academic advisor evaluates the student's academic record. A student from another design major might have sufficient preparation to warrant transferring credit for ARCH 114 Design Communication 1 and, rarely, 211 (DC 2). Occasionally a design student might provide portfolio evidence and academic achievement equivalent to ARCH 182 Design Studio 1. Interior architecture students would have the greatest overlap. The evaluator makes recommendations on architecture/design major equivalencies, and requests the registrar's office to start a BArch curriculum worksheet for the student. Students who change major might well find they can – and wish to – minor in their former discipline. We do not encourage students to attempt to double-major, though we certainly

support high achievers who insist on doing so.

**MArch admissions and prior education evaluation:** The MArch program, both for 3-yr and for 2-yr students, is structured so that all SPC are met and demonstrated within courses taken by all students. The curricular matrix in section II.1.2 above shows that the only highlighted cell (demonstrated SPC) occurring prior to a level 3 course in its realm's sequence is in Criticism 1 – but this course is required of all incoming students, whether they are in the 2-yr or 3-yr program.

When an applicant is evaluated for admission, a faculty member of the graduate admissions committee assesses the applicant's undergraduate transcript to verify that the general studies credit hour requirement has been met (all admits) and that there are adequate professional studies credit hours for 2-yr admits. When the applicant accepts admission, a faculty member of the admissions committee reviews the transcript more thoroughly and indicates how the registrar should record undergraduate fulfillment of general studies (and professional studies for 2-yr students) on the worksheet that forms the contract for one's professional education and the record of one's progress through the program. The chair, the graduate coordinator and the student's graduate faculty advisor have access to this worksheet in the student's advising folder.

With respect to "internal transfers," a Woodbury graduate student changing program into the MArch would be considered a new admit and would be evaluated the same as any new applicant.

Since the launch of the MArch five years ago, the applications we receive continue to offer new food for thought. A number of applicants have had some prior graduate architectural studies. In response, the SoA has developed a maximum transfer credit policy for graduate students. First, all transfer work must have been completed at a level that was academically acceptable for graduate students at the granting institution. Second, transfer credits do not take the place of any course in which an SPC is uniquely satisfied. For students entering the 3-yr MArch, no more than 30 graduate credits may be transferred; for those entering the 2-yr MArch, no more than 15. (The policy also states that no more than 6 graduate credits may be transferred for those entering a post-professional program.) Transfer credit requests are evaluated by the SoA graduate admissions committee. Results are communicated to the student and the registrar's office, and placed in the student's academic advising record.

#### Three-Year MArch Preparatory Education

The minimum requirement for admission to the 3-yr MArch is a bachelor's degree in any subject from a regionally accredited institution or a recognized international institution. If the applicant studied any subject other than architecture, s/he will have earned more than 45 credit hours of non-architectural general studies; this is verified by transcript review. There is no other specifically required preparatory coursework for 3-yr students. We value cultural diversity and welcome students from across the world.

#### Two-Year MArch Preparatory Education

The minimum requirement for admission to the 2-yr MArch is a pre-professional bachelor's degree in architectural studies from a regionally accredited institution or a recognized international institution. Each transcript is reviewed to ensure that the student has completed at least 45 units of general study and at least 40 units of professional architectural coursework. We look for evidence that the applicant has completed at least two visualization courses, two building courses, two architectural history courses, and four design studios. The professional courses that the 2-yr student has completed, including those listed above, are noted on the academic worksheet as part of the admissions process and placed in the student's advising folder.

#### Portfolio Evaluation

All students applying to the 2-yr or 3-yr MArch program are required to submit a portfolio of creative work. The work can reflect both educational and professional achievements. At the time of admission, three faculty members of the admissions committee carefully evaluate portfolios of both pre-professional and non-pre-professional applicants using a portfolio rubric with the categories of Criticism/Critical Thinking, Studio/Design, Building, Visualization/Representation and Practice/Professionalism.

Applicants to the 3-year program are expected to provide evidence of critical and creative thinking; applicants to the 2-year program are expected to provide evidence of critical and creative thinking plus familiarity with architectural drawing conventions, evidence of design development, and technically proficient drawings and models. Students applying to the 2-yr program with portfolios that do not demonstrate the expected level of proficiency as identified in the portfolio review rubric may be admitted to the 3-yr program.

#### International Applicants

The SoA takes particular pride in the diversity of its student body. The graduate program follows in the tradition of the undergraduate program with its exceptionally diverse student body. Much of the diversity in the MArch program is due to the high number of international student applicants. International applicants offer unique challenges in evaluating pre-professional education. As with all applicants, the design portfolio, statement of intent and interview are of particular significance.

#### Groundwork

Groundwork is the first step for entering MArch students to be introduced to the ethos particular to the Woodbury School of Architecture. Groundwork provides an introduction to fieldwork and an appreciation for cultural and global diversity and sets up expectations for graduate-level work at the heart of the education of an architect. It is also an opportunity to introduce the students to the performance criteria established by the NAAB, and to the five realms of the School of Architecture: Criticism (critical thinking), Visualization (representation), Design, Building, and Practice (professionalism). Groundwork sets the foundation for our students' success in the MArch program.

## II.4 Public Information

### II.4.1 Statement on NAAB-Accredited Degrees

In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, Woodbury School of Architecture includes in catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix 5. This information is also posted on the SoA website under the description of each of these programs: BArch (professional and accredited), MArch (professional and accredited), and MSArch (post-professional and not accredited).

The current wording from the website (<http://architecture.woodbury.edu/accreditation/>) and catalog is as follows:

#### NAAB

In the United States, most state 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 U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-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 consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Woodbury University School of Architecture offers the following NAAB-accredited degree programs:

B. Arch. (160 undergraduate credits)

M. Arch. (pre-professional degree + 63 graduate credits)

M. Arch. (non-pre-professional degree + 93 credits)

Next accreditation visit for all programs: 2015

In the United States, most state 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 U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-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 consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree.

Woodbury University School of Architecture offers the following NAAB-accredited degree programs:

B. Arch. (160 undergraduate credits)

Offered at both the Los Angeles and San Diego campuses. Next accreditation visit for the B.Arch. programs is 2015.

#### **II.4.2 Access to NAAB Conditions and Procedures**

In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, Woodbury School of Architecture makes available on its website in pdf format the 2009 NAAB Conditions for Accreditation and the most current NAAB Procedures for Accreditation (2011). Links to these pdfs are found at <http://architecture.woodbury.edu/accreditation/>.

#### **II.4.3 Access to Career Development Information**

In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, Woodbury School of Architecture provides the following links and resources at our website, <http://architecture.woodbury.edu/accreditation/>

The Association of Collegiate Schools of Architecture  
The American Institute of Architects  
The American Institute of Architecture Students  
ARCHCareers  
The National Architectural Accrediting Board  
The National Council of Architectural Registration Boards  
The Emerging Professional's Companion  
The NCARB Handbook for Interns and Architects  
Toward an Evolution of Studio Culture

#### **II.4.4 Public Access to APRs & VTRs**

In order to promote transparency in the process of accreditation in architecture education, Woodbury School of Architecture makes available to the public its reports to, responses from, and correspondence with the NAAB on its website. Annual reports with narratives from 2008 through the present, NAAB responses to the annual reports when available, decision letters from NAAB, APRs for the BArch 2007, MArch candidacy 2009, MArch initial accreditation 2012, all professional programs (this report) 2014, Visiting Team Reports from 2008, 2010, and 2012, and MArch NAAB Accreditation Letter (2013) are available at: <http://architecture.woodbury.edu/accreditation-documents/>

#### **II.4.5 ARE Pass Rates**

Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to



parents and prospective students as part of their planning for higher/postsecondary education. Woodbury School of Architecture makes this information available to the public via a link on our website's accreditation page at <http://architecture.woodbury.edu/accreditation/>.

## **Part Three (III): Progress Since the Last Site Visit**

### **III.1 Summary of Responses to the Team Findings**

#### **III.1.1 Responses to Conditions Not Met**

##### **Progress in the BArch since the 2008 Visiting Team Report**

Our 2011 focused evaluation demonstrated that we met all the conditions that were not met in spring 2008, including Human Resources and Financial Resources.

BArch SPCs not met (from 2008 BArch VTR)

##### *“Comprehensive Design*

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

*“Although this criterion is not currently met, the program is moving in the right direction with necessary pre-requisite technical courses in place prior to fourth year. The comprehensive project has been identified as a fall semester, fourth year element of the curriculum. However, at this time, only a few select studios are approaching compliance with this criterion. The team is impressed with planning in place to correct this deficiency, and we are confident that an effective approach will be in place starting next year. There are some specific challenges with respect to transfer students and their ability to realize all of their pre-requisites for the comprehensive project before the fall of their fourth year.”*

Response from the Program (2014)

In fall 2008, the faculty reorganized the BArch curriculum so that ARCH 464 Systems Integration is a co-requisite with ARCH 487 Comprehensive Design Studio. The students demonstrate ability of this SPC across these two classes. Because the MArch program also needed to strengthen its comprehensive design, we began to implement a comprehensive design portfolio review for the graduate program in the spring of 2012 and in the undergraduate program in the spring of 2014. These portfolios are reviewed by the faculty teaching comprehensive design studios and systems integration seminars. Our comprehensive design portfolio rubric uses the description of the comprehensive design SPC from the NAAB 2009 Conditions for Accreditation. Students who do not pass the comprehensive design portfolio are required to produce a comprehensive design project in a subsequent studio. They are also required to resubmit the portfolio for approval following the completion of this subsequent studio.

The comprehensive design portfolio rubric is in section IV.1.

##### *“Accessibility*

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

*“The Team found evidence of this criterion in coursework at the understanding level but did not find consistent evidence of an ability in the design studios.”*

Response from the Program (2014)

Students are required in the systems integration seminar to produce an accessibility plan for the co-requisite comprehensive design studio project. We expect achievement that aligns with the definition of

Accessibility according to the NAAB 2009 Conditions.

*“Building Systems Integration*

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

*“Courses in building systems integration are good; however evidence found at the ability level is sketchy and incomplete. This ability should permeate each degree project (AR 492) and represent a skill in synthesis of integrating building systems in the design solution. This is a crucial skill in leading the design process. Consistent evidence of this ability was not found.”*

Response from the Program (2014)

As noted above, the faculty reorganized the BArch curriculum in fall 2008 so that ARCH 464 Systems Integration is a co-requisite with ARCH 487 Comprehensive Design Studio. Ability in Building Systems Integration is also demonstrated in the comprehensive design portfolio. Since criterion 13.23 Building Systems Integration from the NAAB 2004 Conditions has been restructured, students are expected to demonstrate achievement that aligns with the Realm B criteria from the NAAB 2009 Conditions.

**Progress in the MArch since the 2012 Visiting Team Report**

Responding to the 2012 MArch Initial Accreditation VTR

In the 2012 VTR from the MArch Initial Accreditation visit, all conditions were met except for three SPCs.

- A.9 Historical Traditions and Global Culture
- B.2 Accessibility
- C1 Collaboration

MArch SPCs Not Met (from 2012 VTR)

*“A.9 Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.*

*“2012 Team Assessment: There is insufficient evidence of student exposure to “examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres.” Arch 556 Criticism 3: Architecture from Modern (1945 – now) is primarily focused on canonical Western modern theory and “high design,” with forays to Algiers via Corb, Brazilia, and Tokyo via the Capsule Hotel, and post-colonial theory. Arch 575 Fieldwork: Research & Design provides the opportunity for students to study one particular place and culture, but because students may elect to work in LA, Berlin, China, Tahiti, or other program locations, this course cannot fulfill SPC A.9 for every student. Crit 2 (required only for 3 yr. students) has a reading on the Taj Mahal, Katsura Villa, and the Shanghai Expo Pavilions, but again nothing vernacular.”*

Response from the Program (2014)

We have refocused the ARCH 554 Criticism 1 learning experiences and assignments to ensure that all MArch students gain an understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

Evidence of understanding traditions of the four hemispheres is demonstrated in Crit 1. Each student further engages this learning outcome in their Comprehensive Design Studio / Building 4 semester. They select from the divergent canons and traditions at least one case study analyzing a vernacular building system as a required course assignment that is included in the comprehensive design portfolio.

*“B.2 Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.”*

*“2012 Team Assessment: Many student design projects do not demonstrate the ability as described above. For instance, several projects from MArch 589 Total Building Studio do not show handicapped toilet stalls, several have ramps that do not meet the slope and landing requirements, and site accessibility issues are not accommodated (e.g., no handicap parking spaces, etc.).”*

Response from the Program (2014)

Students in the Building 4 seminar are required to produce an accessibility plan for their required comprehensive design portfolio as discussed above.

*“C.1 Collaboration: Ability to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.”*

*“2012 Team Assessment: Presently, there is evidence of collaboration among architecture students; however, there is little to no evidence that multidisciplinary collaboration is happening or available to students. This multidisciplinary collaboration is necessary for students to understand the coordination needed to combine all the components together for a complete project.”*

Response from the Program (2014)

As a required component of the Comprehensive Design Studio / Building 4 semester, a minimum of three consultants from non-architectural disciplines (for example, structural engineer, MEP engineer, landscape consultant) act as collaborators to form multi-disciplinary teams with the students on their design projects. Additionally, in the Building 4 seminar, students are required to model their design projects using BIM software. This demonstrates coordination of the components that form a complete project, and manifests in the required BIM model what they have learned from their multi-disciplinary teams.

Students continue to collaborate with each other throughout the curriculum, especially in Studio 3 and Fieldwork.

### **III.1.2 Responses to Causes of Concern**

#### **Causes of Concern from the 2008 BArch VTR**

*“A. Digital Technologies have evolved in both Los Angeles and San Diego over the past several years and are very well received by students and faculty. However, there are unmet needs specific to each location. Further the team suspects that there are basic infrastructure issues with the network and staffing that will be necessary to support and maintain a robust delivery. These are vitally important tools for the practice of architecture that require attention.”*

Response from the Program (2014)

With the PPOHA grant we have developed a Making Complex in both locations that is on a par with, or

exceeds, that of our peers. The university and the \$2.8 million PPOHA grant have together supplied abundant resources to ameliorate this cause of concern. The School of Architecture has devoted human resources to this concern and we now have an expert staff overseeing the fabrication and digital technologies that permeate our culture.

*“B. Students admire the faculty and understandably view them as role models. In many cases, upon graduation, they will immediately move into the workforce and licensure is a vital asset. There is a concern this important step in the affirmation of the student’s abilities is not consistently reinforced by the faculty. Licensure should be a clear prospect for all Woodbury alumni.”*

Response from the Program (2014)

The PPOHA grant also established a Career and Outreach Coordinator position. This position is filled by Catherine Roussel, AIA, and has become permanently integrated into the School of Architecture budget. The coordinator’s responsibilities include development of the work experience program, IDP coordination, teaching the required graduate practice class, and tracking alumni licensure status, among others. A comprehensive report from her office will be available in the team room.

### **Causes of Concern from the 2012 MArch VTR**

*“A. Future Perspectives*

*The rapid growth of the School of Architecture creates exciting opportunities but also poses challenges at several levels. As the size of the architecture faculty increases and new types of positions emerge, such as the professor in practice, extra care must be taken to address shared governance issues. For instance, the success of the new MArch program will require that long-term faculty are engaged in graduate program decisions and changes that impact the entire school. The new Dean’s Advisory Committees are a positive development, but these focused committees cannot replace full faculty meetings where all departmental issues are debated openly. Increased student numbers are putting a strain on existing human resources and facilities, such as administrative assistants, classroom space, and shop / fabrication facilities.”*

Response from the Program (2014)

Human resources that were stretched thin have been strengthened, for example through the addition of multiple staff positions, and our growth has leveled off, further reducing the strain on resources. We have had multiple and effective all-faculty retreats to address specific issues. The administrative restructuring is an effort to give the faculty a stronger voice, as is the election of a faculty facilitator for faculty meetings. More of the fulltime faculty have served in leadership roles within the school. The Dean’s Advisory Committees have developed procedures to report at full faculty meetings where open debates regularly take place.

*“B. Financial*

*The rapid growth noted above and the higher expectations of a graduate program both generate new demands on current financial resources. For instance, the establishment of the new graduate program will necessitate hiring more experienced adjunct faculty at more competitive salary scales. This concern is exacerbated by the current uncompetitive low compensation paid to adjunct faculty in comparison with local peer institutions. This will need to be addressed in order for the School, and the graduate program in particular, to achieve their full potential. Also the faculty and administration are concerned with continued and adequate funding of the signature summer abroad “Fieldwork” course, which is mandatory for all MArch students.”*

Response from the Program (2014)

President Calingo has hired an executive vice president/provost who is devoting a great deal of his time and energy to achieve parity in workload and in compensation for fulltime and adjunct faculty and academic administrators. Study Away is part of the Woodbury Integrated Student Experience (WISE) strategic initiative, so adequate and sustainable funding for all study-away opportunities including fieldwork is a high priority for the university.

C. Student Performance Criteria concerns are addressed above under 'Conditions Not Met'.

### **III.2 Summary of Responses to Changes in the NAAB Conditions**

Our main response to the changes in the NAAB conditions has been to continue curriculum development exclusively with the new SPC; new syllabi reflect the SPC realms and the School of Architecture five realms (Criticism/Critical Thinking, Studio/Design, Visualization/Representation, Building and Practice/Professionalism). We have also committed to a more formal long-range planning process and are adapting to better and more consistent assessment processes. All of these give us better insight into the five perspectives, which act as holistic lenses through which to view the educational experience we are building.

The faculty are aware that there are changes in the NAAB 2014 Conditions and we will begin considering our responses after the spring 2015 visit.

## **BArch Core Course Descriptions**

**ARCH 182 Design Studio 1A: Principles and Processes, Bodies and Objects, 4 units (fall course)**  
Fundamental principles and processes of two- and three-dimensional design are introduced through the real scale study of objects and their relationship to the human body. Methods of perception, technique, composition, critical evaluation and verbal, written and graphic presentation are studied through both abstract and representational assignments using various means and media. Studio, 8 hr/week. Prereq: none. SPC demonstrated: none (SPC engaged: A1, A2, A3, A5, A6, A8, A11, C1)

**ARCH 114 Design Communications 1, 3 units (fall)**  
Various drawing skills used in two- and three-dimensional methods and media of representation are introduced. Methods of perception, technique, composition, critical evaluation and presentation are studied through representational assignments. Emphasis is placed on orthographic projection and documentation and constructed hard line drawing techniques. Studio, 6 hr/week. Prereq: none. SPC demonstrated: none (SPC engaged: A3, A6, A8)

**ARCH 183 Design Studio 1B: Natural Tendencies, 4 units (spring)**  
The relationship of architecture to the body is developed further with an exploration of essential architectural principles as they relate to a fundamental understanding of natural elements and human tendencies. Projects introduce scale, enclosure, architectural elements, spatial expression and program as form givers. An emphasis is placed on section, three-dimensional modeling and orthographic documentation and writing. Studio, 8 hr/week. Prereq: none. SPC demonstrated: none (SPC engaged: A1, A2, A3, A5, A6, A8, A9, A11, C2)

**ARCH 211 Design Communications 2, 3 units (spring)**  
Various skills used in two- and three-dimensional methods of representation employing digital media are introduced, with an emphasis on their use as design tools that merge traditional and electronic techniques. Studio, 6 hr/week. Prereq: ARCH 114. SPC demonstrated: none (SPC engaged: A3, A4, A6, A8)

**ARCH 267 World Architecture 1, 3 units (fall and spring)**  
History and theory of architecture and design that span a chronological period from prehistory to the nineteenth century in Western and non-Western societies are surveyed. The course traces history with a process of focused explorations into diverse cultures, geographies, and places that cut through many layers of historical time. When considered together, these explorations contribute to an understanding of architecture as a deeply bound discipline with components that range from the artifacts of everyday life and ritual, to building traditions and practices, to the larger forces of geography and the design of entire cities. Lecture, 3 hr/week. Prereq: INDS 10x Interdisciplinary core course. SPC demonstrated: none (SPC engaged: A1, A5, A9)

**ARCH 281 Design Studio 2A: Program and Space, 5 units (fall)**  
An in-depth analytical study is made of everyday domestic, work and recreational rituals through written research and case study with an emphasis on spatial accommodation of program through materiality, finish, structure and form. Projects set in limited contexts emphasize the influence of internally driven relationships, with a special focus on hybrid programming. Studio, 10 hr/week. Prereq: ARCH 182. SPC demonstrated: none (SPC engaged: A1, A2, A3, A5, A6, A7, A11, B12, C2)

**ARCH 243 Materials and Methods, 3 units (fall)**  
Each major material - wood, masonry, steel, concrete and glass - is placed within a fundamental context of physical properties, historical evolution, structural behavior, sustainable design, contemporary methods of construction and detailing, building envelope systems, and new and future products. Their influence on design with respect to durability, building cost, life-cycle cost, and scheduling is evaluated. Lecture, 3 hr/week. Prereq: ARCH 182. SPC demonstrated: none (SPC engaged: A4, A5, B3, B7, B10, B12, C1)

ARCH 283 Design Studio 2B: Site Orders, 5 units (spring)

Natural and urban site orders are explored and analyzed using writing, photography, mapping and sectional studies to develop site planning and building design with a special emphasis given to the relationship between program and external context. Projects focus on influences of adjacencies and environment, through the development of clear systems of movement, space, structure, energy efficiency and daylight. Studio, 10 hr/week. Prereq: ARCH 183.

SPC demonstrated: none (SPC engaged: A1, A2, A3, A5, A6, A7, A11, B4)

ARCH 268 World Architecture 2, 3 units (fall and spring)

Histories and theories of architecture, urbanism, and interiors are surveyed in Western and non-Western societies from 1900 to the present. The focus of this course is on the formal, aesthetic, cultural, and socio-political dimensions of modernism. Different historiographies are developed as various approaches in understanding modern architecture in its varied contexts, including but not limited to Marxist, Feminist, and Psychoanalytic. Lecture, 3 hr/week. Prereq: INDS 10x Interdisciplinary core course.

SPC demonstrated: none (SPC engaged: A1, A5, A9, C6, C8, C9)

ARCH 250 Professional Practice 1: Documentation and Codes, 3 units (spring)

Legal codes and regulations that affect architecture and influence design are reviewed including a study of energy, accessibility, egress and life safety. The development of project documentation based on local codes is studied, with an emphasis on technical documentation, drawing format organization and outline specifications. Lecture, 3 hr/week. Prereqs: ARCH 183, ARCH 211.

SPC demonstrated: none (SPC engaged: A4, B2, C1, C3, C4, C5, C6, C7, C8)

ARCH 383 Design Studio 3A: House and Housing, 6 units (fall)

Through critical analysis and comparison of the historical, contemporary, and multi-cultural evolution of house and housing, the studio addresses form and meaning of the dwelling with a discussion that juxtaposes interior vs. exterior space, public vs. private space, community vs. the individual, and traditional vs. non-traditional families. The studio focus is divided between the single-family dwelling and multiple-unit housing typologies. The course includes a sustainable materials and systems component that includes lectures and written research assignments. Studio, 12 hr/week. Prereq: ARCH 281.

SPC demonstrated: A3, A7 (SPC engaged: A1, A2, A5, A10, A11, B2, B3, C2)

ARCH 326 Structures 1, 3 units (fall spring summer)

Fundamental architectural structures, forces, force systems and resultants are introduced. Concepts of forces and stresses on trusses, beams, columns, and statically determinate structures are presented. Topics include equilibrium, behavior of structures subject to vertical and lateral forces, and strength properties. Structural analysis and design as it relates to wood structures is introduced. Lecture, 3 hr/week. Prereqs: MATH 202 or MATH 251 (trigonometry), and a trig-based physics course.

SPC demonstrated: none (SPC engaged: B9)

ARCH 330 Theory of Architecture, 3 units (fall and spring)

The concepts, philosophies, ideologies, models, and polemics that have influenced or been the genesis of architectural expression and form are surveyed and analyzed. Lecture/seminar, 3 hr/week. Prereqs: ARCH 268, WRIT 112 Academic Writing 2.

SPC demonstrated: A9 (SPC engaged: A1, A7, A10, C2, C6, C9)

ARCH 384 Design Studio 3B: Structure, Systems, Space and Form, 6 units (spring)

Structure, technology, building systems and codes are explored as design determinants, space makers, and form givers in this synthesis studio. Building typologies, long span structural systems, environmental systems and electronic media are analyzed as they relate to design development. The studio has a portfolio development component that includes lectures and assignments. Studio, 12 hr/week. Prereq: ARCH 283.

SPC demonstrated: A2, A6, C1 (SPC engaged: A1, A3, A5, A7, A11, B1, B2, B5, B8, B9)

ARCH 327 Structures 2, 4 units (fall spring summer)

Structural analysis and design is studied with respect to wood and steel structures including tension, compression, flexural members, columns, connections and seismic design. Fundamental concepts of



reinforced concrete design are studied emphasizing the ultimate strength method. Lecture, 4 hr/week.  
Prereq: ARCH 326.  
SPC demonstrated: B9

**ARCH 425 Environmental Systems, 3 units (spring)**

Human comfort, climate analysis, passive and active systems, heating and cooling, daylighting and acoustics are reviewed. The survey, with a special emphasis on sustainable design, provides an understanding of the basic principles and appropriate application and performance of building systems including heating, cooling and ventilation systems; electrical and plumbing distribution systems; lighting, acoustical, energy, waste, fire protection, security and hazardous material systems. Lecture, 3 hr/week. Prereqs: trig-based physics, ARCH 281.

SPC demonstrated: B3, B8 (SPC engaged: A5, A7, A11)

**ARCH 487 Design Studio 4A: Comprehensive Design, 6 units (fall and spring)**

Students produce a comprehensive architectural project based upon a building program and site that includes the development of programmed space demonstrating an understanding of structural and environmental systems, life-safety provisions, wall sections, building assemblies and the principles of sustainability. The studio is open to 4th and 5th year students. The last half of the semester will be devoted to design development. Studio, 12 hr/week. Prereqs: ARCH 384, ARCH 326, ARCH 425. Coreq: ARCH 464. SPC demonstrated: A4, A6, B2, B5, B6 (SPC engaged: A1, A2, A3, A5, A8, A9, A11, B1, B3, B4, B8, B9, C1)

**ARCH 464 Systems Integration, 3 units (fall and spring)**

The interrelationships of the properties of materials, structures, environmental systems, building envelope systems, construction technology, building cost control, and life-cycle costs as they influence design-development and decision-making are examined. A comprehensive and integrative process is presented. Lecture, 3 hr/week. Prereqs: ARCH 243, ARCH 326, 425. Coreq: ARCH 487.

SPC demonstrated: B2, B5, B6, B10, B11, B12 (SPC engaged: A2, A4, A5, A9, A3, A4, A7, A8, A9)

**ARCH 489 Design Studio 4B: Urban Design, 6 units (fall and spring)**

This course focuses the architect's leadership role in their community on issues of growth, development, and aesthetics through the study of urban design techniques and practices related to architecture and urbanism. A broad array of urban theories, tactics and strategies, building and space types, landscape and infrastructure design, and politics and policy making are explored through the dialectic between the private and public realms of the diverse urban culture. The studio is open to 4th and 5th year students. Studio, 12 hr/week. Prereq: ARCH 384.

SPC demonstrated: A10, B4, C2 (SPC engaged: A1, A2, A3, A5, A7, A8, A11, B2, C1, C6)

**ARCH 334 Urban Design Theory, 3 units (spring)**

Cultural, sociological, contextual and formal issues of urbanism and their influence on the contemporary design of cities are studied. The course investigates the relationship between architecture, landscape architecture and urban planning. Emphasis is placed on processes of visual analysis, the role of nature and society, public and private space, human behavior and the physical environment, human diversity, and regulation and public policy. Lecture, 3 hr/week. Prereq: ARCH 330.

SPC demonstrated: A5, A8 (SPC engaged: A1, A7, A9, A10, C2, C6, C9)

**ARCH 491 Design Studio 5A: Topics, 6 units (fall and spring)**

The studio intent is to explore and test architectural design as it relates to one or more special contemporary issues. The studio is open to both 4th and 5th year students. An equivalent summer studio may be substituted. Studio, 12 hr/week. Prereq: ARCH 384.

SPC demonstrated: none (SPC engaged: A1, A2, A3, A5, A7, A11, C1)

**ARCH 366 Contemporary Issues, 3 units (fall and spring)**

Theories and debates that animate recent contemporary architectural practice and discourse are examined with special emphasis placed on the impacts of context, technology, sustainability, alternative practices, sociology and philosophy. The issues are concurrently tested in ARCH 487 and ARCH 491 studios. Lecture/seminar, 3 hr/week. Prereq: ARCH 330.

SPC demonstrated: none (SPC engaged: A1, A5)

**ARCH 448 Professional Practice 2, 3 units (fall)**

Theory and techniques for analyzing and integrating design methodologies, client or user needs, and site conditions into criteria for preparing for an architectural project are studied. The theoretical and practical context for the degree project is researched and developed. Along with the completion of a substantiated written position of intent, a project site is selected, program written and design methodology articulated.

Lecture, 3 hr/week. Prereqs: ARCH 250, ARCH 330.

SPC demonstrated: A1, B1 (SPC engaged: A5, A7, A10, B4, B6, B9)

**ARCH 492 Design Studio 5B Degree Project, 6 units (spring)**

Students must demonstrate the application of theoretical research and positioning, plus the ability to integrate site, program and other design issues in a self-initiated architectural design project through a rigorous level of work which is clearly resolved, demonstrating a high degree of critical thinking, skill and craft. Studio, 12 hr/week. Prereqs: ARCH 448, ARCH 491.

SPC demonstrated: A11 (SPC engaged: A1, A2, A3, A5, A7, A10, B1, B4, B6, C3, C8, C9)

**ARCH 450 - Professional Practice 3, 3 units (spring)**

Design delivery and project and firm management are studied, including understanding the client role in architecture, program preparation, an analysis of documents, services, professional contracts and fees, project budget and cost estimating, global markets, and professional ethics. Lecture, 3 hr/week. Prereqs: ARCH 366, ARCH 448.

SPC demonstrated: B7, C3, C4, C5, C6, C7, C8 (SPC engaged: C9)

## **MArch Core Course Descriptions**

### **ARCH 583 Studio 1: Spaces within Spaces, 6 units (fall)**

The foundation graduate studio prompts a phenomenological understanding of architectural space through multiple media and scales. Students explore the manipulation of two and three dimensions through drawing, material exploration, and modeling. Studio, 12 hr/week. Prereq: graduate standing.  
SPC demonstrated: none (SPC engaged: A1, A2, A3, A6, A8, B2)

### **ARCH 544 Building 1: Matter and Making, 3 units (fall)**

Students engage in hands-on examination of the major material types through application considerations, historical evolution, and physical properties of building composition. Studio, 6 hr/week. Prereq: none.  
SPC demonstrated: none (SPC engaged: A4, B3, B12)

### **ARCH 554 Criticism 1: Fieldwork Los Angeles, 3 units (fall)**

Using Los Angeles as a living laboratory, students connect making to thinking in an investigation of the relationship between architecture, landscape architecture, and urban planning. Major ideas in urban design theory are introduced experientially. Seminar with fieldtrips, 4 hr/week. Prereq: none.  
SPC demonstrated: A9, A10 (SPC engaged: A1, C2, C7, C8, C9)

### **ARCH 562 Visualization 1: Making Technique, 3 units (fall)**

Students are inducted into the cultural and traditional conventions of architectural representation. The course operates as a workshop providing the analog and digital communication standards and making techniques for documenting, drawing, and modeling design ideas. Studio, 6 hr/week. Prereq: none.  
SPC demonstrated: none (SPC engaged: A3, A8)

### **ARCH 584 Studio 2: Living Organizations, 6 units (spring)**

Students expose increasing complexity in architectural space through mining the conceptual organizing logics of design through the cumulative exploration of relationships. Programming, contextual and environmental prompts, regulating principles, circulation and urban networks, and systems of assembly become formative drivers through an investigation of housing (habits, habitats, and inhabitations). Studio, 12 hr/week. Prereq: ARCH 583 Studio 1.  
SPC demonstrated: none (SPC engaged: A1, A2, A3, A6, A7, A8, B2, C1, C2)

### **ARCH 545 Building 2: Structural Concepts, 3 units (spring)**

An understanding of the relationships between gravity and structure is facilitated through the informed and intuitive testing of building units and formal typologies. Studio, 6 hr/week. Prereq: ARCH 544 Building 1.  
SPC demonstrated: none (SPC engaged: A4, B9, B12)

### **ARCH 555 Criticism 2: Architecture to Modern, 3 units (spring)**

Students embark on a historical exploration of cultural, societal, and philosophical traditions as filtered through architectural theory and manifest in the built environment. The interdependencies of ideology and inhabitation are revealed through global architectural and written case studies from pre-history through 1945. Seminar, 3 hr/week. Prereq: ARCH 554 Crit 1.  
SPC demonstrated: none (SPC engaged: A1, A9, A10)

### **ARCH 563 Visualization 2: Analytical Constructions, 3 units (spring)**

Architectural representation is composed as spatial enabler and interpreter that establishes and conveys perspective. Engagement occurs through two- and three-dimensional analog and digital hardware and software. Studio, 6 hr/week. Prereq: ARCH 562 Vis 1.  
SPC demonstrated: none (SPC engaged: A3, A8)

### **ARCH 587 Studio 3: Infrastructures, 6 units (fall)**

Architectural representation is composed as spatial enabler and interpreter that establishes and conveys perspective. Engagement occurs through two- and three-dimensional analog and digital hardware and software. Studio, 6 hr/week. Prereq: ARCH 562 Vis 1.  
SPC demonstrated: A3, A6, A8, B4 (SPC engaged: A1, A2, A5, A7, B1, B2, B3, B5, C1, C2, C3, C9)

**ARCH 546 Building 3: Advanced Structures, 3 units (fall)**

Architectural concepts and their structural implications are advanced through case study analysis and performative modeling. A body of research grows through consideration of the unique contributions of concrete and masonry, metal and steel, skin and tensile, and timber and wood composite systems. Studio, 6 hr/week. Prereq: ARCH 545 Building 2.

SPC demonstrated: B9 (SPC engaged: A4, B12)

**ARCH 564 Visualization 3: Advanced Drawing, 3 units (fall)**

Students are exposed to the aesthetic and philosophical objectives of drawing and modeling. The complexities of dependency between architectural conceptualization and representation are analyzed through a study of changing techniques within mixed media. Studio, 6 hr/week. Prereq: ARCH 563 Vis 2.

SPC demonstrated: A3, A8

**ARCH 589 Studio 4: The Total Building, 6 units (spring)**

Students are challenged to synthesize architectural considerations, from the conceptual to the tangible, in the comprehensive design of a building. The studio project grows from a strong theoretical base into a response to the complexities of program and site. Accessibility, environmental performance, and life safety are addressed. Emphasis is placed on the integration of building systems with envelope and structure. Material selection is guided by both climate and context and is sensitive to resource conservation. Studio, 12 hr/week. Prereq: ARCH 587 Studio 3. Coreq: ARCH 547 Building 4.

SPC demonstrated: A2, A4, A5, B2, B3, B4, B5, B6, B8, B9, C1 (SPC engaged: A1, A3, A6, A7, A8, A9, A11, B10, C2)

**ARCH 547 Building 4: Environmental Systems Integration, 3 units (spring)**

Students learn an integrated approach to managing structural and environmental performance and human comfort. The approach to ambient control includes active and passive options, vernacular models, and considerations of climate and materiality. Discussion integrates the functionality, phenomenological effect, and resource impact of system selection. Studio, 6 hr/week. Prereq: ARCH 546 Building 3. Coreq: ARCH 589 Studio 4.

SPC demonstrated: A4, A7, B2, B3, B5, B6, B8, B10, B11, B12 (SPC engaged: A9, A11, C2, C6)

**ARCH 556 Criticism 3: Architecture from Modern, 3 units (spring)**

Students delve into contemporary cultural, societal, and philosophical trends as filtered through architectural theory and manifest in the built environment. The interdependencies of ideology and inhabitation are revealed through global architectural and written case studies between 1945 and now. Seminar, 3 hr/week.

Prereqs: ARCH 554 Crit 1, ARCH 555 Crit 2.

SPC demonstrated: A9 (SPC engaged: A1, A10)

**ARCH 575 Fieldwork: Research and Design, 6 units (summer)**

Students elect a fieldwork station from among regional concentrations and study away exposures as a platform for thesis research. Their research bridges the analytical work of the core sequence with the synthetic work of the final year. Students initiate a design project and extended investigation proposal. Studio, 15 hr/week summer term. Prereq: ARCH 589 Studio 4.

SPC demonstrated: A5 (SPC engaged: A1, A2, A3, A6, A7, A9, A10, B2, C1, C2, C9)

**ARCH 691 Studio 5: Topics/Focus, 6 units (fall)**

Students study a contemporary architectural design topic through a vertical option studio or specialize through the selection of a focus studio. Topics vary and focuses correspond to the post-professional tracks. Studio, 12 hr/week. Prereq: ARCH 575 Fieldwork.

SPC demonstrated: none (SPC engaged: A1, A2, A3, A5, A6, A7, A11, B2)

**ARCH 620 Practice 1: Contemporary Architecture Profession, 3 units (fall)**

The role of administration, code, contracts, documents, licensure, management, and policy in alternative and standard practices are delineated as an elaboration of the ethical, financial, and legal responsibilities of the architect. Seminar, 3 hr/week. Prereq: ARCH 564 Vis 3.

SPC demonstrated: B7, C3, C4, C5, C6, C7, C8, C9 (SPC engaged: A5, B1, B2, B5, C1, C2)

ARCH 648 Criticism 4: Architecture Research Salon, 3 units (fall)

A research seminar treated as a design ideas salon introduces contemporary architectural questions and establishes the practical and theoretical context of the thesis project. Students incorporate the issues presented into a research platform and methodology, and prepare a thesis proposal. The thesis proposal demonstrates mastery in School of Architecture tracks in Critical Thinking, Design, Building, Representation and Professionalism through multiple media, including but not limited to writing, oral presentation, and graphic presentation. Seminar, 3 hr/week. Prereq: ARCH 556 Crit 3.

SPC demonstrated: A1, A7, A11, B1, C2, C8, C9 (SPC engaged: A5, C1, C3, C6)

ARCH 692 Graduate Thesis Studio, 6 units (spring)

The culmination of the graduate professional program, students pursue a self-directed thesis in collaboration with a faculty advisor. Studio, 12 hr/week. Prereqs: ARCH 691 Studio 5, ARCH 648 Crit 4.

SPC demonstrated: A2, A11, C2 (SPC engaged: A1, A3, A6, A7, B2, C6)

Student name:

Placement:

Reviewed by:

Date:

To transfer into a 2<sup>nd</sup> year studio, the portfolio must demonstrate satisfactory achievement in at least 50% of the criteria in 4 of the 5 categories.

To transfer into a 3<sup>rd</sup> year studio, the portfolio must demonstrate substantial achievement of a significant percentage (90%) across all categories.

1. **Critical Thinking** – the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts;
  - Writing gives access to the ideas that the student has developed in his/her project
  - Relationships between 2d, 3d and textual information
  - Acknowledgement of precedents where applicable
2. **Design** – the inventive and reflective conception, development, and production of architecture;
  - Understanding of how program affects form and space
  - Understanding of circulation systems including stairways, ramps, and elevators
  - Contextual response (site and context information)
3. **Building** – the technical aspects, systems, and materials and their role in the implementation of design;
  - Evidence of a beginning understanding of gravity and structure
  - Evidence of distinction among materials
  - Technically correct plans and sections
  - Indication of differential wall and roof assemblies, enclosures, and openings
4. **Representation** – the wide range of media used to communicate design ideas including writing, speaking, drawing, and model making;
  - Range of media includes hand drawing, computer drawing and physical and digital models (sketches, photographs). Familiarity with AutoCAD, 3dStudioMAX, Rhino or an equivalent object-oriented software (not SketchUp) and mastery of architectural drawing conventions: line-weight, orthographic projection, perspective, sketching techniques, diagramming
  - Written descriptions are clear and grammatically correct
5. **Professionalism** – the ability to manage, argue, and act legally, ethically, and critically in society and the environment.
  - Evidence that architecture responds to human issues and is not just formal manipulation
  - Overall quality of portfolio as a representation of educational achievements

**COMMENTS (including recommended course credit):**

**WOODBURY UNIVERSITY SCHOOL OF ARCHITECTURE  
GRADUATE APPLICATION PORTFOLIO AND PERSONAL STATEMENT RUBRIC**

Student:
Reviewed by:
Date:

**Recommended Placement:**  
(check one)

**Score:**  
3-year MArch  
2-year MArch  
1-year MArch  
Groundwork required


What we are looking for in a 3-year portfolio is documentation of a history of dedication to personal development and evidence of critical and creative thinking.

A background of notable effort towards a defined pursuit.					
	0	1	2	3	4
<b>Commitment</b>	Portfolio shows no evidence of a considered interest in and passion for architecture and design. Work included in portfolio is under-developed and does not demonstrate a design sensibility.		Portfolio includes some evidence of a considered interest in architecture and design. Work presented is at a satisfactory level but could use additional development.		Portfolio shows clear evidence of a considered interest in and passion for architecture and design. Evidence of past accomplishments and contributions in a wide range of projects is present.

The ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple cultural and theoretical contexts.					
	0	1	2	3	4
<b>Critical Thinking</b>	Portfolio work and personal statement are inarticulate, badly written and/or presented and show no evidence of the impact of the development of an idea in 2d, 3d, and/or textual information.		Portfolio work and personal statement provide some evidence that the student has analyzed and created new relationships between various modes of information. There is some evidence of concept development through a design process.		Portfolio work and personal statement provide evidence that the student has analyzed and created new relationships between an idea and its representation. There is evidence of concept development through a design process (ie. ideas, diagrams, history of project, etc.). Text is well-written.

What we are looking for in a 2-year portfolio is critical and creative thinking plus evidence of design development, technically proficient drawings and models, familiarity with architectural drawing conventions, and a high level of professionalism. To be considered for the 2-year program, students must have successfully completed a four year pre-professional architecture or environmental design program including Physics, two Structures and two Building Systems and/or Material Science courses (see 2-year worksheet for a complete list of pre-requisites).

The inventive and reflective conception, development, and production of architecture.					
	0	1	2	3	4
<b>Design</b>	Portfolio work demonstrates no understanding of spatial resolution (no understanding of types of spaces and how program affects space and circulation), no formal resolutions (no evidence of program affecting form or geometry) and no contextual response.		Portfolio work demonstrates an adequate understanding of spatial resolution (different types of spaces and how program affects space and circulation), marginally developed formal resolutions (geometry and how program affects form) and limited contextual response.		Portfolio work demonstrates spatial resolution (understands types of spaces, including levels and double-heights and how program affects space, circulation), formal resolutions (geometry and how program affects form) and contextual response.

The technical aspects, systems, and materials and their role in the implementation of design.					
	0	1	2	3	4
<b>Building</b>	Portfolio includes no plans or sections and no evidence of an understanding of gravity or simple environmental principles. Drawings show no evidence of distinction among materials and no indication of differential wall and roof assemblies and openings.		Portfolio includes simple plans AND sections and some evidence of an understanding of gravity and environmental principles. Drawings show little evidence of distinction among materials and little indication of differential wall and roof assemblies and openings.		Portfolio includes technically correct plans AND sections and evidence of an understanding of gravity, structure, and environmental systems. Drawings show evidence of distinction among materials, and indication of differential wall and roof assemblies and openings.

The wide range of media used to communicate design ideas including writing, speaking, drawing, and model making.					
	0	1	2	3	4
<b>Representation</b>	There is no evidence of a design process and only a single form of representation. Drawings and/or models are badly crafted.		Design process is revealed through a limited range of media that include at least two various techniques (hand drawings, computer drawing and physical and digital models). There is some evidence of a personal language of representation.		Design process is revealed through a range of media including hand drawing, computer drawing and physical and digital models (sketches, photographs). There is evidence of a personal and compelling language of representation and care in craft.

The ability to manage, argue, and act legally, ethically, and critically in society and the environment.					
	0	1	2	3	4
<b>Professionalism</b>	Designs are simply formal manipulations with no evidence that architecture responds to human issues. The portfolio as a representation of educational achievements is unclear, text is badly written or nonexistent and portfolio shows no personal imprimatur.		Portfolio shows some evidence that architecture responds to human issues and is not just formal manipulations. The portfolio as a representation of educational achievements is clear but uninspired.		Portfolio shows evidence that architecture responds to human issues and is not just formal manipulations. The portfolio as a representation of educational achievements is clear, well-crafted, and beautifully designed.

What we are looking for in portfolios for post-professional (1-year) applicants is all of the above plus a research agenda.

A clear research agenda will guide the student in course selection and alignment with faculty and institutes.					
	0	1	2	3	4
<b>Research Agenda</b>	No research agenda is evident. There is no evidence of methodological initiative or intent.		Research agenda is evident but underdeveloped. There is some evidence of methodological initiative or intent.		Research agenda is clear and well-written. There is ample evidence of methodological initiative or intent.

Comments (including pre-fall preparation requirements):

<b>Total Score:</b>	
---------------------	--

**WOODBURY SCHOOL OF ARCHITECTURE**  
**Graduate Comprehensive Design Portfolio Rubric**

<b>Student:</b>
<b>Reviewed by:</b>
<b>Date:</b>

<b>Score:</b>	
---------------	--

**Unsatisfactory (NC)      Professionally Competent (CR)      Professionally Innovative (CR)      Critically Generative (CR+)**

Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following : Design Thinking Skills, Technical Documentation, Investigative Skills, Ordering Systems, Historical Traditions and Global Culture, Accessibility, Sustainability, Site Design, Life Safety, Environmental Systems, Structural Systems.

	1	2	3	4
<b>Comprehensive Design</b>	Portfolio does not include any comprehensive design projects.	Portfolio includes at least one project that satisfies some/most of the categories that define a comprehensive project.	Portfolio includes at least one projects that satisfies ALL categories of comprehensivity.	Portfolio includes more than one project that satisfies all categories of comprehensivity.

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.

	1	2	3	4
<b>Design Thinking Skills</b>	Portfolio work demonstrates no design concept, no understanding of spatial resolution (no understanding of types of spaces and how program affects space and circulation), no formal resolutions (no evidence of program affecting form or geometry) and no contextual response.	Portfolio work demonstrates adequate design concepts, an adequate understanding of spatial resolution (different types of spaces and how program affects space and circulation), marginally developed formal resolutions (geometry and how program affects form) and limited contextual response.	Portfolio work demonstrates strong and innovative design concept, spatial resolution (understands types of spaces, including levels and double-heights and how program affects space, circulation), formal resolutions (geometry and how program affects form) and contextual response.	Portfolio work demonstrates critically relevant design concepts, innovative spatial resolution (pushes boundaries of types of spaces, including levels and double-heights and how program affects space, circulation), innovative and critical formal resolutions (geometry and how program affects form) and strong contextual response.

Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

	1	2	3	4
<b>Technical Documentation</b>	Portfolio work demonstrates little understanding of the technical representation of building design (details, wall sections, material assembly diagrams). Technical drawings and models are non-existent, poorly crafted, and / or do not demonstrate design intent.	Portfolio work demonstrates satisfactory understanding of technical representation of building design (details, wall sections, material assembly diagrams). Drawings and models are present, adequately crafted, and adequately demonstrate design intention.	Portfolio work demonstrates advanced technical representation and a clear understanding of material assembly and systems as it relates to building design. Drawings and models are present, clear and well crafted, and reinforce design intention.	Portfolio work demonstrates advanced technical representation a critical understanding of material assembly and systems as it relates to building design, and innovative and/or experimental strategies to develop new technical representational techniques. Drawings and models are clear, well crafted, and have a critical relationship with technical documentation in the profession.

Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

	1	2	3	4
<b>Investigative Skills</b>	Weak research agenda and little evidence of relevant references. There is little or no evidence of methodological initiative or intent.	Research agenda and references are present but underdeveloped and not their relevance not always explained. There is some evidence of methodological initiative or intent.	Research agenda and relevant references are present, clear and well-communicated. There is evidence of methodological initiative or intent.	Research agenda is clear and innovative and/or provocative. References are critical and area well-communicated in relation to the landscape of related architectural discourse. There is ample evidence of methodological initiative or intent.

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

	1	2	3	4
<b>Ordering Systems Skills</b>	Portfolio work demonstrates no understanding of the fundamentals of ordering systems nor how they might help organize and systematize 2D and 3D design.	Portfolio work demonstrates some understanding of the fundamentals of ordering systems. Some evidence of ordering systems is apparent in 2D and 3D design.	Portfolio shows clear understanding of the fundamentals of ordering systems. Evidence of these systems is clearly incorporated into 2D and 3D work, and diagrams express its relevance to process or final design.	Portfolio uses ordering systems to push the project into new and innovative realms of space-making. Evidence of these systems is clearly incorporated into 2D and 3D work, and diagrams express its relevance to process. Final design, diagrams, and text show critical attitude towards how order systems have the potential to shape space.



Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, and national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.					
	1	2	3	4	
<b>Historical Traditions &amp; Global Culture</b>	Portfolio work shows little to no evidence of an understanding of differing world human issues and cultural traditions.	Portfolio work shows some evidence of an understanding of differing world human issues and cultural traditions. Portfolio incorporates some research from cultures in other parts of the world, even if the application of that research is unclear or weak.	Portfolio work shows clear evidence of an understanding of differing world human issues and cultural traditions. Portfolio incorporates research from cultures in other parts of the world, and the application of that research is clear and strong.	Portfolio work incorporates strategies for addressing differing world human issues and cultural traditions. Portfolio incorporates research from cultures in other parts of the world, and the application of that research is clear and strong. Projects display critical attitude for how world cultural traditions can push architecture into new modes of contemporary practice.	

Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.					
	1	2	3	4	
<b>Accessibility</b>	Designs show no evidence of accommodation of users with physical, sensory or cognitive disabilities.	Portfolio shows some evidence of accommodation of users with physical, sensory or cognitive disabilities.	Portfolio shows clear accommodation of the spatial needs of users with physical, sensory or cognitive disabilities.	Portfolio uses spatial and circulation needs of users with physical, sensory or cognitive disabilities as an advantage and opportunity to push the project into new realms of critical practice.	

Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.					
	1	2	3	4	
<b>Sustainability</b>	Portfolio work shows no evidence of sustainable practices nor materials. There is no evidence of recognition of the environmental impact of architecture.	Portfolio work shows some evidence of the incorporation of sustainable practices and/or materials into designs. There is some evidence of recognition of the environmental impact of architecture.	Portfolio work incorporates sustainable practices and/or materials into designs. There is clear evidence of recognition of the environmental impact of architecture.	Portfolio work clearly incorporates sustainable practices and materials into designs. There is clear evidence of recognition of the environmental impact of architecture, and student has diagrammed how the design takes part in this life cycle.	

Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.					
	1	2	3	4	
<b>Site Design</b>	Designs show little or no response to site characteristics such as soil, topography, vegetation or context.	Designs show some evidence of considerations of site characteristics such as soil, topography, vegetation or context. These characteristics are identified and diagrammed, but not used to further the design nor representation.	Designs show clear evidence of considerations of site characteristics such as soil, topography, vegetation or context. These characteristics are identified and diagrammed.	Design work takes advantage of site characteristics such as soil, topography, vegetation or context to push design in a critically relevant and innovative direction. Relevant characteristics / opportunities are identified, diagrammed, and used to further the design and its representation.	

Ability to apply the basic principles of life-safety systems with an emphasis on egress.					
	1	2	3	4	
<b>Life Safety</b>	Designs show little to no evidence of considerations of the basic principles of life-safety systems.	Designs show some evidence of the basic principles of life-safety systems with adequate incorporation of egress considerations.	Portfolio work shows clear evidence of the basic principles of life-safety systems and clear systems of egress. Life safety strategies are diagrammed and demonstrate innovation and creativity.	Portfolio work shows clear evidence of the basic principles of life-safety systems and clear systems of egress. There has been an attempt to innovate how architectural life safety operates, and find a way it can respond more innovatively to contemporary design. Life safety strategies are diagrammed.	

Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.					
	1	2	3	4	
<b>Environmental Systems</b>	Portfolio shows little to no evidence of environmental systems considerations nor environmental comfort for users.	Portfolio shows some evidence of environmental systems considerations and has taken into account, to some extent, the environmental comfort for users.	Portfolio shows clear evidence of environmental systems considerations and has taken into account the environmental comfort for users.	Portfolio shows at least one project in which environmental systems are not only incorporated, but taken advantage of to critically develop the project into new realms of practice.	

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

	1	2	3	4
<b>Structural Systems</b>	Designs show no evidence of an understanding of structural behavior and many projects included in portfolio are structurally inadequate.	Designs show some evidence of an understanding of gravitational and lateral structural behavior and the contemporary applications therein.	Designs show understanding of gravitational and lateral structural behavior and the contemporary applications therein.	Designs show clear understanding of gravitational and lateral structural behavior and the contemporary applications therein. Inventive or innovative structural solutions are evident, and technical models and diagrams of structural systems are well developed and well-tested.

Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

	1	2	3	4
<b>Building Envelope Systems</b>	Designs show no evidence of an understanding in appropriate application of building envelope systems nor how they might implicate ideas of performance, aesthetics, moisture transfer, etc.	Designs show some evidence of an understanding in appropriate application of building envelope systems. Designs attempt to use building envelopes to further ideas of performance, aesthetics, moisture transfer, etc.	Designs show clear evidence of an understanding of appropriate application of building envelope systems. Designs present innovative ideas of performance, aesthetics, etc as they relate to building envelopes.	Designs show advanced understanding building envelope systems and use this knowledge to innovate designs that are critically relevant to contemporary architectural discourse. Designs present innovative ideas of performance, aesthetics, etc as they relate to building envelopes.

Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

	1	2	3	4
<b>Building Service Systems</b>	Designs show little to no evidence of the incorporation of appropriate building service systems.	Designs show adequate evidence that appropriate building service systems have been considered and incorporated.	Designs show clear evidence of appropriate building service system integration and innovative use and/or design.	At least one project in portfolio uses building service system integration as a design opportunity. There is a clear strategy at innovative design in building service systems and the potential they have on space-making.

Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

	1	2	3	4
<b>Building Materials and Assemblies</b>	Designs show little to no evidence of research or selection of materials and products in relation to inherent characteristics and performance, and how those serve design.	Designs show satisfactory evidence of research and selection of materials and products that adequately serve design by their inherent characteristics and performance.	Designs show clear evidence of research and selection of materials that drive and innovate design, and reinforce the larger concept.	Designs show extensive evidence of research of materials that drive and innovate design, and reinforce the larger concept. Scale mock-ups using selected materials and craft techniques are included and have a clear relationship to process and development of design.

Comments (including pre-fall preparation requirements:

<b>Total Score:</b>
---------------------

Woodbury School of Architecture - Faculty Credential Matrix

FALL 2014									
Faculty Member	Position	Summary of expertise, recent research, or experience (see also CV)	F 12	SP 13	SU 13	F 13	SP 14	SU 14	
<b>Fulltime</b>									
Ahrens, Chandler	Visiting Assistant Professor (2011-12)	Long-time lead designer with <i>Morphosis Architects</i> ; co-founder and director of <i>Open Source Architecture</i> , with practical experience integrating material system logics and digital design processes; currently assistant professor at Washington University		ARCH 366					
Bertheaud, Stan	Professor	Architect, educator and filmmaker; Paul Rudolph Visiting Professor at Auburn University (2006); co-creator and consulting producer for the Sundance Channel documentary series, <i>Architecture School</i>	ARCH 487/491 PPDV 200	ARCH 384 PPDV 200				ARCH 489 PPDV 200	
Bestor, Barbara, AIA	Distinguished Professor of Practice (2011-present) / Graduate Chair (2009-2011)	Los Angeles-renowned principal of <i>Bestor Architecture</i> , recognized internationally for SoCal bohemian and modern commercial and residential projects that navigate between popular culture, art and architecture	ARCH 648	ARCH 692		ARCH 648	ARCH 692		
Boberska, Berenika	Professor of Practice (2013-15)	Architect, installation artist, urban provocateur; principal of <i>Feral Office</i> and former architect/artist-in-residence at University of Virginia (2009-10); design architect for Frank Gehry (2001-6); expertise in experimental drawing and making	ARCH 383 ARCH 448	ARCH 492 ARCH 563 ARCH 5728		ARCH 4932 ARCH 5758	ARCH 448	ARCH 492	ARCH 4758
Branda, Ewan, PhD	Undergraduate Program Coordinator (2014-present), Associate Professor	Architectural historian, software designer, and former coordinator of history and theory curriculum; PhD from UCLA on late-postwar architecture and architecture's role in information technology and society	ARCH 330 ARCH 448	ARCH 492	ARCH 5731/5751		ARCH 448 ARCH 487 ARCH 691	ARCH 492	ARCH 448
Centuri, Jeanine, AIA	Professor and Director of the university-wide Architecture + Civic Engagement Center / Undergraduate Chair, Los Angeles (2011-2014)	Principal of <i>UrbanRock Design</i> whose work emphasizes civic engagement, public art and architecture that engages with the community in which it is sited	ARCH 487/491/691	Sabbatical	ARCH 4931/499/5731	ARCH 487/491/691	ARCH 487/491/691		
Chu, Annie, AIA, IIDA	Professor of Interior Architecture	Principal, <i>CHU+GOODING Architects</i> , focusing on furniture, interior design, space planning in arts-related/higher education projects; National AIA Interior Architecture Committee member; LA Cultural Affairs Commissioner; Mayor's Design Advisory Panel liaison							ARCH 4758
Ericson, Mark	Graduate Program Coordinator, Los Angeles (2014-present), Associate Professor	Principal of <i>Atlas Ericson Design-Build</i> , licensed contractor; research focus on construction representational methods that conflate historical methods of drawing with technological developments in discipline	ARCH 182 ARCH 562	ARCH 283 ARCH 4740/5726	ARCH 4756/5757		ARCH 562 ARCH 587	ARCH 283 ARCH 692	
Fontenot, Anthony, PhD	Associate Professor	Architectural historian and designer; PhD from Princeton University; expertise in investigating the relationship between architecture, urban design and the contemporary city as cultural and spatial practice informed by geography, landscape, ecology	ARCH 489 ARCH 554	ARCH 330 ARCH 584			ARCH 330 ARCH 554	ARCH 330 ARCH 584	
Gillis, Matthew	Visiting Assistant Professor (2014-present) / Adjunct Faculty	Licensed architect, principal, GILLIS, architecture and interiors in Los Angeles; integrating ecological research, digital design, architectural fabrication to create sensually dense environments and experiences		ARCH 487 ARCH 547				ARCH 487/589 ARCH 547	ARCH 4758
Herbst, Catherine, AIA	Chair, Architecture (San Diego), Associate Professor	Principal of <i>Rinehart Herbst</i> , and formerly project architect with <i>Rob Wellington Outgley FAIA</i> , on the Leslie Shao Ming Sun Field Station, the Sherman Heights Community Center and the Solana Beach Transit Center; expertise in type V and tilt-up concrete construction		ARCH 2742		ARCH 4756	Sabbatical	ARCH 384	
Korner, Christoph	Chair, Interior Architecture (2014-present), Assistant Professor / Adjunct Faculty (2004-2014)	Founding partner of award-winning architecture firm <i>GRAFT</i> that has built a broad range of international projects; author of <i>Distinct Ambiguity</i> ; special interest in 20th century Mexican architecture	ARCH 267	ARCH 267 ARCH 366/5752 ARCH 555	ARCH 4757 ARCH 5754	ARCH 267	ARCH 267 ARCH 555		
Millar, Norman, AIA	Dean	Past-president of the ACSA and principal of widely published and awarded firm <i>Norman Millar Architects</i> ; academic interests include alternative practice and everyday urbanism							
Neveu, Marc, PhD	Chair, Architecture (Los Angeles), Associate Professor	Architectural historian with PhD from McGill University and recipient of Fulbright Fellowship for study in Venice; currently executive editor of <i>Journal of Architectural Education (JAE)</i>							
Ogosta, Ed, AIA	Visiting Assistant Professor (2014-15)	Licensed architect and LEED-accredited principal of <i>Edward Ogosta Architecture, Inc.</i> , whose projects have garnered multiple local, state and national AIA awards; formerly with <i>Clive Wilkinson Architects</i> and <i>Michael Maltzan Architecture</i>							
Olsen, Eric	Professor, Interim Graduate Chair (2013-14)	Principal of <i>Superficial Studio</i> , whose work imagines a new life for those architectural products and materials that have been become so ubiquitous that they have been rendered invisible	ARCH 243 ARCH 491/691	ARCH 384 ARCH 492	ARCH 366 ARCH 3755/4755	ARCH 544		ARCH 3755/4755 ARCH 366	
Parral, Jose	Associate Professor	Recipient of the Kate L. Brewster Rome Prize in Landscape Architecture, American Academy in Rome; with degree and expertise in landscape architecture; currently working on the development of a Master of Landscape Architecture program	ARCH 383 ARCH 448	ARCH 489 ARCH 5730			ARCH 330 ARCH 383	ARCH 489	
Peralta, Rene	Participating Adjunct Faculty / Director of Post-professional MS Arch Landscape + Urbanism Program in San Diego (2012-14)	Principal of <i>Generica Arquitectura</i> in Tijuana, with expertise on the transformative power of design in contested territories and developing regions	ARCH 330 ARCH 487/491/691			ARCH 6921	ARCH 491/691		ARCH 6921
Perez, Hector	Graduate Coordinator, San Diego (2012-present), Visiting Assistant Professor	Principal of <i>De-Arc</i> , a collaborative design practice that recently completed <i>La Esquina</i> , a development project that features micro-living units in Barrio Logan, San Diego		ARCH 3708			ARCH 554	ARCH 584	
Peterson, Heather	Associate Professor	Designer and artist with a studio practice in fine art, architecture, design, and writing; has consulted with a number of Los Angeles architects regarding the retooling of the conceptual and representational structures of their practices; recipient of MacDowell Fellowship (2014)	ARIA 114			ARCH 4757	ARIA 114 ARCH 564		
Roberts, Nick, AIA †	Professor, Interim Undergraduate Chair (2013)	Key figure in design and construction of several LA landmark buildings, including Moneo's Cathedral of Our Lady of Angels; China / India study-away program director; expertise in comprehensive design and building technology	ARCH 383 ARCH 464	ARCH 464			ARCH 487		
Sanchez-Prieto, Marcel	Associate Professor	Co-founder of <i>CRD Studio</i> , a collaborative practice focusing on urban renewal through architecture; expertise in development of design methodologies that expand geometry as a tool for urban sensing and architectural innovation	ARCH 383 ARCH 448	ARCH 211 ARCH 492			ARCH 383 ARCH 448	ARCH 211 ARCH 492	
Singley, Paulette, PhD	Professor and Director, Rome Center for Architecture and Culture	PhD from Princeton University; co-editor of <i>Eating Architecture and Architecture: In Fashion</i> ; author of numerous journal publications; expertise in Italian urbanism that translates into a research agenda for the activist and public places of LA	ARCH 366 ARCH 554	ARCH 334 ARCH 489/691 ARCH 492/692		ARCH 4757		ARCH 366 ARCH 492	
Smulevich, Gerard	Professor	Award-winning instructor with an expertise in urban landscape photography whose students regularly win the national ACSA steel competition	ARCH 366 ARCH 489	ARCH 114 ARCH 2744/6744 ARCH 384	ARCH 366 ARCH 3755/4755		ARCH 114 ARCH 487/491	ARCH 114 ARCH 2744/6744 ARCH 384	ARCH 3755/4755 ARCH 366
Spina, Maxi	Associate Professor	Principal of <i>MSA</i> , previously worked with Daniel Libeskind and Neil Denari, with expertise in the application of advanced representation techniques and digital fabrication methods	ARCH 487/491/691	ARCH 384 ARCH 4741/5727			ARCH 114 ARCH 489/491	ARCH 384 ARCH 4741 ARCH 565	
Stauffer, Randy	Associate Vice President of Academic Affairs (2013-present) / Associate Dean (2012-13), Chair of Interior Architecture (2002-12)	Consultant for commercial interiors design; researcher on importance of interior space as place of political agency and change with the capacity to impact the social relevance of architectural design				ARCH 4753/5758			
Stein, Joshua	Associate Professor	Award-winning principal of <i>Radical Craft</i> , studio investigating urban and material patterns while focusing on the intersection of traditional craft and contemporary technology; 2010-11 Rome Fellow with expertise in digital mold-making	ARCH 5723 ARCH 587	ARCH 387 ARCH 692			sabbatical	sabbatical	
Stevens, Clark	Adjunct Faculty, Professor of Practice (2012-14)	Licensed architect, president of <i>New West Land Company</i> , executive officer of the Resource Conservation District, with an expertise in conservation-based design and development	ARCH 487/491/691	ARCH 6921	ARCH 6991	ARCH 487/491	ARCH 489/491/589		
Taalman, Linda	Associate Professor	Licensed architect and principal of <i>Taalman Koch Architecture</i> , recognized for research in off-site pre-engineered technologies for award winning lighthouse; co-architect of the DIA Beacon museum; expertise in integrated building systems	ARCH 281 ARCH 366 ARCH 5702	ARCH 487/491/589 ARCH 547			ARCH 281 ARCH 464/547	ARCH 487/491/589 ARCH 547	
Wahiroos-Ritter, Ingallil, AIA	Associate Dean (2013-present), Professor / Graduate Chair (2011-13) / LA Undergrad Chair (2008-11)	Licensed architect and co-principal of architecture firm <i>WROAD</i> with expertise in the building envelope and the experimental architectural use of glass; director of the WUHO gallery		ARCH 692	ARCH 4753/5758	1/2 sabbatical	1/2 sabbatical		
<b>adjunct</b>									
Acaron-Toro, Nicole	Adjunct Faculty	Designer at <i>Rivers &amp; Christian</i> with a specialization in large-scale project planning, program development and transportation networks	ARCH 281						
Arnold, Hadley	Adjunct Faculty, Co-Director of the Arid Lands Institute	Expertise in issues of climate change and design of the built environment through education and public involvement; recipient of HUD grant and other awards that support the Drylands Design Initiative	URBS 312	URBS 4990					

Woodbury School of Architecture - Faculty Credential Matrix

Faculty Member	Position	Summary of expertise, recent research, or experience (see also CV)	F 12	SP 13	SU 13	F 13	SP 14	SU 14
Arnold, Peter	Adjunct Faculty, Co-Director of the Arid Lands Institute	Expertise in issues of climate change and design of the built environment through education and public involvement; recipient of HUD grant and other awards that support the Drylands Design Initiative	ARCH 489/491					ARCH 6744
Bányász, Bojana	Adjunct Faculty	Licensed architect, co-principal of <i>Claret-Cup</i> ; expertise in collaborative projects engaging activities for the appreciation and success of design in the built environment, promoting meaningful social interaction		ARCH 366 ARCH 489/491/492/691 ARCH 565			ARIA 211	
Benson, Shawn	Digital Fabrication Lab Manager in San Diego, Adjunct Faculty	Principal designer at <i>Side Yard Project</i> , a design office and workshop specializing in space design and custom built objects			ARCH 2740	ARCH 2740		
Bills, Emily, PhD	Director of the Julius Shulman Institute, Participating Adjunct Faculty	Architectural and urban historian, PhD from the Institute of Fine Arts at NYU, with expertise in Los Angeles Modernism, telecommunications, and critical theory		URBS 301 URBS 302		URBS 311		
Bogosian, Biayna	Adjunct Faculty	PhD candidate in School of Cinematic Arts at USC; expertise in converging disparate computational platforms into design workflows that create localized materialization processes responding to data patterns		ARCH 565 ARCH 5990			ARCH 212	
Boomhower, Matthew	Participating Adjunct Faculty	Juris doctorate, licensed architect, certified construction contract administrator (CCCA), and a member and past president of the San Diego Chapter of the Construction Specifications Institute (CSI)		ARCH 450 ARCH 620			ARCH 450	
Bosshart, Philipp	Participating Adjunct Faculty	Swiss designer and principal of <i>blau</i> ; bosshart laboratory for architecture and urbanism; research interests include housing, city, systems and logics; collaborator with ALI	ARCH 114	ARCH 183	ARCH 6740/6741/6742	ARCH 583	ARCH 492 ARCH 545	ARCH 3710 ARCH 6740
Bratton, Benjamin	Adjunct Faculty	Sociologist, design theorist, associate professor of Visual Arts at UC San Diego; best known for writing on the cultural implications of computing and globalization	ARCH 366					
Brechtel, Justin	Adjunct Faculty	Registered architect, USC adjunct lecturer; expertise in fabrication and design technologies, emerging material innovations with construction methodologies, building information modeling, rapid prototyping techniques			ARCH 2742			
Brockway, John	Adjunct Faculty	Formerly with <i>Michael Mattzan Architecture</i> , ACPIS Architecture and <i>SLAB Architecture</i> , with expertise in high-performance technology, visual studies and rendering	ARCH 114 ARCH 2742/6742 ARCH 448 ARCH 564	ARCH 211 ARCH 2743 ARCH 2744/6744 ARCH 492	ARCH 114/211 ARCH 6742	ARCH 211 ARCH 2742 ARCH 564		
Bucknam, James	Adjunct Faculty	LEED-certified principal of <i>Narrative</i> , an LA-based design firm that has completed civic, cultural, academic, commercial and residential projects; expertise in representation	ARCH 114	ARCH 2743 ARCH 492		ARCH 114 ARCH 383	ARCH 183	
Bucknam, Monica	Adjunct Faculty	Designer, artist and founder of <i>Narrative</i> , a graphic design and architecture co-op based in LA; clients include Universal, Dreamworks, HBO, CBS, and Paramount Classics	ARCH 2741/6741			ARCH 2741/6741		
Byers, Kristine	Adjunct Faculty	Licensed architect, LEED-accredited principal of Kristine Byers Architects, past president of AIA San Diego; Young Architect of the Year SDAIA 2013		ARCH 250			ARCH 250	
Chan, Jacob	Adjunct Faculty	Licensed professional engineer and LEED-accredited managing principal of <i>Glumac International</i> , a full service consulting engineering company specializing in sustainable design; active in USGBC		ARCH 425			ARCH 425	
Charles, Jennifer	Adjunct Faculty	Licensed architect, LEED-accredited professional, formerly senior associate with <i>Rios Clementi Hale Studios</i> , leading role in commercial, residential and institutional projects, including <i>Sox</i> studio building	ARCH 182	ARCH 183				
Clementi, Frank, AIA, AIGA	Adjunct Faculty, member SoA Dean's Advisory Council	Licensed architect, principal at <i>Rios Clementi Hale Studios</i> ; responsible for some of the firm's most creative designs for commercial, residential, and institutional projects, and product design					ARCH 692	
Corbett, Matt	Adjunct Faculty, Digital Fabrication Lab Manager, Los Angeles	Designer, architectural fabricator; experience in digital, analog and mechanical fabrication including robotic arm control, CNC, laser/ plasma cutting, fiberglass/ carbon fiber layup; formerly senior fabricator with <i>Greg Lynn Studio</i>						ARCH 6743
Corletto, Oscar	Making Complex Manager in Los Angeles, Adjunct Faculty	Making Complex manager with expertise in university architecture shop management; construction foreman with <i>St. Amant Constructs</i> design/build; interest in the intersection of analog and digital fabrication; project manager and co-instructor on ACE center design/build studios	ARCH 2744/6744 ARCH 544	ARCH 5990		ARCH 487/491	ARCH 487/491	ARCH 4931/5731
Corso, Greg	Adjunct Faculty	Designer for <i>Studio Gang</i> , <i>Standard</i> , and <i>Cliff Garten Studio</i> ; currently assistant professor at Syracuse University School of Architecture, with expertise in hybrid forms of fabrication and construction		ARCH 2743		ARCH 2743		
Culley, Peter	Adjunct Faculty	Principal, <i>Spatial Affairs Bureau</i> ; previously associate partner, <i>Rick Mather Architects</i> , on Virginia Museum of Fine Arts and Masterplan for Southbank Centre, Europe's largest arts complex; expertise in representation and narrative	ARCH 583	ARCH 492/692		ARCH 448 ARCH 583	ARCH 492/692	
Cusma, Donatella	Adjunct Faculty	Principal, <i>Claret-Cup</i> ; project manager on relocation/remodel of Neutra's Maxwell House; research includes LA River area revitalization, school/community center prototype design in earthquake devastated area of Kashmir, India		ARCH 366 ARCH 489/491/492/691 ARCH 565 ARCH 268				
Daines, Matthew	Adjunct Faculty	Architectural historian and former designer at <i>Jones Partners Architecture</i>	ARCH 268			ARCH 268 ARCH 330	ARCH 268 ARCH 330	ARCH 268
Dalla Costa, Wanda, AIA	Adjunct Faculty	Licensed architect and LEED-accredited principal, <i>Della Costa Architecture Inc.</i> , with experience working with First Nation and Tribal clients across the USA and Canada for over 20 years				ARCH 182		
de Jannett, Mitchell	Adjunct Faculty	Principal, <i>LAMd</i> ; former design manager of interiors for Library of Alexandria for <i>Snohetta Architects</i> ; expertise in public art, design of large public plazas, environmental artwork				ARCH 448	ARCH 492	
Dietz, Andrea	Graduate Program Activity Coordinator & Curriculum Specialist, Adjunct faculty / Asst. grad chair (2009-2012)	Licensed architect, interests in decorative arts/architectural products as conduit to all scales of design; expertise in events coordination, grants administration, institutional programming, project management				ARCH 648		
Deusch, Daniela	Adjunct Faculty	Principal, <i>exitecture architects</i> ; expertise in sustainable interdisciplinary design approaches; interests in linking architecture to scientific theory and philosophy of technology		ARCH 425		ARCH 464 ARCH 487	ARCH 425 ARCH 547	
Farnsworth, Benjamin	Adjunct Faculty	Designer, former assistant in office of Sir Peter Cook and Eric Owen Moss Architect; expertise in visual studies and intersection of architecture and fine arts curation					ARCH 211	
Freidberg, Eva, PhD	Adjunct Faculty	Architectural historian, PhD from UC Irvine; Art History lecturer at UCSD since 2006; research on postwar American architecture/urbanism, counterculture, 1960s avant-garde art and performance, landscape				ARCH 366/5730		
Fortmeyer, Russell	Adjunct Faculty	Electrical engineer, sustainability consultant with <i>Arup</i> ; expertise in advanced digital modeling analysis, sustainability framework development, strategic consulting, research on building control systems and networks	ARCH 464					
Gambetta, Curt	Adjunct Faculty (2013-14) / Visiting Assistant Professor (2012-13)	PhD candidate at Princeton, former Reyner Banham Fellow at Buffalo School of Architecture; curatorial residency and symposium titled "How to Make Waste Public: Experiments with Infrastructure" at WUHO	ARCH 281 ARCH 448	ARCH 492		ARCH 587	ARCH 211 ARCH 2743 ARCH 283	
Glaizebrook, Scott	Adjunct Faculty	Licensed architect, senior planner at <i>Civic San Diego</i> ; formerly principal architect with <i>MW Steele Group, Inc.</i> ; expertise in sustainability and environmental design		ARCH 425				
Greiman, April	Participating Adjunct	Principal, <i>Made in Space</i> ; transmedia projects, innovative ideas and hybrid-based approach with worldwide influence for three decades; expertise in color, environmental and graphic design	ARCH 448/648/ 6481	ARCH 492/692		ARCH 448/648/6481	ARCH 492/692	
Grove, Adam	Adjunct Faculty / Making Complex Assistant Manager (San Diego)	Director, founder, <i>SPECIAL TOPICS</i> , interdisciplinary design bureau exploring relationship between design, making and industry and interrelationship of cultures, climate and geography					ARCH 2736 ARCH 565	
Hadidian, Kami	Adjunct Faculty, Assistant Manager Digital Fabrication Lab (2013-14)	Freelance contractor and designer with expertise in digital fabrication and model making				ARCH 2740		
Harvey, Kate	Adjunct Faculty	Landscape architect with expertise on a range of projects from campus master-planning to neighborhood parks; formerly with <i>Osborne Architects</i>		ARCH 283			ARCH 366	
Honles, Guillermo	Adjunct Faculty	Principal, <i>Honles and Zepeda Architects</i> ; LADWP architect; experience in sustainable architecture, alternative energy; co-founder of <i>Mundaneum</i> , coordinator, summer fieldwork <i>Latin America (WE T)</i> since 2004			ARCH 4931/4932/5755			ARCH 4930/4931/4932
Hughes, Casey	Adjunct Faculty	Licensed architect, LEED-accredited principal, <i>Casey Hughes Architects</i> ; experience in single/multi-family residences, retail, restaurants, educational, cultural facilities	ARCH 243 ARCH 281	ARCH 2743 ARCH 492		ARCH 243 ARCH 281 ARCH 366/5732	ARCH 384	

Woodbury School of Architecture - Faculty Credential Matrix

Faculty Member	Position	Summary of expertise, recent research, or experience (see also CV)	F 12	SP 13	SU 13	F 13	SP 14	SU 14
Hunker, Molly	Assistant Graduate Chair (2012-13), Adjunct faculty	Currently assistant professor, Syracuse University; inaugural 2013-14 Garofalo Fellow at UIC; research in material, craft, transition of cultural tradition through digital fabrication	ARCH 211	ARCH 492				
Hwang, Theresa	Adjunct Faculty	Architect and collaborator with Skid Row Housing Trust as former Enterprise Rose Fellow on mixed-use commercial-residential development; expertise in community-based design and civic engagement	ARCH 491			ARCH 489/491		
Iwasaki, Miki	Adjunct Faculty	Architecture-educated artist and designer; expertise in sensory, tactile and kinetic work, public art; projects at San Diego International Airport and wind-powered installation in New Children's Museum	ARCH 182 ARCH 243	ARCH 384		ARCH 2744		
Johnson, Eric	Adjunct Faculty	LEED-accredited designer at <i>Rinehart Herbst Architects</i> ; expertise in craft and making	ARCH 487/491			ARCH 243 ARCH 487	ARCH 492	
Jubany, Helena, FAIA	Adjunct faculty	Licensed architect, LEED-accredited managing principal, <i>NAC Architecture</i> ; known for work with educational and public projects; advocate of the urban revitalization of downtown L.A. as owner of Fresco Community Market		ARCH 450			ARCH 450	
Kang, Yilip	Adjunct faculty	Expertise in parametric modeling and digital representation; research in 3D visual studies, robotics, and prototyping		ARCH 250			ARCH 250	
Kerr, Robert, AIA	Adjunct faculty	Licensed architect, principal, <i>ROBERT KERR architecture design, Inc.</i> ; previous work at <i>Hodgetts + Fung, Clive Wilkinson Architects, Koning Eizenberg Architecture</i> ; expertise in mixing presentation media toward site-responsive projects			ARCH 250			
King, Jason	Adjunct faculty, Digital Fabrication Lab Manager (2010-13)	Co-founder, principal, <i>Somewhere Something</i> , design, teaching, fabrication studio; research in adaptive, responsive architecture, visionary future infrastructure; expertise in computation, interactive architecture	ARCH 2740/6740 ARCH 2746/6742 ARCH 544	ARCH 2740/6740 ARCH 2746/6742 ARCH 563	ARCH 6740	ARCH 2742	ARCH 212 ARCH 2740	
Klein, Norman	Adjunct faculty	Well-known critic, urban and media historian, author <i>The History of Forgetting: Los Angeles and the Erasure of Memory</i> ; expertise in the collective memory and power in urban spaces	ARCH 366/5734					
Linton, Jon	Participating Adjunct Faculty	Director of architecture, <i>Co kitt&amp;Co</i> ; former project architect, <i>Studio E Architects</i> ; expertise in urban design, architectural theory and history	ARCH 267	ARCH 268		ARCH 267	ARCH 334	
Loomis, Alan	Participating Adjunct Faculty	Principal urban designer for City of Glendale, California; leading the city's Design Studio, which is responsible for developing and enforcing design policies, guidelines and historic preservation programs	ARCH 334	ARCH 334		ARCH 334	ARCH 334	
Lopez-Angel, Cesia	Adjunct faculty	2013 Enterprise Rose Fellow and double SoA alumna (BArch and MSArch with ALI) expertise in water as design material				ARCH 4990 ARCH 4991		
Mahlow, Elizabeth	Adjunct Faculty	Licensed P.E., principal, <i>Nous Engineering</i> ; previously with <i>Buro Happold</i> ; expertise ranges from large-scale developments in Middle East to design of experimental art installations	ARCH 327	ARCH 327	ARCH 327	ARCH 2735/5735 ARCH 327	ARCH 327	ARCH 327
Mahon, Casey	Adjunct Faculty	Designer, principal <i>bidlab</i> , working with artists and architects on research, competitions, and installations that focus on the connection between digital design processes, fabrication, and construction				ARCH 564	ARCH 563	
McDonald, Michael, AIA	Adjunct Faculty	Licensed architect, principal of architecture, interiors, product design, <i>Park McDonald</i> ; expertise in project development from pre-design through construction administration	ARCH 383	ARCH 283		ARCH 383	ARCH 283	
Medina, Salvador	Participating Adjunct Faculty	Architecture-educated structural engineer with expertise in engineering and theory	ARCH 326 ARCH 366	ARCH 327		ARCH 326 ARCH 546	ARCH 327	
Mirzaeian, Narineh	Adjunct Faculty	Designer, lecturer at UCLA, former associate at <i>Gehry Partners</i> ; expertise in dynamic building technologies integrating design, engineering, advanced fabrication techniques				ARCH 691		
Molina, Louis	Participating Adjunct Faculty / Assistant Undergraduate Chair (2012-14)	Architect, principal, <i>Good Idea Studio</i> (LA and Geneva); expertise in tiny house design and natural history of LA	ARCH 182 ARCH 366 ARCH 5702	ARCH 183	ARCH 6741	ARCH 182 ARCH 554	ARCH 183	ARCH 6741
Nickels, Jay, AIA	Participating Adjunct Faculty / Assistant Chair (2004-6)	Architect and long-standing adjunct faculty member, helped expand SoA to Hollywood and San Diego, former USC adjunct faculty	ARCH 383				ARCH 384	
Nissimov, Daniel	Adjunct Faculty	World-traveling designer, experience at <i>LIN Architects + Urbanists</i> , Berlin, <i>CO Architects</i> , Los Angeles, <i>MADA s.p.a.m Architecture + Urbanism</i> , Shanghai; expertise in model making, digital fabrication				ARCH 182	ARCH 2742 ARCH 589	
Ortiz-Munoz, Gregorio	Adjunct Faculty	Designer, activist practicing at intersection of architecture, urban planning, public culture; expertise in community and housing development	ARCH 487/491 ARCH 691			ARCH 587	ARCH 183	
Owen, Mark	Participating Adjunct Faculty	Director of technology, <i>Johnson Fain</i> ; expertise in experimentation, incorporation of emerging technologies into design process, special interest in furniture and bicycle design-fabrication	ARCH 2742/6742 ARCH 487/491/691	ARCH 211 ARCH 2742/6742 ARCH 492	ARCH 493/4932/5755	ARCH 487/491 ARCH 487/491	ARCH 211 ARCH 2742	ARCH 4931
Paul, Michelle	Adjunct Faculty	Designer, critic, educator, founder <i>Proktr</i> ; experience at <i>Deegan Day Design</i> ; contributor to <i>Wired</i> and <i>Archdaily.com</i> ; Pasadena City College instructor	ARCH 330					
Paull, Martin	Adjunct Faculty	Career educator, principal, <i>Martin Paull Design Studio</i> ; structural design consultant; expertise in conceptual and structural alignment of building design; SCI-Arc and UCLA instructor	ARCH 546	ARCH 545		ARCH 546	ARCH 545	
Perrin, Francois	Adjunct Faculty	Designer, curator, principal, <i>Francois Perrin</i> ; expertise in site specificity and immediate environmental context, addressing issues of local and sustainable systems	ARCH 383					
Pinto, Michael	Adjunct Faculty	Architect, principal, <i>Osborn Architects</i> ; expertise in architecture, environmental design, and landscape and urban design	ARCH 620	ARCH 489/491		ARCH 620	ARCH 489/491	
Portuese, Juan	Adjunct Faculty	Designer, formerly with <i>Jones Partners: Architecture</i> ; expertise in rendering, diagramming and conceptual representation	ARCH 114	ARCH 211				
Puzio, Chris	Adjunct Faculty	San Diego based artist and sculptor who works in multiple mediums, primarily metal, to create sculptural and environmental elements based on geometry, pattern and structure found within nature; expertise in art, craft and design (M.Arch, Cranbrook Academy of Art)	ARCH 281	ARCH 3709		ARCH 281	ARCH 384	
Ra, Philip, AIA	Adjunct Faculty	Registered architect, senior designer, associate VP, <i>Yazdani Studio of Cannon Design</i> ; contributor to award-winning projects; research on integration of design, technology media	ARCH 487/491/691	ARCH 487/491/589		ARCH 487/491	ARCH 487/491/589	
Ramirez, Ramon	Adjunct Faculty	Los Angeles-based artist and architect who received his M.Arch. degrees from the University of California at Berkeley; work exhibited and collected widely	ARCH 114 ARCH 2744	ARCH 2744		ARCH 114 ARCH 2744	ARCH 492	
Rabin, Daniel	Adjunct Faculty	Designer, <i>Bestor Architecture</i> , formerly with <i>Herzog and de Meuron</i> and <i>OMA</i> ; expertise in representation and construction administration	ARCH 383			ARCH 383		
Rapisardi, Marc	Adjunct Faculty	Designer, general contractor, founder, president, <i>S3 Builders</i> , providing commercial construction services, formerly with Turner Construction Company	ARCH 487/691	ARCH 487		ARCH 691		
Richmond, Deborah	Adjunct Faculty	Licensed architect, principal, <i>Deborah Richmond Architects</i> ; expertise in consumer infrastructures and cultural theory; 2012-13 co-chair AIA/LA Committee on Environment	ARCH 243 ARCH 281	ARCH 384	ARCH 1930/2930/2931	ARCH 243	ARCH 384	ARCH 1930/31 ARCH 2930/31
Rinehart, Todd	Adjunct Faculty	Co-principal, <i>Rinehart Herbst</i> ; expertise in redefining residential and commercial design, development and urbanization in San Diego region and beyond		ARCH 283		ARCH 4756		
Roschen, Bill, FAIA	Co-Director of Urban Policy Center, Participating Adjunct Faculty	Founding principal, <i>Roschen Van Cleave Architects</i> ; past-president, LA City Planning Commission; expertise in sustainable urban environments, mixed-use projects, transit oriented design, adaptive reuse	ARCH 4736/4739/6730 ARCH 630	ARCH 4738/4739/6732 ARCH 5719		ARCH 4736 ARCH 487/491/691 ARCH 630	ARCH 4738/4739/6732 ARCH 5719	
Rousseil, Catherine, AIA	Career and Outreach Coordinator, Adjunct Faculty	Licensed architect, IDP coordinator; former education director for AIA national office; expertise in licensure, relationship between design, policy, economics as influences on living environment	ARCH 620			ARCH 620		
Rutenberg, Micah	Participating Adjunct Faculty	Co-founder, <i>StudioMARS</i> , pursuing built and theoretical design research; interests in re-programming networks and apparatuses	ARCH 182	ARCH 183 ARCH 2743		ARCH 182 ARCH 2743	ARCH 183 ARCH 492	
Seimer, Sebastian	Adjunct Faculty	Licensed architect, principal, <i>Factoryhaus</i> , specializing in design of built environment, visual graphics and fabricating housewares and furniture				ARCH 487/491	ARCH 283	
Shoraka, Koje	Participating Adjunct Faculty	Licensed structural engineer with own practice since 1994 and long-time member of the Association for Women in Architecture + Design (AWIAD)	ARCH 326	ARCH 326	ARCH 326	ARCH 326	ARCH 326	ARCH 326
Shields, Patrick	Participating Adjunct Faculty	Design consultant to NASA OMEGA Project; expertise in design and fabrication; pursuing MFA in structure, material, engineering at UCSD	ARCH 2740 ARCH 2744	ARCH 211 ARCH 6734	ARCH 6740 ARCH 6741	ARCH 114 ARCH 562	ARCH 211 ARCH 492 ARCH 589	ARCH 6740 ARCH 6741

Woodbury School of Architecture - Faculty Credential Matrix

Faculty Member	Position	Summary of expertise, recent research, or experience (see also CV)	F 12	SP 13	SU 13	F 13	SP 14	SU 14
Shvartzberg, Manuel	Adjunct Faculty	Architect, artist, researcher; experience at Rem Koolhaas/OMA, David Chipperfield Architects; interest in parametric and biomorphic design, evolution, digital culture, ethics of architectural practice	ARCH 366/5734					
Simmonds, Peter, PhD	Adjunct Faculty	Recognized authority in heat transfer and thermal performance of radiant heating and cooling systems, included in the ASHRAE handbooks; former head, Advanced Technology Group, IBE Consulting	ARCH 425			ARCH 425		
Southern, John	Participating Adjunct Faculty, Assistant Graduate Chair (2012-13), Professor of Practice (2011-13)	Director, <i>Urban Operations</i> , specializing in architecture and urban research projects; founder, <i>drowninginculture.com</i> and <i>waitingforarchitecture.net</i> , on-line archives of architecture, design criticism; art, culture, SCI-Arc faculty	ARCH 587 ARCH 648/6481	ARCH 692				
Stanley, Mark	Adjunct Faculty, Visiting Assistant Professor (2013-14)	Co-Founder of StudioMars, a speculative design-research practice; expertise in making and writing				ARCH 114 ARCH 281	ARCH 2743 ARCH 492	ARCH 211
Stankard, Mark	Adjunct Faculty	Registered and LEED-accredited architect, specializing in building restoration and adaptive reuse	ARCH 487/491			ARCH 448	ARCH 492/492X	
Stott, Gordon	Adjunct Faculty	Founder, partner, <i>Connect: Homes</i> , prefab company with the intermodal shipping container compatible modular units; expertise in BIM technologies	ARCH 2742/6710					
Sturla, John	Adjunct Faculty	Architect, retired project manager, UCSB Facility Design and Construction; 20 years managing large university construction projects by renowned architects. Expertise in value engineering, cost control	ARCH 464			ARCH 464		
Tate, James	Adjunct Faculty	Founder, principal, <i>T&amp;Bprojects</i> ; formerly with <i>Michael Maltzan Architecture</i> , <i>Samuel Mockbee, Architect</i> ; expertise in systems integration and representation; currently Oberdick Fellow at Umich				ARCH 281 ARCH 464	ARCH 464 ARCH 492 ARCH 563	
Timme, Elizabeth	Adjunct Faculty	Co-founder, principal, <i>LA-Más</i> ; seeking to establish potential for design-based outcomes in community health; expertise in designing for resource-limited environments				ARCH 487/491	ARCH 487/491/589	ARCH 4931/5731
Van Cleave, Christi, AIA	Co-Director of Urban Policy Center, Participating Adjunct Faculty	Founding principal, <i>Roschen Van Cleave Architects</i> ; co-chairman, Hollywood Historic Trust overseeing the Walk of Fame; expertise in urban design contextualism	ARCH 4736/4737/6730 ARCH 630	ARCH 4738/4739/6732 ARCH 5719		ARCH 4736 ARCH 487/491/691 ARCH 630	ARCH 4738/4739/6732 ARCH 5719	
Vanos, Jay	Adjunct Faculty	Principal, <i>Jay Vanos Architects</i> , residential, mixed-use and commercial development; formerly senior project architect, <i>Eric Owen Moss</i> ; expertise in construction technology	ARCH 544					
Ward, Sonny	Adjunct Faculty, member of School of Architecture Dean's Advisory Council	Principal, <i>June Street Architects</i> , merging architectural form with landscape and interior; architect for extension of the WSOA Making Complex	ARCH 487/491/691	ARCH 487/491/589	ARCH 4931/4990	ARCH 487/491/691		
White, David	Adjunct Faculty	Artist, activist and provocateur and chair of the Public Art Committee in San Diego					ARCH 268 ARCH 555	
Wiganowske, Doug	Adjunct Faculty	Founder, creative director, <i>Cumulous</i> ; work includes architecture, environmental design, graphic design, art direction, creative direction concept development, animation and film		ARCH 334				
Wolf, Amit, PhD	Adjunct Faculty	Architectural historian, theorist whose doctoral dissertation at UCLA, "Superarchitecture: Experimental Architectural Practices in Italy" led to Graham Foundation-supported exhibition/publication <i>Beyond Environment</i>		ARCH 556			ARCH 556	
Yeh, Yi-Hsiu	Adjunct Faculty	Licensed architect and founder of the Yeh Design Lab with expertise in combining both advanced technology and traditional fabrication methods; formerly Senior Project Manager with Hinerfeld-Ward Inc. contractors						ARCH 4931/5758
Yoon, Janet	Adjunct Faculty	LEED-accredited co-director of design research collaborative <i>STUD10</i> ; research and practice considering role of real-time in architecture as equalizer of unequal trajectories	ARCH 281	ARCH 283		ARCH 383	ARCH 2743 ARCH 384	
Young, Douglas	Adjunct Faculty	Co-principal, <i>Array Design</i> ; former SCI-Arc assistant shopmaster and metal shop supervisor (1997-2003); expertise in how things go together	ARCH 182	ARCH 183		ARCH 182	ARCH 183	
Zavolta, Giulio	Adjunct Faculty	Principal, co-founder, <i>Totum</i> , integrated design and construction management practice; expertise in entitlements, expediting, and overlap between branding and architecture		ARCH 250			ARCH 250	
Zepeda, Alvaro	Adjunct Faculty	Co-founder, managing partner, <i>Horitas + Zepeda Architecture</i> ; expertise in restoration, sustainable design and application of alternative energy systems; active member of United Nations Volunteer Program	ARCH 383	ARCH 283	ARCH 3930/3931	ARCH 383	ARCH 283	ARCH 3930/1

**Hadley Arnold**  
**Co-Director, Arid Lands Institute**  
**Participating Adjunct Instructor**

Courses Taught (2012-2014)

Fall 2014	URBS 312	Infrastructural City: Water Infrastructure and Urban Form
Fall 2012	URBS 312	Infrastructural City: Water Infrastructure and Urban Form

Educational Credentials

Certificate	Theological Studies, Sewanee, the University of South
MArch	Southern California Institute of Architecture (professional)
BA	Harvard College, Cambridge, MA

Teaching Experience

2008-present	Arid Lands Institute, Founding Co-Director
2001-present	Woodbury University School of Architecture
2000-2001	University of California Los Angeles, Visiting Instructor
1994-1995	Southern California Institute of Architecture, Visiting Instructor

Professional Experience

1998-present	Office of Hadley and Peter Arnold, LLC
1987-1999	Independent editor, Monacelli Press, Artemis Verlag, Getty Center publications
1994-1995	Director, SCI-Arc Foundation Office

Selected Publications and Recent Research

2014 "Divining LA: Tools for a Resilient Future," with Peter Arnold, USC Sol Price School of Public Policy.

2014 Transboundary Watershed Management faculty workshop with Arava Institute, Ben Gurion University.

2014 "Five Big Design Questions for the Anthropocene," University of Kansas, January 2014.

2013 "Pivot: Reconceiving Water Scarcity as Design Opportunity | Mapping a more absorbent landscape," with Peter Arnold, in *Boom: A Journal of California*, UC Press, Fall 2013.

2013 *ARID* Journal, Fall 2013. LA Aqueduct Centenary Issue. With Kim Stringfellow, volume eds.

2012 "Planning + Design Assistance for Water- and Energy-Smart Communities," HUD Office of University Partnerships, 3-year funded research, 2009-2012.

2012 "Constructing Indigeneity: Lessons from the Drylands Design Competition," Penn Design, Fall 2012.

2012 "Design Reckoning in the West," in *Landscape Architecture Magazine*, October 2012.

2012 "Drawing Water," in *Last Call at the Oasis*, ed: Karl Weber. Public Affairs Press, New York

2012 "Water, Energy, Climate: Designing Adaptation," at Princeton/UCLA Watersheds Workshop .

2012 "The Architecture of Water in the West," in *Places/Design Observer*, Spring 2012.

2011 "Thinking Water," opening remarks and organizer, seminar with UCLA Institute of the Environment.

2011 "The Challenge of Drylands Design," Monterey Design Conference CEU Session.

2011 "Mapping Water," USC Graduate Seminar in Environmental Studies, Los Angeles .

2011 "Land as Lab," Keynote, Land Heritage Institute, San Antonio.

2011 "The Logics of Water," at Out of Water conference, University of Toronto, Daniels Faculty.

2011 "Water, Energy, Climate," Landscape Futures SuperWorkshop with Columbia and Bartlett.

2010 "Teaching Water," *Water in the West* NSF SENCER Conference, Woodbury University.

2000 *Work/Life: Tod Williams Billie Tsien*, Hadley Arnold, ed., New York: Monacelli Press.

1998 *Frank O. Gehry: Complete Works*, Hadley Arnold, Francesco Dal Co, and Kurt Forster, Milan: Electa, New York: Monacelli Press.

Other Accomplishments

2013 AIA\_Los Angeles Chapter, Presidential Honoree for Community Contribution with Peter Arnold.

2013 Metabolic Studio Aqueduct Centenary grantee

2012 Editorial Board, *ARID: Journal of Desert Art and Ecology*.

2012 Conference Organizer, Retrofitting the West: Adaptation by Design, March.

2011 Exhibition Curator, Drylands Design: Visionary Architecture for an Age of Change, A+D Museum.

2004 Architecture + Water , LEF Foundation Grant

2000 Fellow, Bagliasco Foundation, Villa Liguria Study Center for the Arts+Humanities

1999 Water and the West, Graham Foundation Grant

**Peter Arnold**  
**Research Director, Arid Lands Institute**  
**Participating Adjunct Instructor**

Courses Taught (2012-2014)

- Fall 2014 GR/UG ARCH 680 / 491, "Divining LA": Developing multi-scalar human-and-natural systems environmental modeling tools for water scarce arid urban centers.
- Fall 2012 GR/UG ARCH 680 / 491, "Where is it? Let's (re)Use It": Large-Scale Urban Simulation and Geospatial Modeling for the Strategic Reassessing and Uncovering of Urban Stormwater Resources.

Educational Credentials

- 1994 MArch Southern California Institute of Architecture
- 1990 B.A. Environmental Design (minor in Engineering Physics), University of Colorado

Teaching Experience

- 2002-present Woodbury University School of Architecture
- 2008-present Woodbury University Institute for Transdisciplinary Studies
- Fall 2001 University of California Los Angeles, Graduate School of Architecture + Urban Design Instructor

Professional Experience

- 2008-present Arid Lands Institute, Research Director and Co-Founder.
- 1998-present Office of Hadley + Peter Arnold LLC, Principal
- 1994-99 Tod Williams Billie Tsien and Associates, New York, NY: Project Architect

Selected Publications and Recent Research

- 2013 Principal Investigator, "An Updated Watershed-Based Plan for the Lower Embudo Watershed, New Mexico," US Environmental Protection Agency /State of New Mexico, Environment Department, Surface Water Quality Bureau, Clean Water Act Section 319(h) Grant. Partners: Ecotone, Santa Fe, Jack Veenhuis, USGS Hydrologist Emeritus, Estevan Arellano..Total grant value: \$407,112; EPA §319(h) funding: \$244,267. 2013-2014.  
([ftp://ftp.nmenv.state.nm.us/upload/12-H Workplan - Embudo Creek WPB.pdf](ftp://ftp.nmenv.state.nm.us/upload/12-H%20Workplan%20-%20Embudo%20Creek%20WPB.pdf))
- 2013 "Pivot: Reconceiving Water Scarcity as Design Opportunity | Mapping a more absorbent landscape," with Hadley Arnold, in *Boom: A Journal of California*, UC Press, Fall 2013.
- 2012 Principal Investigator, "Where is it? Let's (Re)Use It: Developing a Fine-Scaled Geospatial Modeling Tool for the Strategic Reassessing and Uncovering of Urban Stormwater Resources." Southern California World Water Forum College Grant Program: Innovative Water Conservation Research, Communications, and Technology Grants. US Department of Interior, Bureau of Reclamation, administered by Metropolitan Water District of Southern California. Partner: City of Burbank Water and Power. Total grant value: \$35,000; MWD funding: \$10,000. Fall 2012 – Spring 2013. Sub Award Agreement Number: 130725.
- 2012 "Drawing Water," with Hadley Arnold, in *Last Call at the Oasis: The Global Water Crisis and Where We Go From Here*, Karl Weber, ed., Public Affairs, 2012.
- 2012 "Drylands Water Infrastructure and the West," landscape photography by Peter Arnold. Text by Hadley Arnold. In *Places: Forum of Design for the Public Realm*, March 2012.  
<http://places.designobserver.com/feature/drylands-water-infrastructure-and-the-west/32968/>
- 2012 Principal Investigator, "Design Assistance for Water-and Energy-Wise Communities," with Hadley Arnold. US Department of Housing and Urban Development (HUD), Office of University Partnerships, Hispanic Serving Institutions Assisting Communities. Partners: City of Burbank, Department of Planning and Zoning, City of Burbank Water and Power, Rio Arriba County Office of Planning and Zoning, Embudo Valley Acequia Associations, Bleakly Botanical and Biological. Total grant value: \$706,500; HUD funding: \$600,000. 2009-2012.  
<http://www.oup.org/grantee/orgDetail.asp?orgid=566&myHeadID=HSIAC&yr=2009>

Other Accomplishments

- 2014 City of Los Angeles Department of Water and Power, Stormwater Capture Master Plan, Technical Advisory Board.
- 2013 AIA\_Los Angeles Chapter, Presidential Honoree for Community Contribution with Hadley Arnold.
- 2012 LA Regional Collaborative for Climate Action and Sustainability, Member.



## **Robbie Bennett, Adjunct Faculty**

### Courses Taught (2012- 2014)

Spring 2011	ARCH 211	Design Communication II
Fall 2011	ARCH	Digital Workshop
Spring 2012	ARCH 211	Design Communication II

### Educational Credentials

Bachelor of Arts – Audio & Acoustics Columbia College  
MArch, Newschool of Architecture and Design.

### Teaching Experience

Woodbury University

### Professional Experience

2012 The Bradley Projects/The Bradley Development Group – San Diego, CA  
2012 Bennett Design|Build  
2012 The Brown Studio – San Diego, CA  
2013 Longo Park Design Workshop - Chicago, IL  
2014 359 Design – Aspen/Denver, CO

### Selected Publications and Recent Research

San Diego Shape shifters - City Beat  
Automated Metal Fabrication Processes for Façade Systems (Longo Park Design Workshop & MG Mcgrath)  
Animations & Visualizations

### Other Accomplishments

2013 Orchid – Interior Design (collaboration with Sideyard Projects)  
2013 Chicago AIA small Projects Award (Longo Park Design Workshop)

Shawn Benson, Adjunct Faculty

Courses Taught (2012- 2014)

Summer 2013	ARCH 2740DU	Digital Fabrication Workshop
Fall 2013	ARCH 2740DT	Digital Fabrication Workshop 1
	ARCH 2740DU	Digital Fabrication Workshop 2

Educational Credentials

BA Mng Org Communications, PLNU  
MArch, New School of Architecture and Design  
MRED Woodbury University

Teaching Experience

Woodbury University 2013-14

Professional Experience

SIDEYARD, Principal Designer, [8/2012 – Present]  
NATHAN LEE COLKITT ARCHITECTS, Associate Designer, [10/2011 – 8/2012]  
CRO STUDIO, Architecture Design Intern, [10/2008 – 10/2009]

Selected Publications and Recent Research

Riviera Magazine, Coming Up Orchids, Coffee & Tea Collective • [2013]  
Black and Orange, The Joy of Coffee, Coffee & Tea Collective • [2013]  
Time Magazine, In San Diego, A Craft-Beer Scene Emerges, Bottlecraft • [2012]  
New York Times, Top 45 Places to Travel in 2012, Bottlecraft • [2012]  
West Coaster, Well Crafted, Bottlecraft• [2012]

Professional Membership

NCARB

Other Accomplishments

Orchid Award for Interior Design, Coffee & Tea Collective • [2013]

**Stan Bertheaud**  
**Professor**

Courses Taught (2012-2014)

Spring 2012	UG	ARCH 283	Studio 2B: Site Orders
Fall 2012	UG	ARCH487/491	Studio 4A/5A: Topics
Spring 2013	UG	ARCH 384	Studio 3B: Structure, Systems, Space and Form
Fall 2013	UG	ARCH 182	Studio 1A: Principles and Processes, Bodies and Objects
Spring 2014	UG	ARCH 489	Studio 4B: Urbanism
Fall 2014	UG	ARCH 282	Studio 2A: Program and Space

Educational Credentials

Post-Graduate Study	USC School of Cinema and Television
MArch	North Carolina State University
BArch	Louisiana State University

Teaching Experience

Woodbury University School of Architecture  
Auburn University School of Architecture, Paul Rudolph Visiting Professorship (1 year term)  
University of New Mexico School of Architecture (summer graduate studio)  
Tulane University School of Architecture  
Mississippi State University School of Architecture  
North Carolina State University (teaching assistant)  
Orange Coast College (community college)  
Mesa College (community college)

Professional Experience

Current	Consultant (Architecture, Interiors and Construction)
Current	Screenwriter and Producer
Recent	Oceanside City Planning Commissioner
Past	Architect / Architectural Designer

Licenses/Registration

1982 REGISTERED ARCHITECT / State of Louisiana (License # 3134 - currently inactive)

Selected Publications / Credits and Recent Research

"The TV Set", Illustrated article/interview in the Dutch design magazine "MARK", issue 28, 2010  
"Created by" & "Consulting Producer": "Architecture School" (co-creator with Michael Selditch)  
IDA (International Documentary Association) award for "Best Limited Series, Documentary 2009"  
"Screenplay by": "South of Heaven, West of Hell" feature film (co-written with Dwight Yoakam)  
"Screenplay by": "Painted Hero" feature film (co-written with Terry Benedict)

Other Accomplishments

Advisory Board Member (all current)  
Mesa Community College, San Diego, CA  
Orange County Community College, Costa Mesa, CA  
Mt. SAC Community College, Pomona, CA

**Barbara Bestor, AIA**  
**Julius Shulman Distinguished Professor of Practice**

Courses Taught (2012-2014)

Fall 2012	GR	ARCH 648	Criticism 4: Arch Research Salon
Spring 2013	GR	ARCH 692	Graduate Thesis Studio
Fall 2013	GR	ARCH 648	Criticism 4: Arch Research Salon
Spring 2014	GR	ARCH 692	Graduate Thesis Studio

Educational Credentials

MArch	Southern California Institute of Architecture, Los Angeles, CA (professional)
BA	Visual & Environmental Studies, Magna Cum Laude, Harvard College, Cambridge, MA
1985-86	Architectural Association, London, England

Teaching Experience

2012-present	Woodbury University Graduate School of Architecture, Julius Shulman Distinguished Professor of Practice
2009-2011	Woodbury University Graduate School of Architecture, Chair
2002	Southern California Institute of Architecture, Adjunct Professor
2001	Harvard Graduate School of Design, Adjunct Professor
1996-2000	Southern California Institute of Architecture, Adjunct Professor
1993-1996	UCLA School of Architecture, Adjunct Professor

Professional Experience

1995-present	Bestor Architecture, Principal Architect
2011-present	Executive Director, Julius Shulman Institute
1996-2001	Los Angeles Forum for Architecture and Urban Design, board member, vice president

Licenses/Registration

Current Registration in California

1999	State of New York
1998	State of Rhode Island

Selected Publications and Recent Research

2014	"Beats By Dre's Splashy New Headquarters," in <i>Fast Co Design</i>
2014	"Grand Canyon," in <i>C Magazine</i> , Toro Canyon House
2014	"Residential Development in Los Angeles Aims to Create a Micro-Neighborhood," in <i>Architectural Record</i> , Blackbirds
2014	TEDx Women <i>Santa Monica Museum of Art</i>
2012	My So Cal History, in <i>KCET Artbound</i>
2009	"Living West," in <i>New Residential Architecture in Southern California</i> , Sam Lubell
2006	<i>Bohemian Modern: Living in Silverlake</i> , Harper Collins/Regan Books, New York

Professional Membership

American Institute of Architects  
Association of Women in Architecture  
Silverlake Chamber of Commerce

Other Accomplishments

2014	Deborah Sussman Loves LA, Woodbury WUHO Gallery
2013	Catherine Opie, Woodbury WUHO Gallery
2011	<i>Disco Silencio</i> , Installation at Southern California Institute of Architecture
2009	Southern California Institute of Architecture Distinguished Alumni Award
2007	AIA restaurant Design Award, for excellence in restaurant design, Intelligentsia Coffee
2007	Flexible installation gallery/24 hour Department Store, Paper Magazine LA Project Space

## Emily Bills

Participating Adjunct, College of Transdisciplinarity  
Managing Director, Julius Shulman Institute

### Courses Taught

URBS 301 Urban Theory, spring 2012 & 2013  
URBS 302 Current Issues, "The Insecure Metropolis," spring 2012  
URBS 311 Urban Ecology and Los Angeles, "Local Urbanisms," fall 2013  
URBS 303 Food and the City, "Are You Going to Eat That?," spring 2013 & 2014 (2 sections each term, Burbank and San Diego, offered online)  
URBS 100 Introduction to Urban Studies, fall 2014 (offered online)

### Educational Credentials

2006 PhD, Institute of Fine Arts, New York University  
2000 MA, Institute of Fine Arts, New York University  
1996 BA, University of California, Berkeley

### Teaching Experience

Woodbury University, College of Transdisciplinarity, Participating Adjunct and Program Coordinator, 2006-present  
The New School, The New School for Public Engagement, Part Time Assistant Professor, 2002-present  
University of Southern California, Instructor, 2006-2007  
Chapman University, Visiting Professor, 2009  
Colorado College, Visiting Professor, 2005  
New York University, Preceptor and Teaching Fellow, 2000-2002

### Selected Publications and Recent Research

2015 "California and the Michigan Influence," in *Michigan Modern: Design that Shaped America*, publisher not finalized.  
2014 Research and book proposal, *The Telephone Shapes Los Angeles*  
2014 Research and book proposal, *Marvin Rand*, ed. Emily Bills, Sam Lubell, PierLuigi Serriano.  
2013 "Selling Perceptions of Space: Bell Telephone Print Ads, 1908-1930" in *Visual Merchandising: The Art of Selling*, Louisa Iarocci, ed, Ashgate Press  
2013 Exhibition, *Catherine Opie: In & Around L.A.*, co-curator.  
2012 "Obit, Pedro E. Guerrero, 1917-2012," in *The Architect's Newspaper*, October 5, 2012.  
2012 "Urban Rangers," in *Engagement Party* catalog, Museum of Contemporary Art, Los Angeles.  
2012 Exhibition, *Pedro E. Guerrero: Photographs of Modern Life*, co-curator  
2012 "Pedro E. Guerrero: Frank Lloyd Wright's photographer, in focus," Interview with Craig Nakano, *Los Angeles Times*, March 29, 2012  
2012 "The Mother of Us All: Esther McCoy," Interview with Frances Anderton for "Artbound," KCET, May 21, 2012  
2011 Exhibition, *Richard Barnes: (Un)natural Spaces*, co-curator.  
2009 "Talking Points: Advertising Female Telephone Identity," in *Women and Things: Gendered Material Practices, 1750-1950*, volume 1, Maureen Daly Goggin and Beth Tobin, eds., Ashgate Press.  
2009 "The Missing Link: L.A.'s Telephone History and the Binding of the Region," in *Southern California Quarterly*, journal of the Historical Society of Southern California. Peer reviewed.  
2010 Exhibition, *Image.Architecture.Now*, co-curator.

### Professional Membership

The Society of Architectural Historians, Southern California Chapter  
College Art Association

## **Berenika Boberska Professor of Practice**

### Courses Taught (2012-2014)

Spring 12/13/14	UG	ARCH 492	Degree Project
Summer 12/13	UG	ARCH 493.2	4 <sup>th</sup> Year Open Studio: LA Fieldwork
	GR	ARCH 575	LA Fieldwork Studio
Fall 2012/13/14	UG	ARCH 448	Professional Practice II: Research
Fall 2012	UG	ARCH 383	Design Studio 3A: House and Housing
Spring 2013	GR	ARCH 563	Visualization 2: Analytical Construction
Spring 2013	GR	ARCH 5728	Advanced Visualization: Birds and Cities
Summer 2014	UG	ARCH 4758	Foreign Study Studio: Paris/Switzerland
Summer 2014	UG	ARCH	Foreign Study Studio: Berlin

### Educational Credentials

1998	MFA, Royal College of Art, London, UK
1995	M Arch, Bartlett School of Architecture, University College London, London, UK
1992	BSc Honors Degree in Architecture, Bartlett School of Architecture, UCL, London, UK

### Teaching Experience

2012-present	Woodbury University School of Architecture - Professor of Practice
2010-2012	Woodbury University School of Architecture - Adjunct Instructor
2011	Department of Engineering and Architecture, University of Salerno, Italy - Visiting Lecturer
2009-2010	McIntire Dept. of Art and Architecture School, University of Virginia, VA - Artist in Residence; Interdisciplinary Design Studio project
2008	State University of Novosibirsk Department of Architecture, Siberia, Russia - Visiting Lecturer
2002	University of Wyoming School of Art - Visiting Lecturer
1998-1999	Schools of Sculpture, Painting and Intermedia, Kingston University, UK - Stanley Picker Fellowship
1995-1996	Bartlett School of Architecture, University College London, London, UK - Unit Tutor

### Professional Experience

2007-present	Feral Office Architects, Principal
2001-2007	Gehry & Partners LLP, Los Angeles, CA, Design Architect
1999-2000	Urban Research Lab, London, UK, Architectural Designer
1996-1997	Foster & Partners, London, UK, Architectural Designer

### Selected Publications and Recent Research

2014	<i>California City Project</i> – Research through Design Project, Maxine Frankel Award
2014	<i>Fairy Tales, When Architecture Tells a Story</i> , short stories publication, Blank Space Publishing ISBN 978-0990366409
2013	<i>Exquisite History 3: Visionary Workbook</i> – research project published by Printmakers Left, ISBN 978-0984937127
2012	<i>The Nature of Los Angeles: AIRBORNE LA</i> ; curator of panel discussion and event AIA Committee on the Environment (COTE), American Institute of Architects
2011	<i>"Fallow City Project"</i> – book publication, University of Virginia, ISBN 978-09773828-7-3
2011	<i>"Solar Thicket"</i> – installation, WUHO Gallery, Hollywood, US
2010	<i>Fallow City, Prototypes for Detroit</i> : Installation, Design Research Laboratory and Residency at University of Virginia, VA;
2010	<i>Collective Power Structures</i> , Moscow Architecture Biennale, Russia: project exhibition and lecture
2009	<i>"Cautionary Tales"</i> , editorial project, publication, ISBN 978 -1- 85721-399-7

### Other Accomplishments

2014	Paper presentation at <i>Mediated City</i> Conference, Los Angeles
2014	Honorable Mention, <i>"Fairy Tales"</i> - Architectural Storytelling Competition
2014	Finalist, <i>Office US</i> Principal, Venice Biennale, US Pavilion
2013	Architect in Residence, WUHO, Hollywood, Los Angeles
2010	Nomination: <i>Iakov Chernikov International Prize</i> , Moscow, Russia
2009	<i>"Detroit after the Crisis"</i> Archis/NAI Interventions and Think Tank invited participant, Warren, MI
2009	<i>"Cautionary Tales, Feral Structures"</i> – exhibition and curatorial project, Arena 1 Gallery, Santa Monica Studios, US

## **Matthew Boomhower, Adjunct Faculty**

### Courses Taught (2012- 2014)

Spring 2012	ARCH 250	Professional Practice: Documentation
	ARCH 450	Professional Practice III: Documents
Spring 2013	ARCH 450	Professional Practice III: Documents
Spring 2014	ARCH 450	Professional Practice III: Documents

### Educational Credentials

Juris Doctor, California Western School of Law  
BArch, University of Tennessee, Knoxville

### Teaching Experience

Woodbury University, Adjunct Professor of Architecture

Spring 2002 – Spring 2014	AR450	Professional Practice III: Documents
Spring 2007 – Spring 2012	AR250	Professional Practice I: Documentation
	AR 281	Design Studio 2A, 1 semester
	AR180	Design Studio 1A, 1 semester

Woodbury University, Guest Lecturer

Spring 2001	AR450	Professional Practice III: Documents
-------------	-------	--------------------------------------

Newschool of Architecture, San Diego, Lecturer

Winter 2000		Construction Documents & Formats
-------------	--	----------------------------------

University of Tennessee, School of Architecture, Guest Lecturer

Spring 1999		Written Construction Documents
-------------	--	--------------------------------

### Professional Experience

2002 – Present	Southern Cross Property Consultants	President/Principal
1999 – 2002	Nielsen Dillingham Builders	Preconstruction Management
1997 – 1999	Joseph Construction Company	Design/Build Project Manager

### Licenses/Registration

Architect, State of California C-30712  
Post Disaster Safety Assessment (ATC-20)  
Certified Construction Contract Administrator (CCCA)

### Selected Publications and Recent Research

May 2014 “Unpaid Internships – Maybe not Illegal, Possibly Immoral, but Certainly Unwise” California Western School of Law  
April 2014 “Bids & Contracts for Construction Services”, with Howard Silldorf, Community Association Institute, San Diego  
Winter 2013 “On The Boards”, Worship Facilities Designer Magazine, Welcome Center at First Unitarian Universalist Church of San Diego.

### Professional Membership

Construction Specifications Institute  
San Diego County Bar Association  
Building Industry Association

### Other Accomplishments

2013 Carl Hauck Award for Historic Preservation, Mission Hills Heritage Organization (Mission Hills UMC Exterior Restoration)

## **Philipp Bosshart, Adjunct Faculty**

### Courses Taught (2012- 2014)

Spring 2012	ARCH 183	Design Studio 1B: Natural Tendencies
Summer 2012	ARCH 4930	Fourth Year Open Studio
	ARCH 4932	Fourth Year Open Studio
Fall 2012	ARCH 114	Design Communication I
Spring 2013	ARCH 183	Design Studio 1B: Natural Tendencies
Fall 2013	ARCH 583	Graduate Design Studio 1: Spaces within Spaces
Spring 2014	ARCH 545	Building 2: Structural Concepts

### Educational Credentials

2008 MRED, Real Estate and Development, Woodbury University  
2004 MArch, Southern California Institute of Architecture  
1999 BA in Interior Design and Furniture, San Diego State University

### Teaching Experience

Woodbury University School of Architecture: Adjunct and Participating Adjunct 2004-present

### Professional Experience

2010- present: Principal of independent Design Studio; blau

### Licenses/Registration

N/A \_ 3 ARE exams left

### Selected Publications and Recent Research

Co-curator of 'Optional Features' product and furniture design.  
Exhibited in San Diego and Los Angeles

### Professional Membership

N/A

### Other Accomplishments

Several Design commissions in the works ranging in scale from: Self financed development, New 3BR house, Remodel, Addition and furniture design.



**Ewan Branda, Ph.D.**  
**Associate Professor of Architecture**

Courses Taught 2012-2014

Spring 2012-14	UG	ARCH 492	Degree Project, Spring
Spring 2012	GR	ARCH 5702	Contemporary Issues: Spaces and Interfaces
		ARCH 575	Graduate Fieldwork Studio
		ARCH 5751	Fieldwork Berlin, China, Rome and Paris, Cuba
	UG	ARCH 366	Contemporary Issues: Practice and Theory
Fall 2012/13	UG	ARCH 448	Professional Practice II: Research
Fall 2012	UG	ARCH 330	Theory of Architecture,
Summer 2013	GR	ARCH 575	Fieldwork Rome, Korea, Tahiti, Los Angeles
Fall 2013	GR	ARCH 589/691	Comprehensive Design/Advanced Topic Studio
	UG	ARCH 487	Studio 4A: Comprehensive Studio

Educational Credentials

2012	PhD in Architecture, University of California Los Angeles
1998	MSArch in Design and Computation, Massachusetts Institute of Technology
1989	BArch, University of Waterloo, Ontario, Canada (professional)
1986	BES, University of Waterloo, Ontario, Canada

Teaching Experience

2009-present	Woodbury University School of Architecture, full-time faculty
2008-2009	UCLA Department of Architecture and Urban Design: Teaching Fellow
1999-2006	Art Center College of Design: Adjunct Faculty
1991-1993	McGill University School of Architecture: Adjunct studio instructor

Professional Experience

2003-present	Co-author, NETLab Toolkit (netlabtoolkit.org)
2000-present	Technical Director, Electronic Book Review (electronicbookreview.com)
2003-2008	Research Fellow, UCLA Experiential Technologies Center
1993-1996	Staff Architect, Saia Barbarese architectes, Montréal
1989-1993	Architectural Designer, Saucier + Perrotte architectes, Montréal
1988-1989	Architectural Designer, Peter Rose architect, Montréal

Licenses/Registration

Ordre des architectes du Québec, Canada, 1994-1997

Selected Publications and Recent Research

2013	Co-editor, <i>A Confederacy of Heretics</i> . Los Angeles: Getty Publications, 2013.
2013	"Howard Hughes' Column," in <i>A Confederacy of Heretics</i> . Los Angeles: Getty Publications, 2013.
2012	"Soft Culture Machines," in <i>Bracket 2</i> . Barcelona: Actar, 2012.
2008	"Giant Robots and Lazy Rivers," in <i>Thought Matters II</i> . Los Angeles: UCLA School of Architecture
2008	"A Map of Relations," <i>Electronic Tectonics. Proceedings</i> , Duke University, Durham, NC.
2004	"Real Immaterial," <i>X-tra Contemporary Art Quarterly</i> , 7 (3), 2004.

Other Accomplishments

2012	PhD Dissertation with Distinction, UCLA Architecture & Urban Design
2008-2011	Board Member, Los Angeles Forum for Architecture and Urban Design
2008	Scott Opler Fellowship for Emerging Scholars, Society of Architectural Historians
2006, 2008	Edgardo Contini Award, UCLA Department of Architecture and Urban Design
2007	Collegium of University Teaching Fellows award, UCLA
2006	Graduate Research Mentorship award, UCLA
2003	Chancellor's Fellowship, UCLA, for top entering doctoral student in each dept.
1994	Distinction, Ordre des architectes du Québec, exceptional performance in exams

**John L Brockway**  
**Adjunct Instructor**

Courses Taught (2012-2014)

Spring 2012	ARCH 211	Design Communication 2
	ARCH 2715	Portfolio Discourse
	ARCH 6709	Rendering
Summer 2012	ARCH 2741	Portfolio +
	ARCH 6741	Portfolio +
Fall 2012	ARCH 114	Design Communication 1
	ARCH 2741	Portfolio +
	ARCH 448	Professional Practice II: Research
	ARCH 564	Visualization 3: Advanced Drawing
	ARCH 6742	Groundwork: Visualization
Spring 2013	ARCH 211	Design Communication 2
	ARCH 2743	Portfolio Discourse
	ARCH 2744	Digital Structures
	ARCH 492	Degree Project
	ARCH 6744	Digital Structures
Summer 2013	ARCH 114	Design Communication 1
	ARCH 211	Design Communication 2
	ARCH 6742	Rendering
Fall 2013	ARCH 211	Design Communication 2
	ARCH 2742	Rendering
	ARCH 564	Visualization 3

Educational Credentials

M.S. AAD	Columbia University (post-professional)
BArch	University of Oregon

Teaching Experience

2011-2013	Woodbury University School of Architecture
2013	Pasadena City College
2014-	University of Oregon

Professional Experience

2012-2013	64North Architecture, Los Angeles, Designer
2010-2011	Michael Maltzan Architecture, Los Angeles, Designer
2008-2010	agps architecture, Los Angeles / Zurich, Junior Designer
2007-2008	SLAB Architecture, New York City, Junior Designer

Licenses/Registration

AREs Completed 12/2013. Seeking Initial Licensure in Oregon.

Other Accomplishments

2007	Columbia GSAPP Visual Studies Award for Advanced Use of Computing in Architecture
------	---

**James Bucknam, LEED AP**  
**Adjunct Instructor**

Courses Taught (2012-2014)

Spring 2012	ARCH 2715	Portfolio: Critical Visual Discourse
Fall 2012	ARCH 114	Design Communication I
Spring 2013	ARCH 2743	Portfolio: Critical Visual Discourse
	ARCH 492	Degree Project
Summer 2013		
Fall 2013	ARCH 2715	Portfolio: Critical Visual Discourse
	ARCH 383	Design Studio 3A: House and Housing
	ARCH 114	Design Communication 1
Spring 2014	ARCH 183	Design Studio 1B: Natural Tendencies

Educational Credentials

2001 BA Architecture, Woodbury University

Teaching Experience

Woodbury University School of Architecture: Adjunct instructor 2009-present  
University of California Irvine, Samueli School of Engineering, Affiliate, Degree Project 2011-present

Professional Experience

2008-present Narrative Architecture + Advertising, Owner  
2009-present PJHM Architects, Project Manager  
2007-2009 Zimmer Gunsul Frasca Architects, LLP, Senior Project Designer  
2001-2007 NAC/Jubany Architecture, Senior Project Designer  
2000-2001 SZI Architects, Amsterdam, Netherlands  
1999-2000 Norman Millar Architects, Intern

Professional Membership

LEED Accredited Professional  
IFP Independent Filmmaker Project  
South Pasadena Arts Council Member

Other Accomplishments

2013 AIA/OC Citation Award, Patrick Henry Performing Arts Center  
2013 Grand Prize, L.A. Architecture Awards, ZGF, Conrad N Hilton Foundation Headquarters  
2012 The Nan Rae Gallery, Alumni Exhibition  
2012 Sparc Duron Gallery, Group Exhibition

## **Kristine Byers, Adjunct Faculty**

### Courses Taught (2012- 2014)

Spring 2012	ARCH 283	Studio 2B
Spring 2013	ARCH 250	Professional Practice: Documentation
Spring 2014	ARCH 250	Professional Practice: Documentation

### Educational Credentials

BS Architecture, University of Arizona

### Teaching Experience

2012 – present	Woodbury University Adjunct Faculty
2014	SDSU - CON E 420: Environmentally Conscious Construction

### Professional Experience

2012 - present President Kristi Byers, Architect APC

### Licenses/Registration

State of California Licensed Architect  
LEED AP, BD&C

### Selected Publications

(this is likely not what you/they are looking for...)

2014	“Urban Outfitter”, Riviera Magazine Feature
2014	“San Diego Architect Says the Future is in Sustainability”, San Diego Daily Transcript Feature Article

### Professional Membership

American Institute of Architects  
United States Green Building Council

### Other Accomplishments

2014	American Institute of Architects San Diego Chapter 2014 Young Architect of the Year
2013	State of California Emergency Management Agency (CAL-EMA) Certified Post-Disaster Safety Assessment Provider (SAP)
2012	American Institute of Architects California Council, Advocacy Advisory Committee Member
2012	American Institute of Architects California Council, Board Member
2012	American Institute of Architects San Diego Chapter, Immediate Past President

**Jeanine Gail Centuori, AIA**  
**Professor, Director of Architecture + Civic Engagement Center**

Courses Taught (2012-2014)

Spring 2012	UG	ARCH 491	ACE Studio Design Studio 5A
Summer 2012	UG	ARCH 4990	Darfur Rehabilitation Project Academy
Fall 2012	GR	ARCH 691	Studio 5: Focus/Topic
	UG	ARCH 487	Studio 4A: ACE Studio Comprehensive
		ARCH 491	Studio 5A: ACE Studio Contemporary Topics
Summer 2013	GR	ARCH 5731	Field work ACE
	UG	ARCH 4931	4 <sup>th</sup> Year Open Studio: ACE
Fall 2013	GR	ARCH 691	Studio 5: Focus/Topic
	UG	ARCH 487	Studio 4A: ACE Studio Comprehensive
		ARCH 491	Studio 5A: ACE Studio Contemporary Topics
Spring 2014	GR	ARCH 691	Studio 4: The Total Building
	UG	ARCH 487	Studio 4A: ACE Studio Comprehensive
		ARCH 491	Studio 5A: ACE Studio Contemporary Topics

Educational Credentials

MArch	Cranbrook Academy of Art (post-professional)
BArch	The Cooper Union, graduated second in class

Teaching Experience

2011-2014	Woodbury University School of Architecture, BArch Los Angeles Chair
2003-present	Woodbury University School of Architecture, Professor
1999-2003	Woodbury University School of Architecture, Associate Professor
1998-99	Woodbury University School of Architecture, Assistant Professor
2011-present	Woodbury University School of Architecture, Director of ACE Center
1991-1998	Kent State University, Assistant Professor
1990	University of Michigan, Adjunct Professor

Professional Experience

2000-present	UrbanRock Design, Principal and founder
1983- 1986	Toshiko Mori Architect, Design Assistant

Licenses/Registration

California Architecture License # C-28180  
New York Architecture License # 024135.  
LEED Accredited Professional, US Green Building Council

Selected Publications and Recent Research

2014	"Seed to Skillet: Woodbury Architecture Students Build Spaces to Grow" by Liz Ohanesian, Artbound
2014	"Cabin Project" The 1% AIA Strategic Alliances, Case Study, published online by Public Architecture and the AIA
2013	"Boxer Rebellion: A New Generation of Architects Makes Affordable Buildings with Cardboard Boxes and Trash, by Alan Huffman, Newsweek
2013	"In Los Angeles, Architects Find That Disadvantaged People Like Nice Buildings, Too," by Alan Huffman, International Business Times
2010-2011	ADA Interventions toward A Universal Specificity, Funded Research by the National Endowment for the Arts
2011	"Flattened Room," in <i>Toward a New Interior: An Anthology of Interior Design Theory</i> , ed: Lois Weintal
2011	"Conditional Reflections" project in Modern in Denver, Fall 2011
2012	AIA San Fernando Valley Chapter Citation Award in "Small Projects" for "Access Landscape," Master Plan for Tierra del Sol campus, Sunland, CA
2009	AIA CA Award in "Small Projects" for "Conditional Reflections"

**Jacob T. Chan**  
**Adjunct Instructor**

Courses Taught (Spring 1999 - Spring 2014)

ARCH 425 Environmental Systems, Spring

Educational Credentials

1980 B. S. Electrical Engineering, University of Southampton, England

1984 Post Graduate Management Studies, Polytechnic of Central London, England

Teaching Experience

Woodbury University School of Architecture: Adjunct Instructor 1999 -present

UCLA Department of Architecture, Adjunct Instructor 2013

Professional Experience

2008-present Glumac, Managing Principal

2002-2008 MDC Engineers, Principal

1980-2002 Ove Arup & Partners, Principal

Licenses/Registration

Current P. E. registration in California, Arizona, New Jersey, New York, Texas, Wisconsin

Professional Membership

Accredited Tier Designer (ATD)

Living Building Challenge Ambassador

Leadership in Energy and Environmental Design (LEED AP)

Certified Power Quality (CPQ)

American Council for an Energy-Efficient Economy (ACEE)

Institution of Electrical Engineers (IEE)

Institute of Electrical and Electronics Engineers (IEEE)

European Engineer, Europe Member

Royal Chartered Engineer, UK

**Annie Chu, AIA, IIDA**  
**Professor**

Courses Taught

ARCH 3751 Urban Environment: China, Summer 2012  
ARCH 4751 Foreign Study Studio: China, Summer 2012  
ARCH 5752 Fieldwork: China, Summer 2012  
ARCH 4758 Urban Environment: Paris, Switzerland, Summer 2014

Educational Credentials

1989 MArch, Architecture & Building Design, Columbia University, New York (post-professional)  
1983 BArch, Southern California Institute of Architecture, Los Angeles

Teaching Experience

2010-present Woodbury University School of Architecture, Dept. of Interior Architecture  
2008-2010 University of Southern California School of Architecture, Graduate + Undergraduate Lecturer  
2006 Arizona State University, Graduate Visiting Studio Instructor  
1996-2005 Art Center College of Design, Graduate + Undergraduate Studio Instructor  
1993 & 1995 Southern California Institute of Architecture, Graduate + Vertical Studio Instructor  
1991-1992 University of California Los Angeles, Graduate Studio Instructor  
1990 University of Texas Austin, Undergraduate Studio Instructor  
1989 Parsons School of Design, Undergraduate Studio Instructor  
1989 New York Institute of Technology, Undergraduate Studio Instructor

Professional Experience

1996-present Chu + Gooding Architects, Principal  
1993-1996 Israel Callas Chu Shortridge design associates, Principal  
1990-1996 Franklin D. Israel design associates, Senior Associate  
1984-1990 Tod Williams Billie Tsien Associates, Associate – Senior Associate

Licenses/Registration

Current registration in California, NCARB; prior registration New York, Kentucky, NCIDQ

Selected Publications and Recent Research

2013 “Annie Chu+Rick Gooding” in *Wunderkammer*, ed. Michelle Komie, Heidi Downey. Yale University Press, New Haven  
2013 “Franklin Israel” in *L.A. [Ten]: Interviews on Los Angeles Architecture, 1970s-1990s*, ed Stephen Phillips. Lars Muller, Zurich  
2010 “The Language of Design” in *Design Bureau*, Jan-Feb 2012  
2009 “AIA Interiors and AIA Knowledge Net” in *Office Insight*, issue Sep 13  
2008 “A Report on Senate Bill 1312” in *arcCA*, vol.2008, issue 4.  
2008 “Cabinet for Sleeping Standing Up – the ‘90s generation” in *arcCA*, vol.2008, issue 1

Professional Membership

The American Institute of Architects, International Interior Design Association

Other Accomplishments

2014 Exhibit Design- *Charles Gaines: Gridwork 1974-1989*, Studio Museum in Harlem, New York  
2014 IIDA Southern California Chapter Annual Leaders Breakfast Honoree  
2014 Editorial Board Member, *Contract*  
2013 Exhibit Design- *A. Quincy Jones: Building for Better Living*, Hammer Museum, Los Angeles  
2013-present Mayor’s Design Advisory Panel, City of Los Angeles  
2012 Work titled *Dyad* included in *Wunderkammer* exhibition –Venice Architecture Biennale  
2012 National AIA Institute Honor Awards Jury – Architecture & 25 Year Award  
2010-2013 Cultural Affairs Commissioner, City of Los Angeles  
2011 Keynote Speaker, “Women in Design,” Dublin Symposium  
2007-present National AIA Interior Architecture Committee / Advisory Group (Chair 2010)  
2007-2013 Editorial Board member, *arcCA* Architecture California Journal

**Frank Clementi, AIA**  
**Adjunct Faculty**

Courses Taught

ARCH 283 Undergraduate Design Studio, Spring 2012  
ARCH 692 Graduate Degree Project, Spring 2014

Educational Credentials

1986 BArch, California State Polytechnic University, Pomona

Teaching Experience

Woodbury University School of Architecture, Adjunct Faculty, 2010-Present  
Bellevue College, Instructor, 2012  
University of Nevada, Las Vegas, Visiting Lecturer, 2011  
University of Southern California, Adjunct Instructor, 2008-2009  
California State Polytechnic University, Pomona, Studio Instructor, 2000, 2014  
Art Center College of Design, Studio Instructor, 1991-2009  
Otis Parsons School of Design, Instructor, 1989

Professional Experience

1991-Present, RIOS CLEMENTI HALE STUDIOS, Los Angeles, CA  
1986-1991 Hodgetts + Fung, Santa Monica, CA  
1984-1986 Studio Matteo Thun, Milano, IT  
1981-1983 Dave Szany and Associates, AIA, Arcadia, CA  
1978-1983 Pizza Hut, El Monte, CA

Licenses/Registration

Current registration in California

Selected Publications and Recent Research

- 2014 "Connecting the Lots" in Los Angeles Times, May 5th, 2014  
"L.A.'s "People St." initiative puts public place-making into the public's hands" in [archinect.com](http://archinect.com),  
February 14th, 2014  
"Best of 2013" in [ArchRecord.com](http://ArchRecord.com), January 3rd, 2014  
"Top Interiors" in Archpaper.com, January 3rd, 2014  
2013 "Architects Have a Cross to Bear" in Los Angeles Business Journal, October 28th, 2013  
"Beam Me Up" in Dwell, May 1st, 2013  
"Green Style: Smith Clementi Residence" in la biblioteca dell' interior design, April 1st, 2013  
"Knock on Wood" in Metropolitan Home, May 30th, 2013  
2012 "Hollywood and Vine Metro Portal and Plaza" in International New Architecture June 1st, 2012  
2011 "Frank Clementi: The Edible House" in Architect's Sketchbook, ed: Will Jones, Metropolis Books

Professional Membership

The American Institute of Architects  
American Institute of Graphic Artists  
The Mayor's Design Advisory Panel, Los Angeles



**Oscar Corletto**  
**Making Complex Shopmaster, Los Angeles**  
**Adjunct Faculty**

Courses Taught (2012-2014)

Fall 2012	UG	ARCH 2744	Object Making
	GR	ARCH 544	Building 1: Matter and Making
		ARCH 6744	Object Making
Spring 2013	GR	ARCH 544	Independent Studies
Summer 2013		Project Grad Summer Program	
Fall 2013	UG	ARCH 002	Design Build Studio, Taking the Reins, ACE Center
Spring 2014	UG	ARCH 002	Design Build Studio, Taking the Reins, ACE Center
Summer 2014	UG	ARCH 002	Design Build Studio, WATTS Corridor, ACE Center
	GR	ARCH 002	Design Build Studio, WATTS Corridor, ACE Center

Educational Credentials

2011 BArch, Woodbury University

Teaching Experience

2012 - present Woodbury University, Making Complex Shopmaster  
2012 - present Woodbury University, Adjunct Faculty

Professional Experience

2011-2013 St.Amant Constructs, Construction Foreman  
2012-Present Woodbury University, Shopmaster, Adjunct Professor  
2013-Present LA Fabrica, Designer/Fabricator

Licenses/Registration

Selected Publications and Recent Research

2014 Los Angeles Times, Home and Garden, ACE Center builds an environment for learning at Taking the Reins  
2014 Curbed LA, Clever Goat pen, Produce Stand, and More to Arrive on the LA river  
2013 Pilcrow 004, Jason King & Oscar Corletto

Professional Membership

Other Accomplishments

**Matthew T. Daines**  
**Adjunct Instructor**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 268 World Architecture II, Undergraduate, Semester Fall 2012  
ARCH 268 World Architecture II, Undergraduate, Semester Spring 2013  
ARCH 268 World Architecture II, Undergraduate, Semester Fall 2013  
ARCH 330 Theory of Architecture, Undergraduate, Semester Fall 2013  
ARCH 268 World Architecture II, Undergraduate, Semester Spring 2014  
ARCH 330 Theory of Architecture, Undergraduate, Semester Spring 2013  
ARCH 268 World Architecture II, Undergraduate, Semester Summer 2014  
ARCH 268 World Architecture II, Undergraduate, Semester Fall 2014

Educational Credentials

2010 MArch, Southern California Institute of Architecture  
2005 BFA, Graphic Design: Caine School of the Arts, Utah State University

Teaching Experience

Woodbury University School of Architecture: Adjunct Instructor 2012-present  
Pasadena City College: Adjunct Instructor 2013-present  
Art in Context Lecture Series, Bower's Museum: Visiting Lecturer 2014

Professional Experience

2013-present Afton Klein Group, Principal  
2011-2013 Jones Partners Architects, Designer  
2010 Michael Folonis Architects, Designer  
2009 Michael Maltzan Architects, Intern  
2008 WROAD Architects, Intern

Licenses/Registration

NA

Selected Publications and Recent Research

2011 "*Logo Lounge Master Library Volume 3*", Rockport Publishing, MA  
2010 "*Logo Lounge Master Library Volume 1*", Rockport Publishing, MA  
2009 "*Logo Lounge Book 4*", Rockport Publishing, MA

Professional Membership

NA

**Wanda Dalla Costa, AIA**  
**Adjunct Faculty**

Courses Taught (2012-2014)

Fall 2013	UG	ARCH 182	Studio 1A
Fall 2014	UG	ARCH 182	Studio 1A

Educational Credentials

<i>Master of Design Research</i>	<i>SCI-Arc (Southern California Institute of Architecture)</i>
<i>Masters of Architecture</i>	<i>University of Calgary</i>
<i>Bachelor of Arts</i>	<i>University of Alberta</i>

Teaching Experience

2013 - present      Woodbury University, Adjunct Faculty

Professional Experience

2010 - present    *Dalla Costa Design Group, Principal / Owner*

Licenses/Registration

<i>California</i>	<i>Registered Architect</i>
<i>Alberta</i>	<i>Registered Architect</i>

Professional Membership

*American Institute of Architects (AIA)*  
*Alberta Association of Architects (AAA)*

**Mitchell De Jarnett,  
Adjunct Faculty**

Courses Taught (2012-2014)

- Fall 2013 UG ARCH 448 Professional Practice 2: Degree Project Prep
- Spring 2014 UG ARCH 492 Degree Project

Educational Credentials

- U.C.L.A. Graduate School of Architecture and Urban Planning, Los Angeles, Ca, M-Arch
- CALIFORNIA STATE UNIVERSITY, LONG BEACH, Long Beach, Ca., BA Fine Arts

Teaching Experience

- CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA: Part-time instructor coordinating and teaching core design studios and digital media seminars 2013 – Present
- Woodbury University, Adjunct Faculty 2013
- CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA: assistant professor- full time instructor coordinating and teaching core design studios and digital media seminars, ACSA Councilor, NAAB Accreditation co-coordinator various committee assignments 2005 – 2009
- SCI ARC: full time instructor - graduate and undergraduate studios / digital media seminar courses, 1995-2005
- OTIS COLLEGE OF ART AND DESIGN: design studio instructor 1998 - 2001
- U.C.L.A. Graduate School of Architecture and Urban Planning: Lecturer teaching Vertical Studio, Winter 1996

Professional Experience

- 2014 founded AYYUCE\_\*\_DE JARNETT Los Angeles CA
- 2012 Senior Design Consultant at Studio Mumbai Architects, Mumbai, India- collaborated on the design of two high rise office buildings in the Zhendong financial district in Zhenzhou, China. Master-planned by Arata Isozaki, other firms involved in the project including Asymptote, Eduardo Souto de Moura, & Sanaa.
- 2009 to 2012 Senior Project Designer HMC Architects, Irvine, Office – lead designer in the Irvine office of HMC. Directed master-planning and building design for community college campuses, K-12 schools and civic projects.
- 2001 to present founded LAMdJ LLC with Lita Albuquerque 639 S. Spring St. Los Angeles, Ca. 90014
- 2002 to 2005 founded KdJ with Christoph Kapeller 639 S. Spring St. Los Angeles, Ca. 90014

Licenses/Registration

- Not registered

Selected Publications and Recent Research

- HARBOUR CHRONICLES: A LIFE IN SURBOARD CULTURE –coordinated fundraising for, edited, and contributed 4 articles to this 144 page hardcover catalogue to accompany the exhibit that I co-curated with Greg Escalante at the Frank M. Doyle Arts Pavilion at Orange Coast College in Costa Mesa, California. 2010
- LOS ANGELES MAGAZINE AUGUST 2007 -BEST OF LA- “Fortress of Solitude, the Best Small Building in Decades – in All Its Inaccessible Glory” by Greg Goldin - featured review of my design, with Christoph Kapeller for a private library in Hancock Park -2007
- LITA ALBUQUERQUE AND MITCHELL DE JARNETT, AS ABOVE, SO BELOW. Santa Fullerton, California, Main Art Gallery, California State University Fullerton, Grand Central Press 2005

Professional Membership

- GRAND CENTRAL ART FORUM, Board of Directors, Grand Central Art Center, Santa Ana, California, elected Secretary 2000 – present

Other Accomplishments

- AIA OC DESIGN AWARD – Middle School Enclave, Costa Mesa High School – with HMC Architects - 2011

**Daniela Deutsch,  
Adjunct Faculty**

Courses Taught (2012 – 2014)

Spring 2013	ARCH 425	Environmental Systems
Fall 2013	ARCH 464	Systems Integration
	ARCH 487	Design Studio 4A: Comprehensive Design
Spring 2014	ARCH 425	Environmental Systems

Educational Credentials

MArch, Technical University of Darmstadt Germany

Teaching Experience (2012 – 2014)

Adjunct Faculty at Woodbury University, San Diego

Adjunct Faculty at Newschool of Architecture and Design, San Diego

Professional Experience (2012 – 2014)

Exitecture Architects - Principal

Westfield Design - Project Designer

Professional Membership

International Living Future Institute – member since Spring 2014

Other Accomplishments

- Living Building Challenge Ambassador – Standard 3.0 (since Summer 2014)
- Participation with Woodbury students in the 2013 Summer School ‘active buildings – active cities’ at Technical University of Darmstadt, Germany.

The summer school of 2013 was the first in a series of summer schools in which the many facets of sustainable architecture were handled and taught. In the program, the potentials of a building envelope were examined not only within the building itself but in its surrounding neighborhood. Students learned from renowned experts in the field of sustainability and went on field trips that illustrated new sustainable trends in urban and building developments.

**Andrea Hunter Dietz**  
**Assistant Graduate Chair for PPOHA Activity and Curriculum Coordination**  
**Adjunct Instructor**

Courses Taught (2012-2014)

Fall 2013-14 ARCH 648 Criticism 4: Arch Research Salon

Educational Credentials

2005 MArch, Rice University, Houston (professional)  
2002 Certificate in Architecture, Institute for Social and International Studies, Barcelona  
2000 Bachelor of Science in Architecture, University of Virginia, Charlottesville

Teaching Experience

2010-present Woodbury University School of Architecture: Assistant Graduate Chair for PPOHA Activity and Curriculum Coordination and Adjunct Instructor  
2010 Southern California Institute of Architecture: Summer Seminar Co-Instructor  
2009 Woodbury University School of Architecture: Assistant Undergraduate Chair and Adjunct Instructor  
2008 Washington University, St. Louis: Co-Director, San Diego/Tijuana Summer Graduate Studio  
2005-08 Woodbury University School of Architecture: Participating Adjunct Faculty  
2006 The NewSchool of Architecture and Design: Summer Seminar Instructor  
2005 University of Houston College of Architecture: Summer Discovery Architecture Program for High School Students Instructor

Professional Experience

2011-present a-D-hd, Los Angeles, Founder  
2008-present The Collaborative Architecture Factory, London, Collaborator  
2009 Kyong Park Studio, San Diego, Designer  
2005-2008 estudio teddy cruz, San Diego, Designer  
2000-2001 Design Corps, Gettysburg, PA, AmeriCorps VISTA Volunteer  
1999 The Glave Firm and SMBW Architects, Richmond, VA: Intern

Licenses/Registration

2014 Current Registration Texas #

Selected Publications and Recent Research

2008 "Outpost on the Political Equator," in *Lunch [Volume 3]: Territory. Faculty and Graduate Student Work at the University of Virginia School of Architecture*, The University of Virginia School of Architecture Press, Charlottesville  
2003 "Communication," in *Good Deeds, Good Design: Community Service Through Architecture*, ed. Bryan Bell, Princeton Architectural Press, Princeton

Professional Membership

Other Accomplishments

2010 2D3D: Fast, Cheap and Out of Control drawing exhibition, Woodbury Hollywood Gallery  
2010 the PAGE exhibition, Guggenheim Gallery at Chapman University, Orange  
2009 Shaken Not Stirred: 15 Architects from SD|TJ exhibition, Spacecraft Gallery, San Diego  
2009 Guest Lecturer, University of Louisiana School of Architecture, Lafayette  
2008 Installation Co-Designer, Descours, New Orleans  
2008 Merit Award, Roanoke Urban Effect Design Competition, Roanoke  
2008 Urban Studies Panelist, World Social Science Association Fiftieth Annual Conference, Denver  
2002 Community Design Panelist, Structures for Inclusion II, Pennsylvania State University, State College

**Mark Ericson**  
**Associate Professor**  
**Graduate Coordinator**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 182	Undergraduate Studio 1A: Principles and Process, Fall 2012
ARCH 283	Undergraduate Studio 2B: Site Orders, Spring, 2012, 2013, 2014
ARCH 2715	Undergraduate Portfolio Workshop, Spring 2012
ARCH 492	Undergraduate Degree Project Studio, Spring 2012
ARCH 562	Graduate Visualization 1, Fall, 2012,2013, 2014
ARCH 5754	Graduate Field Works Studio Rome, Summer 2012
ARCH 5757	Graduate Field Work Studio Korea, Summer 2013
ARCH 5726	Graduate + Undergraduate Visualizaton Elective, Spring 2013
ARCH 587	Graduate Studio 3: Infrastructure, Fall 2013, 2014
ARCH 692	Graduate Thesis Studio: Spring, 2013, 2014

Educational Credentials

2006	MArch, Southern California Institute of Architecture
2001	BA Rutgers College

Teaching Experience

Woodbury University School of Architecture:	Associate Professor 2014
Woodbury University School of Architecture:	Assistant Professor 2011-2014
University of Pennsylvania Graduate School of Fine Arts:	Lecturer 2007

Professional Experience

2010-2012	Atlas Ericson Design Build, Principle
2009-2010	AGPS Architecture, Project Manager/Designer
2006-2008	Erdy McHenry Architecture, Designer

Licenses/Registration

Licensed Contractor State of California

Selected Publications and Recent Research

- 2014 "Process Grounds" + "Euclids Wedge" in eds. Pedro Gadanho and Phoebe Springstubb *Uneven Growth: Tactical Urbanisms for Expanding Megacities*. Exhibition catalog of the Museum of Modern Art Forthcoming
- 2014 "Euclid's Wedge" in eds Jason Gerber, Alvin Huang *Acadia 2014: Adaptive Architecture* Riverside Press (Peer Reviewed) Forthcoming
- 2014 "Domestic Inversion" in eds. Dora Epstein Jones and Bryony Roberts, *Log 31:New Ancients*. Anyone Corporation
- 2014 "Re-Assembling Guarini" In eds. John Stuart, Mabel Wilson. *Globalizing Architecture: Proceedings of the 102nd ASCA Annual Meeting*. (Peer Reviewed)
- 2013 "Manufacturing Method" in eds. Phillip Beesley, Omar Khan, Michael Stacey *Acadia 2013: Adaptive Architecture* Riverside Press (Peer Reviewed)
- 2013 "Other Projections" In ed David L Hays, *30 60 90 (1 (Non-)Essential Knowledge for (New) Architecture*. Princeton Architectural Press

Professional Membership

Association of Computer Aided Design in Architecture (ACADIA)  
Association of Collegiate Schools of Architecture (ACSA)

**Anthony Fontenot**  
**Associate Professor**

Courses Taught (2012-2014)

Spring 2014	GR	ARCH 692	Thesis Studio
		ARCH 584	Studio 2: Living Organizations
Fall 2013		ARCH 554	Criticism 1
	UG	ARCH 330	Theory of Architecture
Spring 2013	GR	ARCH 584	Studio 2: Living Organizations
	UG	ARCH 330	Theory of Architecture
Fall 2012	UG	ARCH 489	Urbanism Studio
	GR	ARCH 554	Criticism 1
Spring 2012	GR	ARCH 692	Thesis Studio
	GR	ARCH 584	Studio 2: Living Organizations

Education

MArch	Southern California Institute of Architecture (post-professional)
BArch	University of Louisiana

Teaching Experience

2011-present	Woodbury University School of Architecture
2004-2005	Tulane University School of Architecture, Visiting Assistant Professor
2000-2004	Tulane University School of Architecture, Adjunct Assistant Professor
1999-2000	Louisiana State University School of Architecture, Visiting Assistant Professor

Professional Experience

1998-present	f-architecture, Principal
1996-1998	Office for Metropolitan Architecture / Rem Koolhaas
1996	Frank O. Gehry & Associates
1994-1996	SpaceLab, Berlin, Germany

Selected Publications and Recent Research

2014	Michael Sorkin, Carol McMichael Reese, Anthony Fontenot, <i>New Orleans Under Reconstruction: The Crisis of Planning</i> , Verso.
2014	Anthony Fontenot and Ajmal Maiwandi, "Reconstructing Kabul: Past, Present, and Future," Volume #40: <i>Architecture of Peace Reloaded</i> , July.
2013	Anthony Fontenot, "Context as Strategy," <i>Sites and Systems: 12 Years of Mass Studies</i> , Seoul, Korea: Mokchon Architecture Archive.
2012	"Gregory Ain and Cooperative Housing in a Time of Major Crisis" in <i>Making A Case</i> , 306090 Books vol. 14, eds: Emily Abruzzo, Gerald Bodziak, and Jonathan D Solomon, Princeton Architectural Press, New York
2011	Co-curator for the Gwangju Design Biennale, Gwangju, South Korea
2010	<i>The Mississippi Delta: Constructing with Water</i> was presented as part of <i>Workshopping: An American Model of Architectural Practice</i> in the US Pavilion at the 12th International Architecture Biennale, Venice
2009	"New Orleans: The Emergence of a New Kind of City," in <i>Pidgin</i> , Princeton University School of Architecture, Spring
2007	"Capital of Chaos: The New Kabul of Warlords and Infidels" in <i>Evil Paradises: Dreamworlds of NeoLiberalism</i> , eds: Mike Davis and Daniel Bertrand Monk, The New Press, New York
2007	"Reinventing New Orleans," in <i>Domus</i> , no. 905, July/August
2007	"Nueva Orleans al descubierto" [Exposing New Orleans] in <i>Neutra 15</i> (Seville), September
2007	"Svelando Kabul" [Unveiling Kabul] in <i>Parametro 272</i> , November/December
2006	"Wer Baut Denn Nun Kabul?" in <i>Kabul/Teheran 1979ff: Filmlandschaften, Städte unter Stress und Migration</i> , eds. Sandra Schäfer, Jochen Becker, Madeleine Bernstorff, Berlin, b_books/metroZones

Professional Membership

The American Institute of Architects, associate  
Society of Architectural Historians  
American Planning Association



**Eva Friedberg,  
Adjunct Faculty**

Courses Taught (2012- 2014)

Fall 2013      ARCH 366      Contemporary Issues: Practice and Theory

Educational Credentials

Ph.D. University of California Irvine, Visual Studies, emphasis in Critical Theory, 2009

MArts, University of California Irvine, Visual Studies, 2004

BA, University of California Berkeley, 2001

Teaching Experience

**NewSchool of Architecture and Design, Masters in Landscape Architecture Program**

Spring 2012      Contemporary Landscape History and Theory

**Lecturer, University of San Diego**

**Department of Art, Architecture + Art History**

Fall 2012      Introduction to Visual Culture: Perspective and POV

Fall 2012      Introduction to Modern Architecture

Spring 2013      Introduction to Modern Architecture

Spring 2013      Art and Architecture of Los Angeles

Fall 2013      Introduction to Modern Architecture

Fall 2013      History of Landscape Seminar

Winter 2014      Introduction to Visual Culture: Perspective and POV

Spring 2014      Introduction to Modern Architecture

**Woodbury University**

Spring 2013      URBS 302      Current Issues: Food and the City

Spring 2014      URBS 302      Current Issues: Food and the City

Professional Experience

Business Manager, Evari GIS Consulting, Inc. 2012- Present

Selected Publications and Recent Research

“Collective Movement: Anna and Lawrence Halprin’s Joint Workshops,” essay in *West of Center: Art and the Counterculture Experiment in American Art, 1965-1977*. Edited by Elissa Auther and Adam Lerner. University of Minnesota Press, January 2012.

Professional Membership

Society of Architectural Historians, Landscape Chapter

Southern California Art Historians

College Art Association

**Matthew Gillis**  
**Visiting Assistant Professor**

Courses Taught (2012-2014)

Spring 2014	GR	ARCH 589	Studio 4: The Total Building
		ARCH 547	Building 4: Environmental Systems Integration
	UG	INAR 282	Studio 4: Branding and Identity
Fall 2013	UG	INAR 480	Studio 7: Comprehensive Studio Interior Arch
	UG	INAR 164	History I: Pre-history – NeoClassicism Interior Arch
Summer 2013	UG	INAR 388	Studio5: Micro-housing Interior Arch
Spring 2013	GR	ARCH 589	Studio 4: The Total Building
		ARCH 547	Building 4: Environmental Systems Integration
	UG/GR	ARCH 491	Studio 5: Contemporary Topics
Fall 2012	UG	INAR 480	Studio 7: Comprehensive Studio Interior Arch

Educational Credentials

Master of Architecture	University of California, Los Angeles (UCLA)
Bachelor of Design in Architecture	University of Florida

Teaching Experience

2013 – present	Woodbury University, Visiting Assistant Professor
2003 - 2013	Woodbury University, Adjunct Instructor
2011-2013	OTIS College of Art and Design, Senior Lecturer
2009-2013	SCIArc, Studio & Visual Studies Instructor

Professional Experience

2011- Present	G!LL!S, Principal
2001-2010	Griffin Enright Architects, Senior Associate
2000-2001	Coop Himmelb(l)au, Designer
1997-1998	Dykes-Johnson Architects

Licenses/Registration

N/A

Selected Publications and Recent Research

2013	Best of Year - Exhibition, Interior Design Magazine, Los Angeles
2013	Editorial Statement: Public. Civic. Urban. Community, LA Forum Newsletter, Los Angeles
2012	A+A3 Architecture Lecture Series, Miami Dade College – “ Material Agency”
2012	Out There Doing It Series, “ Forge, Forage, Fabricate” Lecture
2011	Architizer Design Clinician, Dwell on Design LosAngeles

Professional Membership

Los Angeles Forum for Architecture and Design, Board Member, Treasurer 2012 -Present  
AIA/ Los Angeles, Associate Member, 2012 – Present  
U.S. Green Building Council, Los Angeles Affiliate Member, 2012 -Present

Other Accomplishments

2013	LA Design Award ST. Thomas the Apostle(STA) School, Griffin Enright Architects
2012	2x8 AIA/LA Exhibit Design Competition Winner, G!LL!S
2012	LA AIA Next LA Award, Paradox Box, Griffin Enright Architects
2011	AIA California Council Merit Award, STA School, Griffin Enright Architects
2010	LABC Architectural Award, STA School, Griffin Enright Architects
2008	SARA Design Honor Award Point Dume Residence, Griffin Enright Architects
2007	Long Beach AIA Honor Award, PUSD Education Complex, Griffin Enright Architects

**Scott Glazebrook,  
Adjunct Faculty**

Courses Taught (2012- 2014)

Spring 2012    ARCH 425 Environmental Systems

Spring 2013    ARCH 425 Environmental Systems

Educational Credentials

M.Arch, The University of Texas at Austin

B.A. in Liberal Arts and Sciences – Liberal Studies with Three Emphases, San Diego State University  
Emphases: Urban Geography, City Planning, Environmental Design

Professional Experience

Owner and Architect, Open Architecture Workshop, 2007 – 2013

Project Manager / Project Architect, Studio One Eleven at Perkowitz + Ruth Architects, 2013 – 2014

Senior Planner, Civic San Diego, 2014 – present

Licenses/Registration

California Licensed Architect C31006

NCARB Registered Architect 64122

Professional Membership

LEED AP 47290

NCARB

Other Accomplishments

Member, Downtown Community Planning Committee (formerly CCAC), 2012 – 2013

**Thurman Grant**  
**Adjunct Instructor, Interior Architecture Department**

Courses Taught (2012-2014)

Summer 2012	ARCH 575	Fieldwork Studio: China
	ARCH 475	Foreign Study Studio: China
Fall 2012	INAR 207	Design Studio 3: IA Elements
Spring 2013	ARIA 2700	Design Communication 3
	ARCH 366	Contemporary Issues: Theory and Practice
	ARCH 491	Design Studio 5A: Rome
	ARCH 489	Design Studio 4B: Urbanism (Rome)
Fall 2013	INAR 207	Design Studio 3: IA Elements
Summer 2014	INAR 282	Studio 4: Branding
	INAR 363	Studio 5: Housing
Fall 2014	ARCH 366	Contemporary Issues: Theory and Practice
	ARCH 491	Design Studio 5A: Rome
	ARCH 489	Design Studio 4B: Urbanism (Rome)
	ARCH 383	Design Studio 3A: House and Housing

Educational Credentials

BArch University of Southern California School of Architecture

Teaching Experience

2005-present Woodbury University Interior Architecture Department: Adjunct Faculty

Professional Experience

2005-present Thurman Grant Architect, Principal  
2000-2004 Kovac Architects, Project Manager  
1997-1999 Kaplan Chen Kaplan Architects  
1996 Belzberg/Wittman Collaborative  
1995 Moore Ruble Yudell  
1993-1994 Bestor/Millar

Licenses/Registration

Current registration in California, License #C-30285

Other Accomplishments

2014 Pending Publication: *Dingbat 2.0*, eds: Thurman Grant and Joshua G. Stein  
2009-2013 Board of Directors, Los Angeles Forum for Architecture and Urban Design  
President, 2012-2013  
2012 Co-Curator, LA Forum *UNFINISHED BUSINESS* Exhibition  
2011-2013 Co-Coordinator, WEDGE Gallery, Woodbury University School of Architecture

**April Greiman, Graphic Designer/Artist  
Adjunct Faculty**

Courses Taught (Fall 2011 - Spring 2014)

School of Architecture Visiting Critic, Adjunct Faculty

Educational Credentials

1970 BFA, Kansas City Art Institute

1972 Certificate, Kunstgewerbeschule Basel, Switzerland

Honorary Doctorates:

Art Center College of Design, 2012

Lesley University, Boston College of Art, 2003

Academy Art University, San Francisco, 2002

Kansas City Art Institute, 2001

Teaching Experience

Woodbury University School of Architecture: Associate Professor 2011-present

Southern California Institute of Architecture, Adjunct Instructor 1992-2010

Loyola University, NOLA, Design School Curriculum Advisor, 2012-present

Academy of Arts University, Adjunct Instructor, Graphic Design and Web New Media Schools, 1997-2012

Art Center College of Design, Graduate Advisor and Critic, Adjunct Faculty, 1995-2008

California Institute of the Arts, Visual Communications Program Director, 1982-1984, Adjunct Faculty 1977-1979

University of the Arts, (formerly Philadelphia College of Art,) Assistant Professor, 1972-1976

Professional Experience

1978 - present, April Greiman / Made in Space, Inc

Pentagram, 2000-2002

Selected Publications and Recent Research

2002 "*Something from Nothing*," monograph. Authors, April Greiman with Aris Janigian, RotoVision, New York

2000 "*April Greiman, Graphic Evolutionary*," monograph. Author Liz Farrelly, Ivy Hill Press, London, UK

1995 "*It's Not April What You Think It Greiman Is*," monograph.

1990 "*Hybrid Imagery, The Fusion of Technology and Design*," monograph. Author April Greiman, Watson-Guptill Publisher, New York

Professional Membership

The American Institute of Graphic Arts, Gold Medal 1998, AIGA LA Fellow 2003

The International Women's Foundation, The Trusteeship, 2010

Alliance Graphique Internationale, Executive Committee Member 1988-1990, Member since 1986

Catherine M. Herbst, AIA  
Associate Professor and Undergraduate Chair, San Diego

Courses Taught (2012- 2014)

Spring 2014	UG	ARCH 384	Studio 3B Structures, Systems, Space and Form
Summer 2013	UG	ARCH 375	Foreign Study Studio/Korea

Educational Credentials

2008	MArch, Montana State University (professional)
1985	BArch, Montana State University

Teaching Experience

2011-present	Woodbury University School of Architecture, Associate Professor
2002-2010	Woodbury University School of Architecture, Assistant Professor

Professional Experience

2001-present	Rinehart Herbst, Principal
1998-2002	Rob Wellington Quigley, FAIA, Project Architect

Licenses/Registration

California Architecture License # C-27295

Selected Publications and Recent Research

2010	<i>SPACE Magazine</i> Architect 03 "Unintentional Incompletion: Containing Korean Sensibility," interview of Architect Byoung Soo Cho
------	--

Professional Membership

The American Institute of Architects	
2013-present	Arid Lands Institute Board of Directors
2008-2012	Regent, California Architectural Foundation

Other Accomplishments

2014	AIA Awards Juror: Raleigh/Durham/ North Carolina
2012	SDAIA: Merit Award, Modest House Silver City New Mexico
2011	CCAIA: Merit Award, San Dieguito River Park Administrative Offices
2011	SDAF Orchid Award, San Dieguito River Park Administrative Offices
2009	SDAF Orchid Award, Woodbury University/Gould Hardware Adaptive Reuse
2008	National Concrete Masonry Association Award for Excellence, Welton Residence

**Guillermo Honles, AIA**  
**Adjunct Professor of Architecture**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 4931-2 4<sup>th</sup> & 5<sup>th</sup> Year Open Studio, Summer 2012, Summer 2013 & Summer 2014

Educational Credentials

1991 March II, University of California Los Angeles  
1989 BArch, California Polytechnic University, Pomona  
1985 AA Degree, Glendale Community College  
1977 Drafting Tech Certificate, University of Houston Downtown College

Teaching Experience

Woodbury University School of Architecture: Adjunct Professor 1992-present  
Universidad Centroamericana Jose Simeon Canas, El Salvador: Visiting Profesor 1994-present  
Universidad Albert Einstein, El Salvador: Visiting Professor 1994-present  
Universidad del Moron, Argentina: Visiting Lecturer 2004-present

Professional Experience

1990-present Los Angeles Department of Water and Power Architectural Group  
2004-present H+Z Architects, Principal  
1985-1990 Pete Volbeda and Associates Architect

Licenses/Registration

Current registration in California and Florida

Selected Publications and Recent Research

2004 "Energy + Design=The New Architecture" in UCA Press, BuhoPress, El Salvador.  
2000 "A Night in Havana" in ISPJAE Institute Journal, Havana, Cuba CubaPress.  
1998 "An Afternoon in Caracas" in Central University of Venezuela *Journal*, vol. 5, issue 8. University of Venezuela Press.  
Guest lecturer and speaker in 24 Universities in 14 Countries in Latin America, Europe and the US.

Professional Membership

The American Institute of Architects  
National Organization of Minority Architects

**Theresa Hwang**  
**Adjunct Faculty**

Courses Taught

ARCH 491 Design Studio 5A: Transforming Home(lessness)  
ARCH 489/491 Design Studio 4B/5A: Re-imagining Skid Row  
ARCH 366 Contemporary Issues: Process and Impact

Educational Credentials

2007 March I, Harvard University, Graduate School of Design  
2001 BS, Johns Hopkins University

Teaching Experience

Woodbury University School of Architecture: Adjunct Professor, 2012-present  
University of Southern California School of Architecture, Co-instructor Spring 2014

Professional Experience

2009-present Skid Row Housing Trust, Community Designer  
2007-2009 Design Studio for Social Intervention, Design Principal  
2006-2007 Pilot Development Partners, Designer

Licenses/Registration

In process for CA, CSE remaining

Selected Publications and Recent Research

Hwang, Theresa. "Los Angeles builds for the Homeless" Urbanisme. Paris, France: No. 391, Jan 2014: p. 58-61.  
Print

Professional Membership

Association for Community Design  
USGBC LEEP AP



**Miki Iwasaki**  
**Participating Adjunct Faculty**

Courses Taught (2012- 2014)

Spring 2012	ARCH 384	Design Studio 3B: Structure, Systems
Fall 2012	ARCH 182	Design Studio 1A: Principles & Processes
	ARCH 243	Materials & Methods
Spring 2013	ARCH 384	Design Studio 3B: Structure, Systems
Fall 2013	ARCH 2744	Drawing and Making

Educational Credentials

MArch,	Harvard Graduate School of Design
BArch	California State Polytechnic University, Pomona

Teaching Experience

2008 – present Woodbury University School of Architecture  
New School of Architecture and Design

Professional Experience

2006-present mi Workshop

Other Accomplishments

Spring 2013 Arch 384 Students design and build installation for The New Children's Museum in San Diego.  
Public Art project with San Diego International Airport. *Astralgraph* 2014.  
2013 Creative Catalyst Fund: Individual Artist Fellowship Program;  
*Windvessel*, Art installation for The New Children's Museum, San Diego.

**Eric Johnson,  
Adjunct Faculty**

Courses Taught (2012- 2014)

Fall 2012	ARCH 487	Design Studio 4A: Comprehensive Design
	ARCH 491	Design Studio 5A: Contemporary Topics
Fall 2013	ARCH 243	Materials & Methods
	ARCH 487	Design Studio 4A: Comprehensive Design
	ARCH 491	Design Studio 5A: Contemporary Topics
Spring 2014	ARCH 492	Degree Project

Educational Credentials

MArch II, Cornell University  
BArch, Woodbury University

Teaching Experience

2013-2014	Orange Coast College
2013	New School of Architecture and Design
Spring 2012	Cornell University - Teaching Assistant to Andrew Magré

Professional Experience

2012	Studio Eric Johnson	Project Designer
2013 - Present	Rinehart-Herbst	Designer

Licenses/Registration

LEED AP

**Robert Kerr, AIA**  
**Adjunct Professor**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 250 Professional Practice 01, Spring 2012, 2013 & 2014

Educational Credentials

1996 MArch, Georgia Institute of Technology (post-professional)

1992 BArch, University of Arkansas

Teaching Experience

Woodbury University School of Architecture: Adjunct Professor 2005-present

Georgian Institute of Technology, School of Architecture, Adjunct Instructor 2000

Professional Experience

2003-present ROBERT KERR architecture design, Inc., Principal

1999-2000 Koning Eizenberg Architects, Project Architect

1997-1999 Clive Wilkinson Architects, Project Architect

1996-1997 Hodgetts + Fung Architecture Design

Licenses/Registration

Current registration in California and Georgia

Selected Publications, Awards and Recent Research

2013 "Sand and Surf," Edie Cohen, *Interior Design* magazine

2013 *Interior Design* Best of Year Finalist – Silver Strand Residence

2013 *Interior Design* Best of Year Winner for Kitchen & Bath – Silver Strand Residence

2013 *Interior Design* Best of Year Finalist – Silver Strand Residence

2014 "Designer's Forum", Floor Focus magazine

Professional Membership

The American Institute of Architects

**Christoph Korner**  
**Assistant Professor, Chair of Interior Architecture**

Courses Taught (2012-2014)

Spring 2013	UG	ARCH 267	World Architecture 1
	UG	ARCH 366	Contemporary Issues
	GR	ARCH 555	Criticism 2: Architecture to Modern
Summer 2013	UG	ARCH 4757	Foreign Study Studio: Rome
	GR	ARCH 5754	Fieldwork: Rome
Fall 2013	UG	ARCH 267	World Architecture 1
Spring 2014	UG	ARCH 267	World Architecture 1
	GR	ARCH 555	Criticism 2: Architecture to Modern

Educational Credentials

MArch University of California Los Angeles  
Dipl. Ing. Arch, Technical University Braunschweig, Germany

Teaching Experience

2008-present Woodbury University School of Architecture, Adjunct Instructor  
2012-2014 Southern California Institute of Architecture, Los Angeles, Adjunct Faculty  
2005-2013 Pasadena City College, Adjunct Faculty  
2006-2007 University of California Los Angeles, Jump Start Program

Professional Experience

1998-present GRAFT

Selected Publications and Recent Research

2011 Graft: Distinct Ambiguity, Gestalten Verlag, Berlin  
2009 "The Network Phenomenon," in Architecture in Times of Need, ed: Kristin Feireiss. Prestel, Munich  
2009 Graftworld, Aedes, Berlin  
2000 "Jon Jerde and the Architecture of Pleasure," in Stadtauwelt, vol. 48.2000  
1999 "Storyboard Las Vegas," in Stadtauwelt, vol. 36.1999  
1999 "Die elektronische Festung," in Archithese, vol. 5.1999

Other Accomplishments

2013 International Architecture Awards 2013, Solarkiosk  
2013 Interior Innovation Award 2013, imm cologne, Winner, Fat Tony  
2013 CDG-Unternehmerpreis, Solarkiosk  
2013 Architecture of Necessity Award, Honorable Mention, Solarkiosk  
2013 AKG-Auszeichnung herausragender Gesiundheitsbauten, Honorable Mention, KU65  
2012 Design and Healthcare Competition, Parametrische (T)Raumgestaltung, 1st prize  
2012 AIT Award: Charity, Make It Right, 1st Prize  
2012 AIT Award: Health Care Interior, KU65, 2nd Prize  
2012 Heinze Architekten Award: KU65, Health Care, 1st Prize  
2012 Heinze Architekten Award: Ginko Chengdu Restautant, Wirtschaftsbauten, 2nd Prize  
2012 exhibition "GRAFT – distinct ambiguity," AIT Architektur Salon Hamburg  
2011 AIA Los Angeles Restaurant Design Award, winner category bar. City Center Las Vegas  
2011 Interior Innovation Award – Drift, Interprofil Lounge  
2011 exhibition EFIMERAS – alternativas habitables, Madrid, Spain  
2011 exhibition "GRAFT – distinct ambiguity," Haus am Waldsee, Berlin  
2010 Contract Magazine: Designer of the Year  
2010 Gold Key Award, Restaurants - Casual Dining, winner: City Center's Aria Pool Deck  
2010 GOOD DESIGN Awards, Graphics/Identity/Packaging: Architecture in Times of Need  
2010 Interior design Award, Best of Year - Hospitality/Restaurant: Merit Award: City Center's Aria Pool  
2010 Contractworld Award, Category "Hotel/Spa/Gastronomy" Shortlist: Ginkgo Bacchus  
2010 Red Dot Design Award, Platoon Kunsthalles  
2010 AIA Los Angeles Design Awards Exhibit, Los Angeles  
2010 International Design House Exhibition, Seoul, South Korea  
2010 Lumas Gallery Exhibition, Berlin

**Jon Linton, AIA**  
**Adjunct Faculty**

Courses Taught (2012- 2014)

Spring 2012	ARCH 268	World Architecture II
Fall 2012	ARCH 267	World Architecture I
Spring 2013	ARCH 268	World Architecture II
Spring 2014	ARCH 334	Urban Design Theory

Educational Credentials

Deuxième Prix for Studies in Architecture and Urbanism, École d'Art Americaines  
MS Arch & Urban Design, Columbia University  
BArch, California Polytechnic State University

Teaching Experience

2003 – present Woodbury University, San Diego  
1994 – 2013 NewSchool of Architecture + Design

Professional Experience

2013 –present Director of Architecture, Colkitt&Co, San Diego, CA  
1996 –2010 Associate/Architect/Urban Designer, Studio E Architects, San Diego, CA  
1994 –1996 Architect/Urban Designer, Roesling Nakamura Architects, San Diego, CA  
1989 –1992 Project Designer, Architects Lorimer-Case, San Diego, CA  
86–89, 83–84 Project Designer, Ronald Wilson Architects, San Diego, CA  
1987 Urban Designer, Ehrenkrantz Group & Eckstut, New York, NY  
1985 – 1986 Project Designer, Bell Evans Yamamoto Architects, San Diego, CA

Licenses/Registration

California, 1986

Professional Membership

American Institute of Architects

Other Accomplishments

2010 San Diego Architecture Foundation, Orchid Award for Architecture:  
UCSD Housing Dining Hospitality Building  
2010 American Institute of Architects/San Diego Chapter, Divine Detail Award  
UCSD Housing Dining Hospitality Building  
2008 San Diego Architecture Foundation, Community Vision Award:  
Metro Career Center/Metro Villas, San Diego  
2006 National Association of Housing & Redevelopment Officials, Award of Merit/National Award of  
Excellence nominee: Metro Villas, San Diego  
2005 National Association of Local Housing Finance Agencies, Meritorious Achievement Award  
Metro Villas, San Diego  
2001 American Institute of Architects, San Diego, Citation of Recognition: Fletcher Cove Master Plan  
2000 American Institute of Architects, San Diego, Citation of Recognition: Ballpark District Parking Garages  
2000 American Institute of Architects, San Diego, Citation of Recognition  
Central California History Museum  
1998 San Diego Historic Sites Board, Award of Excellence  
Greater Mid-City Historic Preservation Strategy, San Diego  
1997 California Planning Association, Award: Greater Mid-City Historic Preservation Strategy, San Diego  
1997 California Preservation Foundation, Award  
Greater Mid-City Historic Preservation Strategy, San Diego  
1996 Orchid Award for Planning: Greater Mid-City Historic Preservation Strategy, San Diego  
1996 American Institute of Architects/San Diego Chapter, Merit Award for Design Excellence  
Greater Mid-City Historic Preservation Strategy, San Diego,

M Victoria Liptak  
Associate Professor

#### Recent Courses Taught

ARCH 670 Graduate Teaching Practicum: Introduction to Teaching Architecture (Spring 2012)

#### Selected Other Courses Taught (at Woodbury University)

ARCH 492 Degree Project, 2002 to 2008

ARCH 476 Design/Build Mini Studio, Fall 2004

ARCH 475 Foreign Study Summer Studio, Summer 2002 Paris

ARCH 375 Urban Environment: Foreign Study, Summer 2002 Paris

ARCH 330 Theory of Architecture, Spring 2002

ARCH 269 Objectmaking, San Diego and Burbank, 1998 to 2007

ARCH 182&183 First Year Architecture Studio, 1998 to 2009 (coordinator and instructor)

INAR 327 Constructions, Interior Architecture Studio, Spring 2004

INDS 373 Energy and Society, Fall 2006 (upper division general education)

INDS 104 Knowledges, Spring 2007 (lower division general education)

ENTP 330 New Venture Creation, Spring 2005 (interdisciplinary course on entrepreneurship)

#### Education

1994 MArch, Southern California Institute of Architecture

1985 BA in Linguistics, University of California, Santa Cruz

#### Teaching Experience

Woodbury University School of Architecture: 1998-2012, 2014-present

Pasadena City College Department of Architecture adjunct instructor: 2000-2003

Southern California Institute of Architecture adjunct instructor: 1995-2000

#### Academic Administration Experience

2013-14 Dean of the College, Kendall College of Art and Design

2012-13 Senior Vice President, Woodbury University

2009-12 Associate Dean, Woodbury University School of Architecture

2011-12 Associate for Academic Quality, Office of Academic Affairs, Woodbury University

2007-11 Dean of the Faculty, President of the Faculty Association, Woodbury University

#### Selected Publications and Recent Research

2012 "Vernacular shifts: Observing dwelling patterns in Anatolian Turkey," in  
The Emerging Asian City: Concomitant Urbanities and Urbanisms, ed: Vinayak Bharne. Routledge,  
New York.

2009 "Creative Criticality and Critical Creativity," Proceedings of the 25th National Conference on the  
Beginning Design Student.

2005 "Randall Wilson is not a dark and brooding artist," in Cityworks Los Angeles: Handbook, ed: Elizabeth  
Martin. Cityworks, Los Angeles.

2005 "On Continuity," in 2005 Conference on the Beginning Design Student Proceedings.

2003 "Untied Knots: Dwelling Patterns in a Central Anatolian City," in 2003 ACSA Central Regional  
Conference Proceedings.

#### Other Accomplishments

2013 Curriculum consultant, Kendall College of Art and Design MArch program development

2011-12 Group mentor and sessions presenter, Western Association of Schools and Colleges  
(regional accreditor) retreats: Core Competencies, Assessment in Context, Student Success

2010 Design/Build workshop leader for the Design Bridge Program, February 2010, School of  
Architecture and the Allied Arts, University of Oregon, Eugene

**Alan Loomis**  
**Participating Adjunct Faculty**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 334 Urban Design Theory, Spring 2012, 2013, 2014 and Fall 2012, 2013, 2014  
ARCH 489 Studio 4B, Spring 2012

Educational Credentials

2000 MArch, Southern California Institute of Architecture  
1996 BA, University of Detroit Mercy

Teaching Experience

Woodbury University School of Architecture: Participating Adjunct Faculty 2007-present

Professional Experience

2005-present City of Glendale, Community Development Department, Principal Urban Designer  
1998-2005 Moule & Polyzoides Architects and Urbanists, Senior Urban Designer  
1998 Rachlin Architects, Architectural Designer  
1994-1996 Eckert/Wordell Architects, Architectural Designer

Licenses/Registration

None

Selected Publications and Recent Research

2014 "Dingbat 2.0," in *Dingbat 2.0*, Los Angeles Forum for Architecture and Urban Design, Los Angeles  
2013 "Streetscapes," in *Form & Landscape*, Editor Bill Deverell, Greg Hise, www.pstp-edison.com  
2012 "Glendale's Downtown Specific Plan," in *Planning Los Angeles*, Editor David Sloane, Planners Press, Chicago  
2004 "The Once and Future Mall," in *Forum Annual 2004*, Editor Kazys Varnelis, Los Angeles Forum for Architecture and Urban Design, Los Angeles  
2004 "Down by the River," in *arcCA*, vol. 4, issue 3.

Professional Membership

American Planning Association  
Los Angeles Forum for Architecture and Urban Design

**Elizabeth Mahlow, PE**  
**Participating Adjunct Faculty**

Courses Taught (Summer 2010 - Spring 2014)

ARCH 327 Structures II, Fall, Spring, and Summer 2010 - 2014  
ARCH 3930 Third Year Open Studio, Summer 2012  
ARCH 2735 Undergraduate Advanced Structures, Fall 2013  
ARCH 5735 Graduate Advanced Structures, Fall 2013

Educational Credentials

2006 BS, California Polytechnic State University, San Luis Obispo

Teaching Experience

Woodbury University School of Architecture: Participating Adjunct Faculty 2010-present  
Southern California Institute of Architecture (SCI-ARC), Adjunct Instructor 2009

Professional Experience

2012 - present Nous Engineering, Principal  
2007 - 2012 Buro Happold, Design Engineer  
2006 - 2007 Miyamoto International, Project Engineer

Licenses/Registration

Current Professional Engineering license in California

Selected Publications and Recent Research

2014 "Annual Brunch Symposium: Breaking Ground, Stories of Innovation and Success," Panelist, Association for Women in Architecture and Design  
2013 "Building Structure, and Materials and Workmanship Sections," in *Standards for Health and Infrastructure, Ministry of Health and Social Welfare, Republic of Liberia*, 1<sup>st</sup> Edition

Professional Membership

California Disaster Service Worker, Structural Safety Assessment Program  
Structural Engineers Association of Southern California, SEAOSC  
Association of Women in Architecture, AWA



**Michael McDonald, AIA**  
**Adjunct Faculty**

Courses Taught (2012-2014)

Spring 2012-14 UG ARCH 283 Studio 2B  
Fall 2012-13 UG ARCH 383 Studio 3A

Educational Credentials

Master of Architecture, Southern California Institute of Architecture (SCI-Arc), Los Angeles, CA  
Bachelor of Arts, Environmental Design, San Diego State University, San Diego, CA

Teaching Experience

2011-2014 Woodbury University  
2010-2011 East Los Angeles College  
2009-2010 Woodbury University  
2006-2007 Woodbury University  
2003-2004 Southern California Institute of Architecture (SCI-Arc)

Professional Experience

2002-2014 Park McDonald, Los Angeles, CA

Licenses/Registration

California Architects Board, License No. 30494  
National Council of Architectural Registration Boards (NCARB), License No. 63818

Selected Publications and Recent Research

2009 Ranch Houses: Living the California Dream, David Weingarten, Lucia Howard, Joe Fletcher, Rizzoli, New York, NY  
2008 L.A. Modern, Tim Street-Porter, Rizzoli, New York, NY

Professional Membership

The American Institute of Architects, Member No. 30402773

Selected Projects

2014 Maguire Residence, Brentwood, CA, (3,500 s.f. remodel/interiors)  
2014 Venice Beach House, Venice, CA, (7,300 s.f. addition/remodel)  
2013 Bel Air Presbyterian Preschool, Bel Air, CA (exterior space concept design)  
2013 Brentwood Residence, Brentwood, CA, (1,700 s.f. remodel/interiors)  
2012 Jack Black Residence, Los Feliz, CA (6,500 s.f. remodel/interiors/landscape)  
2010 Pier Point Development, Florence, OR 15 new homes on the Oregon coast (unbuilt)  
2008 La Miniatura by Frank Lloyd Wright, Pasadena, CA (4,230 s.f. interiors)  
2008 Design Within Reach, (multiple store locations), Felt Desk Set (product design)  
2008 Montecito Residence by Lurah Maria Riggs, Montecito, CA (4,230 s.f. interiors)  
2006 Schaffer Residence by John Lautner, Montrose, CA (3,500 s.f. interiors)

Other Accomplishments

2003-2014 Visiting Critic  
Art Center College of Design Pasadena, CA  
East Los Angeles College Los Angeles, CA  
Los Angeles Harbor College Wilmington, CA  
Otis School of Art and Design Los Angeles, CA  
SCI-Arc Los Angeles, CA  
University of Southern California Los Angeles, CA

**Salvador Medina,  
Adjunct Faculty**

Courses Taught (2012- 2014)

Spring 2012	ARCH 327	Structures II
Fall 2012	ARCH 326	Structures I
Fall 2012	ARCH 366	Contemporary Issues: Practice and Theory
Spring 2013	ARCH 327	Structures II
Fall 2013	ARCH 326	Structures I
Fall 2013	ARCH 546	Building III
Spring 2014	ARCH 327	Structures II

Educational Credentials

MArch, University of California Berkeley (1989-1991, thesis: "The Semiotic Box" (Essays on Interiority, pending)  
BA, California Polytechnic San Luis Obispo, Ca (1984-1987)

Teaching Experience

Woodbury University (2000-present)

Professional Experience

Mobayed Consulting Group, Structural Consulting, San Diego, Ca. (Project Engineer, 2002-present)  
MSA, Structural Consulting, San Diego, Ca. (Structural Designer, 1996-2004)  
STUDIO (Architectural/ Structural Design), Tijuana Mex-San Diego, Ca. (Architectural/ Structural Designer, 1991-1994)  
Lopez-Solorio Engineering, San Diego, Ca. (Project Engineer, 1994-1996)  
ISD (Integrated Structural Design), San Diego, Ca. (Structural Designer, 1988-1989)  
Flores Consulting Group, San Diego, Ca. (Structural Designer, 1987-1988, 2001-2004)

Selected Publications and Recent Research

Architecture-structure relation, Material Philosophy, Form-Finding, Bio-morphism/ mimetic.

Other Accomplishments

Architectural projects:

Edificio Gomez (cubic transformations-3, Tijuana, B.C. Mex. 2003-2007, built), Mi Casa (cubic transformations-1, Tijuana, B.C. Mex. 1997-2005, built), Leon Residence (Armida), (cubic transformations-2, Tijuana, B.C. Mex. 1997-2005, not built), Complejo Gomez (Tijuana, B.C. Mex. 1991-1993, built phase 1), Casa Osuna, home addition/ remodel (Tijuana, B.C. Mex. 1991-1993, built).

**Norman Millar, AIA**  
**Dean of the School of Architecture and Professor**

Educational Credentials

Certificate      Ross Minority Program in Real Estate Development University of Southern California 2006  
MArch            University of Pennsylvania School of Design (professional) 1978  
BA                Environmental Design, University of Washington 1976

Teaching Experience

2008-present    Woodbury University School of Architecture: Dean, Professor  
2007-2008       Woodbury University School of Architecture: Director, Professor  
1999-2007       Woodbury University School of Architecture and Design: Chair of Architecture, Professor  
1994-1999       Southern California Institute of Architecture: Fulltime Faculty  
1987-1984       University of Southern California School of Architecture, Adjunct Instructor  
1987              UCLA Department of Architecture, Visiting Lecturer  
1986-1988       Art Center College of Design, Studio Instructor

Professional Experience

1987-present    Norman Millar Architects, Principal  
1983-1987       A2Z Ries Niemi, Sheila Klein, Norman Millar, Architect, Principal  
1981-1983       Olson/Walker Architects, project designer  
1979-1981       The Bumgardner Architects, project designer

Licenses/Registration

Current registration in California, Washington, Hawaii

Selected Publications and Recent Research

2008      "Street Survival: Plight of the Los Angeles Street Vendors" in *Everyday Urbanism*, eds: Margaret Crawford, John Chase and John Kaliski, Monacelli Press, New York  
2004      *Space Magazine*, October 2004 Issue, "Refining a Language: Drawing and Building-Not Talking, An interview and critical essay on the work of Ken SungJin Min"  
2004      *c3Korea Magazine*, August 2004 issue, "Running and Thinking: Building Spaces Between, A critical essay on the work of Byoung Soo Cho"  
2003      "Urban Tactics: Actions for the Evolving Street Scape" in *A Public Surface: Finding Space In the Margins*, eds. J. Centuori, R. Rock & K. Shkapich, published by the Center for Community Research & Design

Professional Membership

The American Institute of Architects

Other Accomplishments

2013/14        NCARB Licensure Task Force member developing Licensure Upon Graduation programs  
2013/14        National Academy of Environmental Design Councilor  
2012/14        ACSA Vice-President/President-Elect, President, Past President  
2012            Member, Mayor Villaraigosa's Los Angeles Events Center Vision Team  
2011            California Architectural Foundation Executive Committee; Regent 2008-present  
2011            AIA California Council Service Award  
2011            Architectural Education Summit Planning Committee. AIA California Council  
2011            ACSA Administrators Conference Co-Chair  
2011-2013     AIA Large-Firm Round-Table Dean Forum, participant  
2010            AIA Awards Juror: San Joaquin chapter  
2009            AIA Awards Juror: Pasadena Foothill chapter  
2004-present   Los Angeles Forum for Architecture and Urban Design Advisory Board  
2002-present   AIA Los Angeles Chapter ex-officio Board Member  
1999-present   Hollywood Design Review Board  
1987            Record House Award, *Architectural Record*: DoubleHouse, Seattle, A2Z Architects  
1986            40 Under 40; Listing by the New York Architectural League, A2Z Architects  
NAAB Visiting Team member: University of Idaho 2004; Drexel University 2006; Illinois Institute of Technology 2007

**Marc J. Neveu, PhD**  
**Chair of Architecture Los Angeles**

Educational Credentials

PhD	History and Theory of Architecture, McGill University, Montréal, PQ, Canada Dissertation: Architectural Lessons of Carlo Lodoli: Indole of Material and of Self Fulbright Fellow, Venice Italy 2003-04 Dean's Honor List 2006 ARCC King Student Medal for Excellence in Architectural Research, 2006
MArch	History and Theory of Architecture, McGill University, Montréal, PQ, Canada
BArch	Wentworth Institute of Technology

Teaching Experience

2014-present	Woodbury University School of Architecture, Los Angeles Chair
2014-present	Woodbury University School of Architecture, Associate Professor
2011-2014	Wentworth Institute of Technology, Associate Professor
2007-2011	California Polytechnic State University, San Luis Obispo, Assistant Professor
2008	SCI-Arc, Visiting Faculty(Cultural Studies)
2005-2007	University of Manitoba, Winnipeg, MB, Canada, Assistant Professor
1997-2001, 05	Wentworth Institute of Technology, Adjunct Faculty

Professional Experience

2013-present	Executive Editor, <i>Journal of Architectural Education</i>
1999-2001	Architect Kallman, McKinnel & Wood Architects Inc., Boston MA
1995-1997	Architect Kallman, McKinnel & Wood Architects Inc., Boston MA

Selected Publications and Recent Research

Editor

2015	<i>Architecture's Appeal</i> . Ed. Marc J Neveu and Negin Djavaherian, (Routledge: New York)
2014	<i>Building Modern Africa. Journal of Architectural Education</i> , Ed. Marc J Neveu, Itohan Osayimwese, David Rifkind. Vol. 68 No. 2, Taylor and Francis, October 2014.
2014	<i>design+</i> , <i>Journal of Architectural Education</i> , Ed. Marc J Neveu, Sheila Crane and Amy Kulper. Vol. 68 No. 1, Taylor and Francis, March 2014.
2011	<i>Beyond Precedent, Journal of Architectural Education</i> , Ed. Marc J Neveu and Sandra Weddle. Vol. 64 No. 2, Blackwell Publishing, March 2011.

Publications

2014	"Truth of the Flying Pamphlet." LOG Issue 31, June.
2013	"Beaux Arts and Back Again: an Interview with David Hacin and Nader Tehrani." <i>ArchitectureBoston</i> . Vol. 16. No.1.: 40-45.
2012	"Concrete Twist." <i>Domus</i> . 958, May.
2012	Review of Joseph Rykwert's On Adam's House in Paradise. <i>Journal of Architectural Education</i> . Ed. Ellen Grimes, Blackwell Publishing. Vol. 65. No. 2. : 137-38.
2012	"The Performative Nature of Function." <i>Wolkenkuckucksheim / CloudCuckooLand</i> : Vol.17, Issue 32, : 56-66.
2011	"Prato della Valle, Reconfigured." <i>CHORA: Intervals in the Philosophy of Architecture</i> . Eds. Alberto Pérez-Gómez and Stephen Parcell. Montréal: McGill-Queen's University Press. Vol. 6. : 159-80.

Presentations

2014	"Three Laughing Girls." Paper presented at <i>Confabulations: Architecture and Storytelling</i> , Alexandria, VA., February 2014.
2014	"l'Apologo dell'apologhi." Paper presented at the Architekturtheoretisches Kolloquium – Architektonisches Wissen: Vermittlung, Austausch und Übersetzung, Einsiedeln, April.
2014	"11° east." Paper presented at ARCC National Conference, Honolulu, HI., February.
2013	"On the Uselessness and Advantages of Studio." Paper presented at A Strange Utility Conference, Portland OR. April.

**Jay Nickels**  
**Participating Adjunct Faculty**

Courses Taught (2012-2014)

Fall 2012	UG	ARCH 383	Studio 3A: House and Housing
Spring 2014	UG	ARCH 384	Studio 3B: Structure and Systems

Educational Credentials

BArch University of Southern California

Teaching Experience

1995 – present, Woodbury University School of Architecture: Participating Adjunct Faculty

Professional Experience

1972 – 1996 Principal: Reibsamens, Nickels and Rex, Architects

Licenses/Registration

California License C-6012

**Daniel Nissimov**  
**Adjunct Faculty**

Courses Taught (2012-2014)

Spring 2014    ARCH 2742    Intensive Rhino Workshop  
                  ARCH 589    Studio 4: The Total Building

Fall 2013        ARCH 128        Studio 1A: Principles and Processes, Bodies and Objects

Educational Credentials

MSArch        University of Michigan  
BArch         Woodbury University

Teaching Experience

2013-2014     Woodbury University School of Architecture  
2011 Spring    University of Michigan School of Architecture and Urban Planning

Professional Experience

JJQAD, Los Angeles, California  
Architectural Designer  
May 2014 - Current

LIN Architects + Urbanists, Berlin, Germany  
Architectural Designer  
September 2012 - August 2013

Selected Publications and Recent Research

Drylands Design Exhibit for UCLA, Institute of the Environment and Sustainability  
Retrofitting Silver Lake Reservoir  
Team Robert Lamb

**Ed Ogosta, AIA**  
**Visiting Professor 2014**

Courses Taught (2012-2014)

Educational Credentials

MArch Harvard University, Graduate School of Design  
BA Architecture UC Berkeley, College of Environmental Design

Teaching Experience

Summer 2013 Visiting Professor, Centro de Estudios Superiores de Diseno de Monterrey (CEDIM);  
Monterrey, Mexico

Professional Experience

2011-present Principal, Edward Ogosta Architecture, Culver City, CA.  
2006-2011 Associate, Clive Wilkinson Architects, West Hollywood, CA.  
2004-2006 Project Architect, Michael Maltzan Architecture, Los Angeles, CA.  
2002-2004 Job Captain, SPF:architects, Los Angeles, CA.  
1999-2001 Designer, J Stewart Roberts, Associates, Somerville, MA.  
1997-1998 Designer, Withee Malcolm Architects, Torrance, CA.

Licenses/Registration

NCARB Certified  
California Architecture License #30480

Selected Publications and Recent Research

05.2012 "Big Boxes: An Ode to the Data Center", CLOG  
05.2012 "Onsite Insight: A Guide to Experiential Gossip", Conditions  
02.2010 "A Compromise Manifesto", Conditions  
12.2008 Review, "Materials for Design", AIA YAF: Connection

Professional Membership

American Institute of Architects  
LEED Accredited Professional

Other Accomplishments

2013 AIA Small Projects Award (national): Four Eyes House  
2013 Residential Architect magazine Design Merit Award: Four Eyes House  
2013 Architizer A+ Award Finalist: Hybrid Office  
2013 AIA Center for Emerging Professionals Exhibition selection: Hybrid Office  
2013 AIA Center for Emerging Professionals Exhibition selection: Four Eyes House  
2012 ArchDaily Building of the Year Finalist: Hybrid Office  
2012 AIA Los Angeles Next LA Honor Award: Four Eyes House  
2012 AIA Los Angeles Next LA Honor Award: Hybrid Office  
2012 Boston Society of Architects | AIA Unbuilt Architecture Honor Award: Four Eyes House  
2012 Boston Society of Architects | AIA Unbuilt Architecture Honor Award: Hybrid Office

**Eric W. Olsen**  
**Professor**

Courses Taught (2012-2014)

Spring 2012	UG	ARCH 366	Contemporary Issues: Rome
	UG	ARCH 3706	Study Abroad Rome
	UG	ARCH 384	Design Studio 3B
Summer 2012	UG	ARCH 366	Contemporary Issues: Practice and Theory
	UG	ARCH 375	Urban Environment: Berlin
	UG	ARCH 475	Foreign Study Studio: Berlin
	GR	ARCH 5751	Fieldwork Berlin
Fall 2012	UG	ARCH 243	Materials and Methods
	UG	ARCH 491	Studio 5A: Contemporary Topics
	GR	ARCH 691	Studio 5: Focus/Topic
Spring 2013	UG	ARCH 384	Design Studio 3B: Structure, Systems
	UG	ARCH 492	Degree Project
Fall 2013	GR	ARCH 544	Building 1 Matter and Making
Summer 2013	UG	ARCH 366	Contemporary Issues: Netherlands/Berlin
	UG	ARCH 375	Urban Environment: Netherlands/Berlin
	UG	ARCH 475	Foreign Study Studio: Netherlands/Berlin
Summer 2014	UG	ARCH 375	Urban Environment: Netherlands/Berlin
	UG	ARCH 475	Foreign Study Studio: Netherlands/Berlin

Educational Credentials

2001 MArch, Harvard University, Cambridge, Massachusetts (professional)  
1996 BEnvd, University of Colorado, Boulder, Colorado

Licenses/Registration

Licensed Architect, State of Colorado, No. AR 400256

Teaching Experience

2014-present Woodbury University School of Architecture, Professor  
2013-14 Woodbury University School of Architecture, Graduate Chair  
2009-14 Woodbury University School of Architecture, Associate Professor  
2008-09 Woodbury University School of Architecture, Assistant Professor  
2007-08 California College of the Arts, Senior Lecturer in Architecture  
2007 University of California, Berkeley, Visiting Instructor in Architecture  
2006-07 University of Michigan, Ann Arbor, Mushenheim Fellow in Architecture  
2003-06 University of Colorado, Denver, Senior Instructor in Architecture

Professional Experience

2006-Present Eric Olsen Architect, Los Angeles, CA  
2003-2006 Arch 11 Design, Boulder, CO, Project Architect  
2001-2003 Kennedy Violich Architecture, Boston, MA, Project Designer  
1998-2000 Preston Scott Cohen Architecture, Cambridge, MA, Designer  
1996-1997 Steven Wynn, Las Vegas, NV, Designer

Selected Publications and Recent Research

2011 "Water Infrastructures," in *Worldchanging*, ed: Alex Steffen, Abrams, New York  
2010 "Recent Work," *Fellowships in Architecture*, ed: M. Ponce de Leon, ORO Editions, New York  
2010 "Electroboard," *TransMaterial 3*, ed: Blain Brownell, Princeton Architectural Press, New York  
2009 "Squat City," *Designing Coexistence*, 010 / Sun Publishers, Amsterdam  
2008 "Surface Tension," *Dimensions 21*, University of Michigan, Ann Arbor  
2008 "Solar Water Disinfecting Tarpaulin," *Metropolis Magazine*, New York

Other Accomplishments

2012 Exhibition curator, "Un-Privileged Views." Woodbury Hollywood Gallery  
2011 Maxine Frankel Foundation Faculty Grant Recipient for Un-Privileged Views exhibition  
2010 Invited Exhibitor, Museo da Casa Brasileira. Sao Paulo, Brazil



**Gregorio Ortiz-Munoz**  
**Adjunct Faculty**

Courses Taught (2012- 2014)

Fall 2012      ARCH 487 Design Studio 4A: Comprehensive Design  
                  ARCH 491 Design Studio 5A: Contemporary Topics  
Spring 2014    ARCH 183      Design Studio 1B: Principles & Processes

Educational Credentials

2010            M.A. in Urban Planning, with a Concentration in Design Development,  
                  Community Development & Housing, University of California Los Angeles  
2005            BArch, Woodbury University

Teaching Experience

2012- Present    Woodbury University San Diego  
2011- Present    New School of Architecture & Design

Professional Experience

2013- Present    Constant Flux | Urban Research Design  
2011            True Count, Consultant Firm  
2008            Hidden Driver Productions  
2004-2008      Estudio Teddy Cruz

Selected Publications and Recent Research

2008            "Expanding Architecture". Design as Activism. Book Cover Design. New York  
2005            "Urbanism 70 ft. deep," Log 6- Observations on Architecture and the  
                  Contemporary City

Other Accomplishments

2011            Cronicas de Heroes/Hero Reports, San Diego/ Tijuana Coordinator  
2009-2010      East Los Angeles Residents Association,  
                  Cityhood development team  
2004 & 2010    Casa Familiar, Community Service Agency,  
                  Affordable Housing Overlay Zone, Coordinator

**Mark Owen**  
**Adjunct Faculty**

Courses Taught (2012-2014)

Spring 2012-14	UG	ARCH 211	Design Communication 2
	UG	ARCH 2742	BIM Foundations
	GR	ARCH 6742	BIM Foundations
Summer 2012-14	UG	ARCH 4931	Design Studio 4B
	UG	ARCH 4932	Design Studio 5A
	GR	ARCH 5755	Grad Studio
Fall 2012/13	UG	ARCH 2742	BIM Foundations
		ARCH 487	Design Studio 4A
		ARCH 491	Design Studio 5A
	GR	ARCH 6742	BIM Foundations
		ARCH 691	Grad Studio 5
Fall 2014	UG	ARCH 383	Design Studio 3A
	UG/GR	ARCH 2742	BIM Foundations

Educational Credentials

MArch	University of California Los Angeles
BArch	Woodbury University

Teaching Experience

1999-present	Woodbury University School of Architecture: Participating Adjunct
	Art Center College of Design
	University of California Los Angeles Extension
	Otis College of Art and Design

Professional Experience

1994-96	<i>Pacific Bank Technology General Contractors, Los Angeles CA</i>
1996-97	<i>JY Design + Planning, Los Angeles &amp; Shanghai</i>
1997-98	<i>Altoon + Porter Architects, Los Angeles, CA</i>
1998-99	<i>Johnson Fain, Los Angeles, CA</i>
1999-2011	<i>Mark Owen Designs, Los Angeles, CA</i>
2000-11	<i>GPA Architects, Los Angeles, CA</i>
2011-14	<i>Johnson Fain, Los Angeles, CA</i>

Licenses/Registration

Selected Publications and Recent Research

Professional Membership

Other Accomplishments

**Jose Parral**  
**Associate Professor**

Courses Taught (2012-2014)

Spring 2012	ARCH 334	Urban Design Theory,
	ARCH 489	Design Studio 4B
Fall 2012	ARCH 383	Design Studio 3A, and 2013
	ARCH 448	Professional Practice 2
Spring 2013	ARCH 489	Design Studio 4B
Fall 2013	ARCH 330	Theory of Architecture
	ARCH 448	Professional Practice 2
Spring 2014	ARCH 489	Design Studio 4B

Educational Credentials

2001 MA, Landscape Urbanism, Architectural Association School of Architecture

1996 BA, Landscape Architecture, University of California Berkeley

Teaching Experience

2011-present Woodbury University School of Architecture, Associate Professor

2008-2011 Woodbury University School of Architecture, Assistant Professor

2006-2007 Ohio State University Knowlton School of Architecture, Visiting Instructor

2004-2005 Woodbury University School of Architecture: Adjunct Faculty

Professional Experience

2008-present josetasi, Director

2005-2007 AECOM, Land Planner

1997-1998 Pamela Burton, Project Manager

1996-2003 Spurlock Poirier Landscape Architects, Assistant to Project Manager

1996 Walter Hood Designs, Assistant

1996 Peter Walker and Partners, Intern

Licenses/Registration

Selected Publications and Recent Research

2011 "The NAFTA Landscape: Working on the Edge in Chihuahua," By Carolyn Deuschle, Landscape Architecture Magazine, Vol. 101, No7, July

2007 "Supernatural: Urban Fluctuations and the alter ego of self and planned organizations" Fluctuating Borders: Memory and the Emergent New possibilities for International Borders, Rosalea Monacella, Dr. SueAnne Ware eds.; RMIT Publications

Professional Membership

Fellow, American Academy in Rome 2007

Other Accomplishments

2013 Next Fresno Conference San Diego California, "Students Work"

2011 ASLA Conference San Diego California, "Cause and Effect of the Border"

2010 RMIT University, Melbourne, Australia

2009 Frankel Foundation Grant, funding for Spring Lecture Series 2010

2008 Frankel Foundation Grant, funding for publication of research of Chihuahua Mexico

2007 Kate L. Brewster Rome Prize in Landscape Architecture, American Academy in Rome

2007 Award for Excellence, Petco Park, San Diego's Ballpark District, Urban Land Institute (Spurlock Poirier Landscape Architects)

2006 City of Claremont Excellence in design Award Categories: New Construction, Landscaping, and Sustainability Richard C. Seaver Biology Building Pomona College (Spurlock Poirier Landscape Architects)

2005 Merit Award, Petco Park, American Society of Landscape Architects, San Diego Chapter (Spurlock Poirier Landscape Architects)

**Rene Peralta,  
Adjunct Instructor**

Courses Taught (2012-2014)

Spring 2012 ARCH 489 Studio 4B: Urban Design  
Fall 2012 ARCH 330 Theory of Architecture  
ARCH487/491 Studio 4A/5A

Educational Credentials

1995 BArch, New School of Architecture

Teaching Experience

2014 UCSD Department of Political Science /Urban Studies & Planning  
2006-present Woodbury University School of Architecture, Adjunct Instructor  
2010 Southern California Institute of Architecture  
2008-2011 Washington University in St. Louis  
2005 UCLA Department of Architecture, Visiting Lecturer  
2000 Universidad Iberoamericana, Tijuana

Professional Experience

2000-present Generica Arquitectura+Urbanismo, Principal  
1996-2000 Spurlock + Poirier Landscape Architects, Project Manager

Licenses/Registration

Current registration in Mexico

Selected Publications and Recent Research

2013 "La Historia de una Bola" in Centro Cultural Tijuana, Arquitectura 30 Aniversario. Ed. Armando Garcia Orzo and Manolo Escutia, Consejo Nacional para la Cultura y Las Artes (CONACULTA), Mexico City, Mexico. 2013  
2012 "Illicit Acts of Urbanism Ver3.0," in Reconstructing Tijuana, eds. Josh Kun, PhD, and Fiamma Montezemolo, Phd. Duke Press  
2010 "Drive By Tijuana" in Geohumanities: Art, history, text at the edge of place, eds. Michael Dear, Jim Ketchum, Sarah Luria and Doug Richardson. Routledge  
2008 "Tijuana's Haunt," in CA Biennial Catalogue 08, ed. Lauri Firstenberg, PhD. Orange County Museum of Art  
2008 "The State of Practice" in ArcCA Magazine 08.1  
2006 "Here is Tijuana," Black Dog Publishing, London England.  
2006 "Aqui es Tijuana," Black Dog Publishing, London England  
2006 "Conversation: Catherine Herbst & Rene Peralta" in Magazine Cuarta Pared, #5. México  
2006 "Urbicidio: El fenómeno de la vivienda de interés social en Tijuana" in Mas Arquitectura Revista del Colegio de Arquitectos de Aguascalientes #6, Aguascalientes, Mexico.  
2006 "Debunking Utopia: The Vicissitudes of Tijuana Modernism" in Catalogue of the San Diego Museum of Contemporary Art, ed. Rachel Teagle, PhD, San Diego, CA.  
2005 "Drag and Drop Urbanism, Thoughts on the strategies of the generic" in Avatar Magazine Dislocazioni tra antropología e comunicazione no.6 Roma, Italia  
2005 "Illicit Acts of Urbanism" in World View Cities Report (www.worldviewcities.org) Architectural League of New York, NY  
2003 "Tijuana: The Ugliest City" in Critica Sociologica Journal ed. SIARES, Roma, Italia

Other Accomplishments

2011-present Columnist for the San Diego Reader  
2010 Emergent Mexican Architects, Listing by Sociedad Central de Arquitectos, Buenos Aires, Argentina  
2009 Smart Growth Award by the Urban Land Institute, San Diego Chapter  
2009 Orchid Award from the San Diego Architecture Foundation  
2012-present Board President of Fundacion Esperanza de Mexico

**Hector Perez,  
Visiting Assistant Professor**

Courses Taught (2012- 2014)

Spring 2013 ARCH 3708 Architectural Provocations

Educational Credentials

1997 - 99 Master of Science in Architecture Studies, Mass. Inst. of Tech. - MIT, Cambridge, MA  
1982 - 87 Bachelor of Architecture, California Polytechnic State University, San Luis Obispo, CA  
1986 - 87 Upper Division Architectural Design Studies, California State University, Florence, Italy

Teaching Experience

2012 - Present Graduate Programs Coordinator, Woodbury University, San Diego, CA  
2009 - 2012 Lecturer, New School of Architecture & Design (NSA+D), San Diego, CA  
2000 - 2009 Adjunct Faculty, Woodbury University, San Diego, CA  
1998 Graduate Studio Teaching Assistant, Mass. Inst. of Tech. - MIT, Cambridge, MA  
1994 - 97 Adjunct Faculty, Southern California Institute of Architecture (SCI-Arc), Los Angeles, CA  
1995 & 96 Annual Design Workshop, Inst. Tec. Estudios Superiores (ITESM), Monterrey, MEX  
1996 Visiting Fellows Program, California Polytechnic State University, San Luis Obispo, CA

Professional Experience

1999 - Present Principal, De-Arc, La Jolla, CA  
2006 - 2007 Designer, MW Steele Group Inc., San Diego, CA  
1997 - 2005 Design Consultant, RNT / TLMS / LUCEet Studio / De-Freitas Studio / Spurlock Poirier LS  
1993 - 1997 Founding Partner with Teddy Cruz, Oficina de Arquitectura (OdA), San Diego, CA  
1992 - 1993 Project Designer, Taller de Enrique Norton y Asociados (TEN), Mexico City, MEX  
1992 Design Assistant, Gensler and Associates Architects, Santa Monica, CA  
1985 Design Assistant, Pacific Associates Planners Architects (PAPA), San Diego, CA

Selected Publications and Recent Research

2014 "Building Community" San Diego City Beat, January, pgs. 26-27  
2014 "CLICK La Jolla Shores Lifeguard Station" Riviera Magazine, November, pgs. 28-29  
2013 "Logan's Run" Riviera Magazine, January, pgs. 60-62  
2009 "The Barrio Exam" Riviera Magazine, April, pgs. 44-46  
2006 "FrameWorks: Art Spilling into the Public Sphere," SDMA Quarterly, June, pg. 11

**Heather Peterson**  
**Assistant Professor**

Courses Taught (2012-2014)

Spring 2012	UG	ARCH 183	Studio 1B: Natural Tendencies
		ARCH 492	Degree Project
		ARCH 4991	Degree Project Publication
Summer 2012	UG	ARCH 114	Design Communication 1
		ARCH 1930	First Year Open Studio
		ARCH 1931	First Year Open Studio
		ARCH 211	Design Communication 2
		ARCH 2930	Second Year Open Studio
		ARCH 2931	Second Year Open Studio
Fall 2012/13	GR	ARCH 564	Visualization 3: Advanced Drawing
Summer 2013	GR	ARCH 4757	Foreign Study Studio: Rome
Fall 2013	UG	ARIA 114	Design Communication 1

Educational Credentials

MArch	Southern California Institute of Architecture
BFA	Rhode Island School of Design

Teaching Experience

2012 -	Assistant Professor, Interior Architecture. Woodbury University
2012 - 2013	Assistant Chair, Interior Architecture. Woodbury University
2009 - 2012	Participating Adjunct, Architecture. Woodbury University
2009 - 2012	Lecturer, Design. California State University Long Beach
1999 - 2001	Pre-College Faculty, Architecture. Rhode Island School of Design
1998 - 1999	Adjunct Faculty, Architecture. Boston Architectural Center

Professional Experience

1998 -	Principal. Studio Heather Peterson
2006 - 2010	Director of Research. Shubin + Donaldson Architects
2005 - 2006	Creative Director. Frederick Fisher and Partners
2004	Research Consultant. Rachel Allen Architecture
2002 - 2003	Designer / Fabricator. The Art Office
1999 - 2001	Designer / Fabricator. Stempel Form
2000 - 2001	Textile Designer. Hester Textiles

Selected Publications and Recent Research

2014	IDEA Journal: Unbecoming
2014	Made Up: Design's Fictions. JRP Ringier Publishers
2014	Creative Scholarship Presentation / National IDEC Annual Conference / New Orleans, LA
2013	On the Road / West of La Brea / Panel Discussion / Los Angeles, CA
2013	Gentleman's Duel / Galleria d'Architettura Come Se / Rome, Italy
2010	New American Paintings. Juried Exhibitions-in-Print. Issue 85
2010	LIVE + WORK: The Southern California Architecture of Shubin + Donaldson. ORO editions
2006	Delight: A Dossier on the Interests and Influences of Frederick Fisher

Other Accomplishments

2014	MacDowell Fellow
2009	Juror's Pick. New American Paintings. No.85
2007 -	Viewing Program. The Drawing Center. New York, NY
2007-	Artist Registry. The Drawing Center. New York, NY
2000	Rhode Island State Council on the Arts. Fellowship in Writing
1999	Boston Architectural Center. Faculty Development Grant
1999	The Institute for Writing and Thinking. Bard College. Assistance Grant
1996 -1997	European Honors Program (RISD). Fellowship in Painting. Rome, Italy

**Michael Pinto**  
**Adjunct Faculty**

Courses Taught (2012-2014)

Fall 2012/13 GR ARCH 620 Practice 1: Contemporary Arch Profession  
Spring 2013/14 UG ARCH 489/491 Studio 4B/5A Urbanism/Contemporary Topics

Educational Credentials

MArch Southern California Institute of Architecture

Teaching Experience

2011 - present Woodbury University, Adjunct Faculty  
2003 Woodbury University, Adjunct Faculty

Professional Experience

Year Firm, title

Licenses/Registration

State License Type

Selected Publications and Recent Research

Year Title, Publisher, location

Professional Membership

Organization

Other Accomplishments

Year accomplishment

**Christopher Puzio,  
Adjunct Faculty**

Courses Taught (2012- 2014)

Spring 2014    ARCH 384    Design Studio 3B: Structure, Systems, Space & Form  
Fall 2013      ARCH 281    Design Studio 2A: Program And Spacecraft  
Spring 2013    ARCH 3708   Furniture Design  
Fall 2012      ARCH 281    Design Studio 2A: Program And Spacecraft  
Spring 2012    ARCH 3703   Material Production Studio

Educational Credentials

MArch, Cranbrook Academy of Art, BArch, Boston Architectural Center.

Teaching Experience

Woodbury School of Architecture San Diego:  
AR 384 Design Studio 3B: Structure, Systems, Space & Form 2014  
ARCH 281 Design Studio 2A: Program And Spacecraft 2013  
ARCH 3708 Furniture Design 2013  
ARCH 281 Design Studio 2A: Program And Spacecraft 2012  
ARCH 3703 Material Production Studio 2012  
ARCH 281 Design Studio 2A: Program And Spacecraft 2011  
ARCH 3703 Material Production Studio 2011  
ARCH 491 Design Studio 5A: Contemporary Topics Studio 2010  
ARCH 384 Design Studio 3B: Structure, Systems, Space & Form 2010  
AR 487 Design Studio 5A: Design Build Topics Studio 2009  
AR 384 Design Studio 3B: Structure, Systems, Space & Form 2009  
AR 3734 Material Production Studio 2008  
AR 370 Fe Studio: Metal Shop 2007  
University of San Diego:  
ARTV 105 Introduction to Sculpture 2014  
ARTV 369 Intermediate/ Advanced Sculpture 2013

Professional Experience

HUB Hillcrest | San Diego, CA | commission 2014  
La Jolla Crossroads | La Jolla, CA | commission 2014  
Village Lofts | City of Claremont, CA | commission 2014  
Search Optics | San Diego, CA | 2014  
Influx Café | San Diego, CA | 2014  
Shaughnessy Residence | San Clemente, CA | 2014  
Hubbard Residence | La Jolla, CA | 2014  
Segal Residence | The Cresta | La Jolla, CA | 2013  
North Park Post Office | San Diego, CA | commission 2013  
North Parker | San Diego, CA | commission 2013  
You Are Here | San Diego, CA | commission 2013  
Tom Ham's Lighthouse | San Diego, CA | commission 2013  
Higuera Garage, Culver City, CA | commission 2013  
Steelhouse Offices, Culver City, CA | commission 2013  
The Sanford Consortium for Regenerative Medicine | commission 2012  
San Francisco Arts Commission | 2011-12 Bay Area Artist Registry 2011  
San Diego County Operations Center | commission 2010

Selected Publications and Recent Research

Pacific Magazine, RE: Creation, By Patricia Dwyer, April 2014  
New York Times, The 28-Year Plan, By Sarah Amelar, March 19, 2014  
Molecular Aesthetics, Peter Weibel, editor, MIT Press 2013  
ARUP Connect, Controlled Randomness 2013  
San Diego Union Tribune, Island Arbor Dedication, 2013  
Riviera Magazine, Art Power, 2012  
San Diego Home & Garden, Architectural Digress, 2011



**PHILIP RA, AIA**  
**ADJUNCT PROFESSOR**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 589 Cinematic Spatialities/Comprehensive Design Studio (Graduate), Spring 2013 & 2014  
ARCH 491/487 Cinematic Spatialities/Comprehensive Design Studio (Undergraduate), Spring 2013 & 2014  
ARCH 589 Emerging Technologies/ Comprehensive Design Studio (Graduate), Fall 2012 & 2013  
ARCH 491/487 Emerging Technologies/ Comprehensive Design Studio (Undergraduate), Fall 2012 & 2013

Educational Credentials

1998 MArch, Harvard University Graduate School of Design (post-professional)  
1996 BArch, University of Southern California

Teaching Experience

Woodbury University School of Architecture: Adjunct Professor 2007-present  
SCI\_ARC: Co-Instructor with Ilaria Mazzoleni Graduate Thesis 2009  
University of Southern California School of Architecture, Teaching Assistant 1993-1996  
Harvard University Graduate School of Design, Teaching Assistant (Graduate Design Studio) Spring 1997

Professional Experience

2014-present HOK, Senior Design Leader, Vice President, San Francisco  
2004-2014 Yazdani Studio of Cannon Design, Senior Design Leader, Associate Vice President, Los Angeles  
2002-2004 COArchitects, Project Designer, Los Angeles  
2000-2002 ZGF, Project Designer, Los Angeles  
1998-2000 GWA, Project Designer, Los Angeles  
1997-1998 Boston Redevelopment Authority / Department of Neighborhood Development, Boston  
1995-1996 John Mutlow Architects, Intern, Los Angeles  
1995 Eric Owen Moss Architects, Intern, Los Angeles  
1994 Barton Myers Architects, Intern, Los Angeles  
1993 Daly Genik Architects, Intern, Los Angeles

Licenses/Registration

Current registration in California and Arizona

Selected Publications and Recent Research

2012 Archiscene, "CJ Only One Research Center"  
2009 Architizer, "Chaparral Hall Science Building"  
2009 Design Boom, "Ordos Concert Hall"

Professional Membership

The American Institute of Architects  
USGBC LEED BD+C

**Deborah Richmond, AIA**  
**Adjunct Instructor**

Courses Taught (2012-2014)

Spring 2012	UG	ARCH 487	Studio 4A: Comprehensive Design
	UG	ARCH 491	Studio 5A: Contemporary Topics
	GR	ARCH 589	Studio 4: The Total Building
	GR	ARCH 692/1	Thesis Studio
Fall 2012	UG	ARCH 243	Materials and Methods
	UG	ARCH 281	Studio 2A: Program and Space
Spring 2013	UG	ARCH 384	Studio 3B: Structure and Systems
Summer 2013	UG	ARCH 1930	First Year Open Studio
	UG	ARCH 2930/1	Second Year Open Studio
Fall 2013	UG	ARCH 243	Materials and Methods
Spring 2014	UG	ARCH 384	Studio 3B: Structure and Systems

Educational Credentials

MArch	University of Minnesota, Minneapolis (professional)
B.A.	Art Theory and Practice, Northwestern University

Teaching Experience

2011-present	Woodbury University School of Architecture: Adjunct Faculty,
2007-2008	University of California Los Angeles Department of Architecture, Visiting Lecturer
1998-1999, 2001-2002	University of Southern California School of Architecture, Adjunct Instructor
1998	Art Center College of Design, Critical Theory Seminar

Professional Experience

2012-present	Deborah Richmond Architects, Owner, Santa Monica, CA
2001-2011	Touraine Richmond Architects, Partner, Venice, CA
2001-2002	OMA/Rem Koolhaas, Rotterdam, NL
1996-1998	The Jerde Partnership, Venice, CA

Licenses/Registration

CA License # C 28542

Selected Publications and Recent Research

*Intermodes, research, writing and photography, website.*

2004	<i>Divestitures</i> in <i>Log 3</i> , Anyone Corporation, c.
2006	<i>Schmods + Mockers</i> in <i>Log 7</i> , Anyone Corporation, c.
2008	"Consumers Gone Wild," in <i>Infrastructural City</i> , ed: Kazys Varnelis, ACTAR
2009	"Central High School 9, Los Angeles, by Coop Himmelb(l)au," in <i>Icon Magazine</i> , February

Professional Membership

The American Institute of Architects  
Co-Chair, AIA-Los Angeles Committee on the Environment (COTE)

Other Accomplishments

2013	Mobile Village project awarded a federal grant for construction of the first prototype mobile cooking school for youth in foster care in Los Angeles County
2013	One Window House included in MOCA's "New Sculpturalism" exhibition
2012	Un-Privileged Views, WUHO Gallery, Los Angeles, CA
2012	AIA/LA Honor Award for Silverwood Lake Visitors Center
2011	Tokyo/LA Houses Exhibition, Japanese American Cultural Center, Los Angeles, CA
2009	TRA: Work in Progress, A + D Museum Exhibition, Los Angeles, CA
2008	Colorado University-Denver College of Architecture and Planning Lecturer, Spring
2007	University of California Los Angeles School of Architecture Lecturer, Spring
2007	AIA/LA Design Award for One-Window House
2006	LA Forum for Architecture and Urban Design's On the Map series Lecturer, at the One-Window House, Venice, CA

**Todd Rinehart,  
Adjunct Faculty**

Courses Taught (2012- 2014)

Spring 2013    ARCH 283    Design Studio: Site Orders  
Summer 2013    ARCH 4756    Foreign Study Studio: Korea

Educational Credentials

2008            MArch, Montana State University (professional)  
1989            BArch, Montana State University

Teaching Experience

1999-present    Woodbury University  
2012-2013      University of San Diego  
2011             Orange Coast College  
2007-2008      Mesa College  
2006             Montana State University  
2002             Arizona State University

Professional Experience

2001-present    Rinehart Herbst, Principal  
1998-2002      Rob Wellington Quigley, FAIA, Project Architect

Other Accomplishments

2014            AIA Awards Juror: Raleigh/Durham/ North Carolina  
2012            SDAIA: Merit Award, Modest House Silver City New Mexico  
2011            CCAIA: Merit Award, San Dieguito River Park Administrative Offices  
2011            SDAF Orchid Award, San Dieguito River Park Administrative Offices  
2009            SDAF Orchid Award, Woodbury University/Gould Hardware Adaptive Reuse  
2008            National Concrete Masonry Association Award for Excellence,  
                    Welton Residence

**William Roschen, FAIA, LEED AP**  
**Adjunct Instructor**

Courses Taught (2012-2014)

Spring 2012	ARCH 3993	Policy 2: Do Real Architecture
	ARCH 3994	Policy 2: Do Real Architecture
	ARCH 3996	Policy 2: Do Real Architecture
	ARCH 5719	Policy 2: Do Real Architecture
Fall 2102	ARCH 4736	Policy 1
	ARCH 4737	Policy 3
	ARCH 630	Policy 1: Introduction to Arch Policy
Spring 2013	ARCH 6730	Policy 3 Adv. Seminar in "Do Real Arch"
	ARCH 4738	Policy 2
	ARCH 4739	Policy 4
	ARCH 5719	Policy 2: Do Real Architecture
Fall 2013	ARCH 6732	Policy 4: Do Real Architecture
	ARCH 4736	Policy 1
	ARCH 489	Studio 4B: Urbanism
	ARCH 491	Studio 5A: Contemporary Topics
	ARCH 5990	Arch Practice
	ARCH 630	Policy 1: Introduction to Arch Policy
	ARCH 691	Studio 5: Focus/Topic
Spring 2014	ARCH 4738	Policy 2
	ARCH 4739	Policy 4
	ARCH 5719	Policy 2: Do Real Architecture
	ARCH 6732	Policy 4: Do Real Architecture
	ARCH 692	Thesis Studio 2

Educational Credentials

1982 MS Architecture, Columbia University  
1976 BArch, Arizona State University

Teaching Experience

2010-Present Woodbury University School of Architecture  
Previous University of Southern California School of Architecture

Professional Experience

1987-present Roschen Van Cleve Architects, founding principal

Licenses/Registration

Current registration in California

Professional Membership

The American Institute of Architects, elevated to College of Fellows in 2010  
U.S. Green Building Council, Member and accredited LEED professional

Other Accomplishments

2013-present Zoning Advisory Committee, re:code LA  
2014-present Los Angeles Conservancy, Board member  
2012-present AIA National Design + Health Leadership Group, Inaugural Chair (2012-13)  
2012-2103 Los Angeles Transit Corridors Mayoral Cabinet, Co-Chair  
2005-2013 Los Angeles City Planning Commission, Mayor's appointee, President (2008-13), Vice-President  
2006-2009 Center for Livable Communities, Communities by Design Committee, AIA, Chair (2008-9)  
2004-2007 National Housing Committee, AIA  
2002-2005 State of CA Board of Professional Engineers Commission, Governor's appointee, Commissioner  
2001-2006 Hollywood Heritage, Board Member (rejoined 2013) & Preservation Issues Committee  
1997-2003 CORO Southern California, Board Member  
1991-2006 Planning & Design Review Board for Hollywood Redevelopment Area, City Council appointee  
1993-1997 Los Angeles Contemporary Exhibitions (LACE), Board of Directors

**Catherine M. Roussel, AIA**  
**Career and Outreach Coordinator**

Courses Taught (Fall 2012 - Fall 2014)

ARCH 620      Practice 1

Educational Credentials

1995    MA, International Policy Studies, Monterey Institute of International Studies  
1994    MA, Liberal Arts, St. John's College  
1981    AB, Architecture, Honors, University of California, Berkeley (non-professional)

Teaching Experience

Woodbury University School of Architecture, Adjunct Instructor, 2012-present

Professional Experience

2012-present    Woodbury University, School of Architecture, Career and Outreach Coordinator  
2003-2009      The American Institute of Architects, Washington, DC, Education Director  
1996-2002      The Joslyn Institute for Sustainable Communities, Omaha, Nebraska, Executive Director  
1987-1992      Stephen Woolley and Associates, Architects, Venice, CA  
1986-87        Cannon/Yan, New York, NY  
1984-85        John Gillis Architects, New York, NY  
1984            Whistler-Patri, San Francisco, CA  
1982-83        Trinity Architecture, Research & Design, San Francisco, CA  
1981            Bull Field Volkmann Stockwell, San Francisco, CA

Licenses/Registration

Current registration in California

Selected Work

2007            AIA White Paper for the NAAB 2008 Accreditation Review Conference (coordinated, edited)  
2005            Models of Educator-Practitioner Collaboration Across the Americas, a special session at the  
ACSA International Conference, Mexico City (organized)  
2002            Regional Conference on Growth, Omaha, NE (organized)  
2001            "Envisioning Sustainability: Process and tools for community development," paper presented  
at the Ecospheres Conference, Lincoln, NE  
1999            Projects and Visions for Omaha, an affiliated event of the National Town Meeting for a  
Sustainable America (organized)  
1998            "Green Building on the Global Agenda for Sustainable Development," paper presented at the  
Green Building Challenge '98, Vancouver, BC  
1997            Recycled Building Materials Conference, Omaha, NE, 1997 (organized)

Honors

2005            Honored by the Association of Collegiate Schools of Architecture for distinguished service

Professional Membership

The American Institute of Architects

**Micah Rutenberg**  
**Adjunct Faculty**

Courses Taught (2012-2014)

Fall 2012/13	UG	ARCH 182	Studio1A
	UG	PPDV 200	Transition to Woodbury
	UG	INDS 101	Journeys
Spring 2013	UG	ARCH 183	Studio 1B
	UG	ARCH 2743	Portfolio Discourse
Spring 2014	UG	ARCH 492	Degree Project
	UG	ARCH 2743	Portfolio Discourse
	UG	INDS 3764	Magical Realism: Theory and Practice

Educational Credentials

<i>Master of Science in Design Research</i>	<i>University of Michigan</i>
<i>Master of Architecture</i>	<i>University of Michigan</i>
<i>Bachelor of Science in Architecture</i>	<i>University of Michigan</i>

Teaching Experience

<i>2012-present</i>	<i>Woodbury University</i>
<i>2014</i>	<i>Arizona State University</i>
<i>2011</i>	<i>University of Michigan</i>

Professional Experience

<i>2011-present</i>	<i>StudioMARS, Los Angeles, CA</i>
<i>2012-2013</i>	<i>RoTo Architects, Los Angeles, CA</i>

Selected Publications and Recent Research

*2014 Geographies of Consumption in Open Cities: The New Post-Industrial Word Order, ACSA International Conference*

Other Accomplishments

*2014 Wedge Gallery Director, Woodbury University, Los Angeles*

**Marcel Sanchez-Prieto**  
**Associate Professor**

Courses Taught (2012-2014)

Spring 2012	UG	ARCH 211	Design Communications 2
		ARCH 492	Degree Project
		ARCH 4992	Degree Project Exhibition
Summer 2012	UG	ARCH 3751	Urban Environment: China
		ARCH 4751	Foreign Study Studio: China
	GR	ARCH 5752	Fieldwork: China
Fall 2012	UG	ARCH 383	Studio 3A House and Housing
		ARCH 448	Degree Project Prep
Spring 2013	UG	ARCH 211	Design Communications 2
		ARCH 492	Degree Project
	GR	ARCH 6734	Urbanism and Development Systems
Fall 2013	UG	ARCH 383	Studio 3A House and Housing
		ARCH 448	Degree Project Prep
Spring 2014	UG	ARCH 211	Design Communications 2
		ARCH 492	Degree Project

Educational Credentials

MArch	University of California Los Angeles
BArch	Iberoamerican University

Teaching Experience

2013 – present	Woodbury University School of Architecture, Associate Professor
2009 – 2013	Woodbury University School of Architecture, Assistant Professor

Professional Experience

2007 – present	CRO Studio, Principal
	Kieran Timberlake
	Frank Gehry Associates

Licenses/Registration

Licensed Architect: Mexico No.2887958

Selected Publications and Recent Research

2014	Panorama of Mexican Design in Folio v.006
2013	Biblioteca Modulo Prep in The Best of the XXI Century Vol.5/2011-2012 Arquine. Mexico
2013	60th P/A Awards in Architecture Magazine.
2013	Biblioteca Modulo Prep in Domus magazine

Other Accomplishments

2014	Award in 9th annual Bienal Iberoamericana de Arquitectura y Urbanismo
2014	Honorable mention for the Arquine No.16   Umbral de las Américas competition
2013	60 <sup>th</sup> Annual Progressive Architecture Design Award for Biblioteca Modulo Prep
2013	First Prize, Services and Public Assistance Building, XXII Cemex Awards, Mexico.
2013	Third Prize, Sustainability, XXII CEMEX Awards, Mexico.
2013	IHS Fellowship, International Institute of Urban Management, Erasmus University, Rotterdam

**Sebastian Seimer,  
Adjunct Faculty**

Courses Taught (2012- 2014)

Fall 2013	ARCH 487	Design Studio 4A: Comprehensive Design
	ARCH 491	Design Studio 5A: Contemporary Topics
Spring 2014	ARCH 283	Design Studio 2B: Site Orders

Educational Credentials

Bachelor of Architecture, Woodbury University, San Diego, CA | Graduated 2007: Cum Laude & Dean's List  
Second Place Thesis Degree Project Award: 2007 | Wood Shop Supervisor 2005-2007

Teaching Experience

Woodbury University School of Architecture, San Diego | Adjunct Professor 2013-2014  
Woodbury University School of Architecture, San Diego | Shop Manager 2013-2014  
New School of Architecture + Design | Adjunct Professor 2012-2014

Professional Experience

Professional Design Practice:  
Factoryhaus, Design By making | Owner & Principal maker 2012-Present  
Professional Work & Collaborations:  
Special Topics, LLC | Collaborator 2014-Present  
Exitecture ArchLab Inc., San Diego | Collaborator 2014-Present  
Ferguson Pape Baldwin Architects | Job Captain 2009-2013

Licenses/Registration

Completed and Passed all seven National NCARB Architectural Registration Exams  
Currently preparing for the California State (Supplemental) Exam

Selected Publications and Recent Research

Publications:

Union Tribune - San Diego, "Quiet Places" for the NSAD Faculty Show - "Beyond Plots" January 2013

Competitions:

2X8 AIA|LA | Collaboration with: Point of Departure, Role: Project Designer 2013  
Who's Next 1.0 Competition | Role: Project Designer 2010  
Chain of Eco-Homes Competition | Collaboration with: Public, Architecture and Planning, Role: Project Designer 2009

Professional Membership

NCARB



**Patrick Shields,  
Adjunct Faculty**

Courses Taught (2012- 2014)

Fall 2012	ARCH 2740	Tools as Thinking 2
	ARCH 2744	Tools as Thinking 1
Spring 2013	ARCH 211	Design Communication II
Fall 2013	ARCH 114	Design Communication I
Spring 2014	ARCH 211	Design Communication II
	ARCH 492	Degree Project

Educational Credentials

BArch, Southern California Institute of Architecture.

Teaching Experience

New School of Architecture & Design - San Diego, CA 2011 - 2012  
Adjunct Professor - 2nd year undergraduate studio and material fabrication seminars

SCI\_ARC (Southern California Institute of Architecture) - Los Angeles, CA - 2007 - 2011  
Instructor / Making + Meaning - graduate level - 2009 - 2011  
Assistant Instructor / Testa Xlab / Thesis Prep / Making + Meaning - graduate level - 2007 - 2010

Professional Experience

MTV VMA Award show – Visualization 2014  
Retna / Iron eye Art Group - Designer – Louis Vuitton Pop up Store Miami 2012  
Port Journey's Artist Residency - Zou No Hana Terrace - Yokohama, Japan - 2012  
The Periscope Project Artist Residency - San Diego, California - 2012  
Coachella Gateway Pavilion - Indio, California – 2012

**Paulette Singley, Ph.D**  
**Professor and Director of the Rome Center for Architecture and Culture**

Courses Taught (2012-2014)

Spring 2012	UG	ARCH 489/491	Studio 4B/5A (Rome)
	UG	ARCH 334	Urban Design Theory (Rome)
	UG	ARCH 492	Degree Project Studio (Rome)
Summer 2012	GR	ARCH 4757	Foreign Study Studio: Rome
	GR	ARCH 5754	Fieldwork: Rome
Fall 2012	UG	ARCH 366	Contemporary Issues: Practice and Theory
	GR	ARCH 554	Criticism 1: Fieldwork Los Angeles
Spring 2013		ARCH 5702	Contemporary Issues: Practice and Theory
	UG	ARCH 334	Urban Design Theory (Rome)
	UG	ARCH 492	Degree Project Studio (Rome)
	UG	ARCH 489	Studio 4B: Urban Design (Rome)
	GR	ARCH 491	Studio 5A: Topic
Summer 2013	GR	ARCH 556	Criticism 3: Architecture from Modern (1945-now)
		ARCH 691	Studio 5: Rome
	UG	ARCH 4757	Foreign Study Studio: Rome
Spring 2014	GR	ARCH 5754	Fieldwork Studio: Rome
	UG	ARCH 366	Contemporary Issues
	UG	ARCH 492	Degree Project Studio
	GR	ARCH 5702	Contemporary Issues: Practice and Theory

Educational Credentials

1998 PhD, Architectural History and Theory, Princeton University  
1989 MArch, Architectural History, Cornell University  
1985 BArch, University of Southern California

Teaching Experience

2006-present Woodbury University School of Architecture, Professor  
2001-06 Woodbury University School of Architecture, Associate Professor  
2000-01 Woodbury University School of Architecture, Assistant Professor  
2010-present Woodbury University Rome Center for Architecture and Culture, Director,  
2006-2009 Woodbury University School of Architecture, History and Theory Program Head  
Mar-Aug 2009 Woodbury University School of Architecture, Graduate Chair  
2005-2007 University of Southern California, Public Art Studies Program, lecturer  
2005-2007 UCLA, Department of Architecture and Urban Design, lecturer

Professional Experience

1990 Venturi, Scott Brown and Associates, Philadelphia, PA

Licenses/Registration

Architectural Registration in Minnesota (License Number 26911, dormant)

Professional Memberships

Editorial Board Member *Journal of Architectural Education*

Selected Publications and Recent Research

- 2014 In progress: *How to Read Architecture: Notes on Interpreting the Built Environment*, book proposal under contract at Routledge, manuscript due fall 2014.
- 2014 "Unnatural History," catalogue essay describing Elena Manferdini's installation at the City of Los Angeles Individual Artist Fellowships Exhibition, May 4 – June 15, 2014, Los Angeles Municipal Art Gallery, Barnsdall Park, 4800 Hollywood Boulevard
- 2013 "Los Angeles: Between Cognitive Mapping and Dirty Realism" *Shaping the City* Eds. Edward Robbins and Rodolphe El Khoury (London and New York: Routledge, 2004; 2<sup>nd</sup> ed. 2013).

**Gerard Smulevich**  
**Professor**

Courses Taught (2012-2014)

Spring 2012	UG	ARCH 366	Contemporary Issues: Practice and Theory
		ARCH 3706	Capturing Rome
		ARCH 384	Studio 3B: Structures, Systems
Summer 2012		ARCH 366	Contemporary Issues: Practice and Theory
		ARCH 375	Urban Environment: Berlin
		ARCH 475	Foreign Study: Berlin
	GR	ARCH 5751	Fieldwork Berlin
Fall 2012	UG	ARCH 366	Contemporary Issues: Buenos Aires
		ARCH 489	Design Studio 4B: Buenos Aires
Spring 2013		ARCH 114	Design Communications 1
		ARCH 384	Studio 3B: Structures, Systems
	GR	ARCH 6744	Photography
Summer 2013	UG	ARCH 366	Contemporary Issues: Netherlands, Berlin
		ARCH 375	Urban Environment: Netherlands, Berlin
		ARCH 475	Foreign Study Studio: Netherlands, Berlin
Fall 2013		ARCH 114	Design Communications 1
		ARCH 487	Design Studio 4A: Comprehensive Design
		ARCH 491	Design Studio 5A: Contemporary Topics
Spring 2014		ARCH 114	Design Communications 1
		ARCH 2744	Photography
		ARCH 384	Studio 3B: Structures, Systems
	GR	ARCH 6744	Photography Workshop
Summer 2014	UG	ARCH 3755	Urban Environment: Netherlands, Berlin
		ARCH 4755	Foreign Study Studio: Netherlands, Berlin

Educational Credentials

MArch II University of California, Los Angeles. Second Professional Degree Program  
Diploma of Architect, National University of Buenos Aires, School of Architecture and Urbanism (FAU/FADU)  
6-year professional degree

Teaching Experience

1991-present Woodbury University School of Architecture  
2012 University of Buenos Aires, Visiting Associate Professor  
1996 Southern California Institute of Architecture  
1995 University of Southern California School of Architecture, Adjunct Instructor  
1986 University of Buenos Aires, Faculty of Architecture and Urbanism

Professional Experience

2000-2008 Steven Ehrlich Architects (Consultant)  
1993-1997 Zeballos + Smulevich Architects  
1991-1993 Ridley Scott/Tony Scott – The System Design

Selected Publications and Recent Research

2013 “Constructed Landscapes”, Solo Photography Exhibition, WUHO Gallery, Hollywood  
2012 “Bauen, Wohnen, Denken,” Smartloft Gallery/Berlin, photography exhibit  
2012 “Unpriveleged Views” Group Exhibition WU CDRC, Hollywood

Other Accomplishments

2003-2011 Thirteen (13) prizes in ACSA and Lyceum student design competitions  
2009-2011 Two AIA “2x8” awards for student design projects

**Maxi Spina**  
**Associate Professor**

Courses Taught (2012-2014)

Spring 12-14	UG	ARCH 384	Design Studio 3B
Spring 2012	GR	ARCH 563	Visualization 2
Fall 2012	UG	ARCH 487	Studio 4A: Comprehensive Studio
		ARCH 491	Studio 5A: Contemporary Topics
	GR	ARCH 691	Studio 5: Focus/Topic
Spring 13/14	GR	ARCH 4741	Advanced Visualization: Taxonomies
Fall 2013	UG	ARCH 489	Studio 4B: Urbanism
		ARCH 491	Studio 5A: Contemporary Topics
Fall 2014	UG	ARCH 383	Design Studio 3A

Educational Credentials

MArch	Princeton University (post-professional)
BArch	National University of Rosario, Argentina

Teaching Experience

2013-present	Woodbury University School of Architecture: Associate Professor
2010-2013	Woodbury University School of Architecture: Assistant Professor
2011	Lund University Of Technology, Sweden, Guest Professor
2008-2010	California College of the Arts, Adjunct Professor
2007-2008	UC Berkeley, Visiting Fellow
2001-2003	National University of Rosario, Argentina, Instructor

Professional Experience

2006-present	MSA: Maxi Spina Architects, Principal
2005-2007	Studio Daniel Libeskind, Senior Designer and Project Architect
2002	Neil M Denari Architects, Project Designer
2001-2003	MSA: Maxi Spina Architects, Principal
2001	Sebastian Guerrico Architect, Project Manager And Designer
1998-2001	P-A-T-T-E-R-N-S Architects, Project Designer

Licenses/Registration

2001-present	Argentina (Santa Fe Province)
--------------	-------------------------------

Selected Publications and Recent Research

2014	"S,M,L,XLA" group exhibition (featuring 'In Turn'), A+D Museum, Los Angeles, Jun-Aug '14
2014	"Chess" group exhibition (featuring 'In Turn'), Jai & Jai Gallery, Los Angeles, Feb –Apr '14
2014	ArchDaily (Selected Works section, featuring Jujuy Redux) Mar 7th, 2014
2014	Clarín Arquitectura (featuring Jujuy Redux), Apr 8th, 2014
2014	Smithsonian.com, (featuring 'In Turn')
2013	Spina, Maxi. "Bursting Margins: Involute Assemblies and..." TxA Conference Proceedings
2013	"On the Road" group exhibition series (featuring 'Three's a crowd'), Los Angeles, Jun '13
2013	"Rhythmic Space", solo exhibition (featuring MSA & student work), Wedge Gallery, Jan-Feb '13
2013	"Uncertain" group exhibition (featuring MSA & student work), WUHO Gallery, Sep '13
2013	Spina, Maxi. "Heterotopic Speciation" 101st ACSA Conference Proceedings, Ed. by Berman and Mitchell
2013	Surmount: Style + Copy II: Innovative Residences, 8-23 (China: Hong Kong Architecture Science Press)
2012	The Architect, Sep Issue (featuring Jujuy Redux), 114-121, (Hanley Wood Inc.)
2011	Arquine # 56, (featuring Jujuy Redux), 76-79, (Mexico City)

Professional Membership

Colegio de Arquitectos, Santa Fe Province, Argentina

Other Accomplishments

2014	Architizer A+ Awards Finalist, for the Jujuy Redux Apartment Building
2012	Merit Award, AIA LA Design Awards, for Jujuy Redux
2012	Honorable Mention, Architect Magazine Annual Design Review, for Jujuy Redux

**Mark Stankard**  
**Adjunct Faculty**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 448 Professional Practice 2, Fall 2013  
ARCH 487 Design Studio 4a, Comprehensive Studio, Fall 2012  
ARCH 492 Degree Project, Spring 2014

Educational Credentials

1988 MArts, History of Architecture, Cornell University  
1980 BArch, University of Notre Dame

Teaching Experience

Woodbury University School of Architecture: Adjunct Faculty 2005, 2012-present  
University of Southern California School of Architecture: Adjunct Instructor 2002-2004  
Southern California Institute of Architecture: Visiting Lecturer 2002  
Art Center College of Design: Visiting Lecturer 2002  
Iowa State University: Assistant Professor 2000-2002; Adjunct Assistant Professor 1995-2000; Temporary Assistant Professor 1994-1995  
Boston Architectural Center: Instructor 1981-1983

Professional Experience

2012-present Mark Stankard Architecture  
2007-2012 Tetra-IBI Group: Architect, Project Manager  
2005-2007 Office of Mobile Design: Architect, Project Manager  
2002-2005 Osborn Architects: Architect, Project Manager  
1987-1990 Venturi Scott Brown & Associates: Project Architect

Licenses/Registration

Current registration in California

Selected Publications and Recent Research

2014 The Southwest Museum at 100: Beauty, Utility, Memory (public presentation)  
2004 *Encyclopedia of Twentieth Century Architecture*, Fitzroy Dearborn: De Stijl, Theo van Doesburg, Vanna Venturi House, Venice Biennale Pavilions  
2003 Society of Architectural Historians, Session Leader, Drawing Architectural Implications from Modernist Representation Denver, CO  
2003 Hearing Architecture, Walt Disney Concert Hall (public presentation)  
2002 *Journal of Architectural Education* "Re-covering Mies van der Rohe's Weissenhof"

Professional Membership

LEED AP  
California Preservation Society

**Joshua Stein, FAAR**  
**Associate Professor**

Courses Taught (2012-2014)

Fall 2012	GR	ARCH 5723	Digital Mold Making
	UG	ARCH 212	Digital Media (Digital Mold Making)
		ARCH 587	Graduate Design Studio 3
Spring 2013	GR	ARCH 692	Graduate Thesis Studio
	UG	ARCH 384	Studio 3B: Structure, Systems
Fall 2014	GR	ARCH 5723	Digital Mold Making
	UG	ARCH 212	Digital Media (Digital Mold Making)
		ARCH 587	Graduate Design Studio 3

Educational Credentials

MArch	University of California Los Angeles
BA	University of Wisconsin, Madison

Teaching Experience

2008 – present	Woodbury University School of Architecture, Associate Professor
2011 – 2012	California College of the Arts, San Francisco/Oakland, Visiting Architect
2008	Woodbury University School of Architecture, Acting Department Chair, Interior Architecture
2004 – 2008	Woodbury University School of Architecture, Assistant Professor, Interior Architecture
2003 – 2004	Southern California Institute of Architecture, Instructor
2002 – 2004	Milwaukee Institute of Art & Design, Assistant Professor

Professional Experience

2002 – present	Radical Craft, Principal
2013 – present	Data Clay Network, Co-Director

Selected Publications and Recent Research

2013	<i>The Wayward Cast: Gipsotecas, Digital Imprints, and the Productive Lapse of Fidelity</i> in the ACSA 2013 Conference Proceedings
2013	<i>Pocket Landscapes: Trajan's Monument to Poché</i> in Floor Journal Issue #2

Professional Membership

The Association of Collegiate Schools of Architecture  
The American Institute of Architects

Other Accomplishments

2014	Graham Foundation for Advanced Studies in the Fine Arts Award for the development of <i>Data Clay: Digital Strategies for Parsing the Earth</i> symposium and exhibition.
2013	Faculty Development Award to develop <i>Trajan's Hollow</i> publication.
2013	Maxine Frankel Award to develop Data Clay Network online.
2013	<i>Deviant Artifacts: The Work of Radical Craft</i> , WEDGE Gallery (WU), Burbank, CA (Solo Show)
2012	<i>Architecture in the Expanded Field</i> , CCA Wattis Institute, San Francisco, CA (Group Exhibition)

**Clark Philipp Stevens**  
**Adjunct Faculty 2014 and 2010-2011, Professor of Practice, 2012-2014**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 692 Graduate Thesis Studio, Spring 2013  
ARCH 681/691 Topic/Focus Design Studio, Spring/Fall 2011, Fall 2012,  
ARCH 489 Urban Design Studio, Spring 2014  
ARCH 487/589 The Total Building Design Studio, Fall 2010, Spring/Fall 2011, Fall 2013

Educational Credentials

1989 March with Distinction, Harvard Graduate School of Design  
1985 BS in Arch with Honors, University of Michigan College of Architecture and Urban Planning

Teaching Experience

Woodbury University School of Architecture: Professor of Practice, Fall 2010- present  
UCLA Landscape Architecture and Sustainability Programs, Adjunct Instructor, Fall 2011  
University of Southern California School of Architecture, Part-Time Lecturer, Fall 2009  
University of Michigan, Eliel Saarinen Visiting Professor, 2004, Visiting Critic, 1996  
Montana State University, Visiting Critic from Practice, 2003-2004, 1998-1999  
University of Texas, Austin, Charles Moore Visiting Critic, 1999  
Southern California Institute of Architecture (SCI-Arc), Adjunct Faculty, 1991-1998

Professional Experience

2000-present New West Land Company, Inc., Owner, Principal Architect  
1991-2006 RoTo (1991-95), Principal Architect, RoTo Architects, Inc. (1995-2006), Founding Partner  
1987-1991 Morphosis Architects, Intern Architect, Project Architect

Licenses/Registration

Current registration in California and Montana; NCARB; previous: Hawaii, Utah, Wyoming

Selected Publications, Exhibitions and Lectures

2012 AIA Colorado Conference, Keystone, CO, November 2, Keynote: "The Land Ethic, Revisited"  
"Living Large in Small Spaces: 700 Square Feet," by Norman Kolpas, in *Mountain Living*  
2010 "The New West: Re-engagement with the Land," in *Center 14: On Landscape Urbanism*,  
University of Texas Press, Austin, Texas, Dean Almy, editor 2007  
2008 Biennale di Venezia: "Architecture Beyond Buildings", *The Bear's Walk: A Codex*  
2007 *RoTo Architecture: Still Points*, by Clark Stevens and Michael Rotondi. Rizzoli, New York, NY  
2005 Architectural League of New York, NYC: "Ground Truth: Place-Appropriate Inhabitation "  
1997 "Everyday Observations: Sinte Gleska University and RoTo Architects," *Architectural Design*  
1996 *ROTOBOOK: The Work of Clark Stevens and Michael Rotondi*, University of Michigan Press

Selected Professional Honors

2013, 2012 Top Mountain Architect, *Mountain Living* magazine (NWLCo)  
2007 AIACC Merit Award, *Architecture and Art Building*, Prairie View A&M University  
2006 Holcim Award for Sustainable Construction, Global Division Silver Award: "Waterpower"  
2005 AIALA Citation Award, *Architecture and Art Building*, Prairie View A&M University  
AIA, Jury Member, National Honor Awards for Architecture  
Holcim Award for Sustainable Construction, European Division Gold Award: "Waterpower"  
2002 AIACC Design Award and Wood Design Award, *View Silo House*  
1999 AIA National Design Award, *Carlson-Reges House*  
AIACC Design Awards for *Warehouse* and *Teiger House*  
1996 Progressive Architecture Award, Citation, *Sinte Gleska University Campus Plan*  
AIACC Merit Award, *Carlson-Reges Residence*; "40 under 40", Architectural League of N.Y.  
1995 AIACC Merit Award, *Dorland Mountain Cabin*  
Sunset Magazine Honor Award, *Carlson-Reges House*

**John Sturla, AIA**

## **Adjunct Faculty**

### Courses Taught (2012- 2014)

Fall 2012	ARCH 464	Systems Integration
Fall 2013	ARCH 464	Systems Integration

### Educational Credentials

BArch, California Polytechnic State University San Luis Obispo

### Teaching Experience

Woodbury University, San Diego  
August 2009-Present

### Professional Experience

Architectural Consultant to Architects BundyThompson  
March-December 2012

### Licenses/Registration

California C-8641. Acquired 1976.  
LEED Accredited Professional. Acquired 2004.

### Professional Membership

American Institute of Architects, 1980 to Present.



**Linda Taalman Koch, AIA**  
**Associate Professor**

Courses Taught (2012-2014)

Spring 2013	ARCH 487	Design Studio 4A: Comprehensive Design
	ARCH 547	Building 4: Environmental Systems Integration
	ARCH 589	Design Studio 4: The Total Building
Fall 2013	ARCH 281	Design Studio 2A: program and Space
	ARCH 464	Systems Integration
Spring 2014	ARCH 547	Building 4: Environmental Systems Integration
	ARCH 589	Design Studio 4: The Total Building
Fall 2014	ARCH 464	Systems Integration
	ARCH 487	Design Studio 4A: Comprehensive Design

Educational credentials

1997 BArch, Cooper Union (professional)

Teaching Experience

2008- present Woodbury University School of Architecture, Associate Professor  
2008-2009 University of Southern California School of Architecture, Adjunct Instructor  
2003-2006 SCI Arc School of Architecture, Adjunct Instructor  
2005 UCLA School of Art and Design/Media Arts, Visiting Lecturer  
2003-2006 Art Center College of Design, Lecturer  
2001 Cooper Union, Studio Instructor

Professional Experience

2010-present itHouse Inc., Founder and CEO  
2003-present Taalman Architecture, formerly Taalman Koch Architecture, Founder and Principal

Licenses/Registration

Current registration in California No.C-30187 and inactive registration in New York No. 029356

Selected Publications and Recent Research

**PUBLISHED WRITING**

2014 Dwell, "Lost in Chandigarh," by Linda Taalman, October  
2012 A/D China, "Common Ground, Interviews from the Venice Biennale," October

**BLOGS**

2012 Dwell Magazine Online, "Refinishing Alvar Aalto's Finnish Pavilion," September  
2012 Dwell Magazine Online, "Venice Biennale 2012: Common Ground," September

**SELECTED RECENT PROJECT ARTICLES IN PERIODICALS**

2013 MARK, "The It Factor," by Katya Tylevich, October/November 2013  
2013 MARK, "Tune Off, Tune In," by Katya Tylevich, October/November 2013  
2013 MARK, "Set for Life," by Katya Tylevich, October/November 2013  
2012 The Wall Street Journal, "(Almost) Off the grid," October 5  
2012 Architect's Newspaper, "Chris Burden builds a Small Skyscraper in Old Town Pasadena," by Sam Lubell  
2012 Dwell, "The Homemakers," by Sarah Amelar, July/August  
2012 Architektur & Wohnen, "Mehr Platz und Bunter," February

**RESEARCH**

2004-present Prefabrication: process and prototypes, research for professional and student directed projects  
2011-12 Diagrammatica: research for publication on diagrams in architecture

Professional Membership

The American Institute of Architects  
Los Angeles Forum for Architecture and Urban Design- Board member since 2012  
LAXART Advisory Board

**James Michael Tate**  
**Adjunct Faculty**

Courses Taught (2012-2014)

Fall 2013	UG	ARCH 281	Design Studio 2A: Program and Space
	UG	ARCH 464	Systems Integration
Spring 2014	UG	ARCH 492	Degree Project
	GR	ARCH 563	Visualization 2: Analytical Construction
	UG	ARCH 464	Systems Integration

Educational Credentials

MArch	Yale University
BEnvDes	Texas A&M University

Teaching Experience

2013-2014 Woodbury University School of Architecture

Professional Experience

10/2011 – 3/2013	Michael Maltzan Architecture
3/2014 – ongoing	T8 projects

Licenses/Registration

LEED AP

Selected Publications and Recent Research

Co-Organizer of On the Road Project LA

[www.ontheroadprojectla.org](http://www.ontheroadprojectla.org)

<http://www.latimes.com/home/la-hm-on-the-road-20140503-story.html>

A+D Museum Los Angeles: S,M,L,XLA Exhibition Participant

<http://disegnodaily.com/news/s-m-l-xla-at-a-d-museum>

Big City Forum: City of Hope, City of Resistance Exhibition Participant

<http://www.armoryarts.org/exhibitions/2014/big-city-forum-city-of-hope-city-of-resistance-research-and-actions-at-the-urban-level/>

**Christi Van Cleve, AIA, CID**  
**Adjunct Instructor**

Courses Taught (2012-2014)

Spring 2012	ARCH 3993	Policy 2: Do Real Architecture
	ARCH 3994	Policy 2: Do Real Architecture
	ARCH 3996	Policy 2: Do Real Architecture
	ARCH 5719	Policy 2: Do Real Architecture
Fall 2012	ARCH 4736	Policy 1
	ARCH 4737	Policy 3
	ARCH 630	Policy 1: Introduction to Arch Policy
Spring 2013	ARCH 6730	Policy 3 Adv. Seminar in "Do Real Arch"
	ARCH 4738	Policy 2
	ARCH 4739	Policy 4
	ARCH 5719	Policy 2: Do Real Architecture
Fall 2013	ARCH 6732	Policy 4: Do Real Architecture
	ARCH 4736	Policy 1
	ARCH 489	Studio 4B: Urbanism
	ARCH 491	Studio 5A: Contemporary Topics
	ARCH 5990	Arch Practice
	ARCH 630	Policy 1: Introduction to Arch Policy
Spring 2014	ARCH 691	Studio 5: Focus/Topic
	ARCH 4738	Policy 2
	ARCH 4739	Policy 4
	ARCH 5719	Policy 2: Do Real Architecture
	ARCH 6732	Policy 4: Do Real Architecture
	ARCH 692	Thesis Studio 2

Educational Credentials

1983 MArch, Harvard University, Graduate School of Design  
1979 BA, University of California, Los Angeles

Teaching Experience

2010-Present Woodbury University School of Architecture  
Previous University of Southern California School of Architecture

Professional Experience

1987-present Roschen Van Cleve Architects, founding principal

Licenses/Registration

Current registration in California  
Certified Interior Designer, State of California

Professional Membership

The American Institute of Architects

Other Accomplishments

2013-present AIA LA Board member  
2010 AIA LA Presidential Award Recipient, Building Team of the Year  
2008-present Co-Chair, Hollywood Historic Trust  
2005 Los Angeles Business Journal, Real Estate Award Recipients, Architects of the Year Award  
1998-present Hollywood Chamber of Commerce, Chairman of Board (2003-4), Executive Committee, Board  
2001-2003 Economic Development Committee, Chairman Annual Economic Development Summit  
2003-2007 Hollywood Chamber of Commerce Foundation, President (2004-5), Board  
2003-2008 Los Angeles City College Foundation, Board Member  
1995-1996 Fee Study Group, Mayor Riordan appointee  
1989-1998 Los Feliz Improvement Association, Board of Directors and Zoning Committee Chair  
1990-1996 Los Feliz Mobility Action Committee, Mayor Bradley appointee

**Ingalill Wahlroos-Ritter, AIA**  
**Associate Dean and Professor**

Educational Credentials

MArch University of California, Los Angeles (professional)  
BA University of California, Los Angeles

Teaching Experience

2012-present Woodbury University Professor  
2005-2012 Woodbury University Associate Professor, Assistant Professor  
2003-2006 Yale University, New Haven, CT, Lecturer  
2003-2005 Southern California Institute of Architecture, Hardtech Coordinator, Full-time Faculty  
2002-2003 The Bartlett, University College of London, London, UK, Unit Tutor  
2002-2003 Oxford Brookes University, Oxford, UK, Unit Tutor  
1999 - 2002 Cornell University, Ithaca, NY, Visiting Professor

Courses Taught (2012-2014)

Spring 2012 ARCH 692 Graduate Thesis Studio  
Summer 2012 ARCH 6990 Independent Study  
Spring 2013 ARCH 692 Graduate Thesis Studio  
Summer 2013 ARCH 4753 Foreign Study Studio: Tahiti  
ARCH 5758 Fieldwork: Tahiti

Professional Experience

2009-present Director, WUHO Gallery  
2002-present [WROAD] Los Angeles, a partnership practice of architecture with Roland Wahlroos-Ritter  
1999-2002 Ingalill Wahlroos Architects, New York, sole practitioner  
2002-present Dewhurst Macfarlane & Partners, Senior Associate; founder and director, Los Angeles office  
1994-1999 Smith-Miller + Hawkinson Architects, New York, NY, project architect

Licenses/Registration

1994 State of California; 1999 State of New York (dormant)

Selected Publications and Recent Research

2014 Introduction to "Beyond Environment", Actar, publication  
2014 "Real Architecture: WUHO exhibitions", Inclusive Museum Conference, presentation  
2013 "Fieldwork Tahiti: Houses of Flux", ACSA conference, Miami, paper  
2013 Graham Foundation Grant for "Beyond Environment", with Amit Wolf and Emanuele Piccardo  
2012 MAK Institute exhibition, 'Light My Fire, Stranger'  
2012 "Bachelors, Brides and Open-Source Technologies," 2011 ACSA panel convener and moderator  
2011 *Bloom*, Experimental installation at M&A Gallery, with Doris Sung and Matthew Melnyk  
2011 Graham Foundation Grant for *Bloom*, with Doris Sung and Matthew Melnyk  
2011 Maxine Frankel Grant, Woodbury University, for WUHO Gallery signage  
2011 "Interface and Immersion," ACADIA 2011, session moderator  
2011 *Architecture: A Woman's Profession*, Tanja Kullick (ed.), featured contributor  
2011 "Architecture: A Woman's Profession," panelist at the MAK Center for Art and Architecture  
2010 Woodbury University Faculty Development Grant, for experimental research project *Bloom*  
2010 *Chair for The Page*, Guggenheim Gallery at Chapman University, exhibition  
2010 "Interviews," *Idea News*, Fall 2009, University of Southern California, publication  
2010 Maxine Frankel Grant, Woodbury University, for faculty exhibitions at WUHO, with Barbara Bestor  
2010 "Archipelago Construct: The Matter of Polynesia," ACSA Conference, New Orleans, paper  
2010 "Archipelago Construct: Museum of the Society Islands, Polynesia," International Conference on Arts and Humanities, paper  
2009 "Intensive Fields: New Parametric Techniques for Urbanism," USC School of Architecture, conference session responder  
2006 *Glass: Material Matters*, LACMA exhibition catalogue

Professional Membership

2014-present Appointed LA AIA Board of Directors

**Janet Yoon**  
**Adjunct Faculty**

Courses Taught (Fall 2012 - Fall 2014)

ARCH 281 Studio 2A Program and Space , Fall 2012  
ARCH 283 Studio 2B Site Orders, Spring 2013  
ARCH 383 Studio 3A House and Housing, Fall 2013, Fall 2014  
ARCH 384 Studio 3B Structure, Systems, Spring 2014  
ARCH 2743 Studio Portfolio Discourse, Spring 2014

Educational Credentials

2012 M.Sc Design Research, University of Michigan (post-professional)  
2008 MArch, University of Michigan with Distinction  
2001 BAarts in Architecture, University of California, Berkeley

Teaching Experience

Woodbury University School of Architecture, Adjunct Faculty 2012-present  
University of Michigan, Teaching Assistant to Chair of Architecture 2012  
University of Michigan, Graduate Student Instructor 2008

Professional Experience

2014-present SPF:a, Project Designer  
2012-present STUD10, Founder  
2008-2011 Cannon Design, Designer

Licenses/Registration

LEED AP

Selected Publications and Recent Research

2014 "Fluidities of Arrangements," in *Displacements*, issue 1. Escuela Tecnica Superior de Arquitectura de Madrid, Madrid.  
2014 "The Discreet Architect," exhibition *Letters to the Mayor* at Storefront for Art and Architecture  
2014 "The Discreet Transient," in *WSQ:Womens Studies Quarterly*, vol 42, numbers 1 and 2. The Johns Hopkins University Press, Baltimore.  
2013 "Real Time Architecture: Constant Arrival" paper presented at Strange Utility: Architecture Toward Other Ends Symposium. Portland State University.  
2013 "Apparition Apparatus," in *Urban Infill*, volume 6 *COLDSCAPES: Design Ideas for Winter Cities*. Cleveland Urban Design Collaborative, Cleveland.

Professional Membership

**Giulio Zavolta**  
**Adjunct Instructor**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 250 Professional Practice 1, Spring 2012  
ARCH 250 Professional Practice 1, Spring 2013  
ARCH 250 Professional Practice 1, Spring 2014

Educational Credentials

1999 Masters of Architecture II, UCLA (post-professional)  
1993 Bachelor of Architecture, Universite de Montreal  
1992 LAX, Los Angeles Experiments, SCI-Arc  
1989 Diploma in Architectural Technology

Teaching Experience

Woodbury University School of Architecture: Adjunct Instructor 2004-2014  
University of California Los Angeles, Teaching Assistant 1998-1999

Professional Experience

2005-present Totum, Principal  
1998-2005 Koning Eizenberg Architecture, Associate  
1994-1997 Shore Tilbe Irwin & Partners, Designer

Licenses/Registration

---

Selected Publications and Recent Research

1994 LAX: The Los Angeles Experiment - SITES/Lumen Books, Design work/essays

Professional Membership

USGBC – LEED Accredited Design Professional  
Royal Architectural Institute of Canada  
Urban Land Institute  
Canadian Architectural Certification Board

**Alvaro R. Zepeda**  
**Adjunct Faculty**

Courses Taught (Spring 2012 - Spring 2014)

ARCH 383 Design Studio 3A, Fall 2012 & 2013  
ARCH 283 Design Studio 2B, Spring 2013 & 2014  
ARCH 3931 Third Year Open Studio, Summer 2013 & Summer 2014  
ARCH 281 Design Studio 2A, Fall 2014  
International Studio Spain Summer 2008

Educational Credentials

2016 MBA, Woodbury University (current studies)  
2004 MArch, California State Polytechnic University Pomona  
1994 BArch, Woodbury University

Teaching Experience

Woodbury University School of Architecture: Adjunct Professor 2008-present  
Universidad Jose Simeon Cañas, San Salvador El Salvador, Visiting Professor 2012 to Present

Professional Experience

2004-present Honles + Zepeda Architects, Principal  
1998-2013 Randell L. Makinson Restoration Consultant, Project Architect  
1995-1998 Fremer Savel Architects, Junior Designer  
1994-1995 Jubany Architecture, Draftsman

Licenses/Registration

none

Selected Publications and Recent Research

none

Professional Membership

United States Coast Guard Auxiliary, Flotilla Commander 2011 to Present  
United States Coast Guard Auxiliary, Language Interpreter 2011 to Present

**Woodbury University  
School of Architecture**

## **Visiting Team Report**

**Bachelor of Architecture (160 semester hours plus 300 work hours)**

The National Architectural Accrediting Board  
6 March 2008

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



## Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	1
1. Team Comments	1
2. Progress Since the Previous Site Visit	2
3. Conditions Well Met	4
4. Conditions Not Met	4
5. Causes of Concern	4
II. Compliance with the Conditions for Accreditation	5
III. Appendices:	23
A. Program Information	23
1. History and Description of the Institution	23
2. Institutional Mission	24
3. Program History	25
4. Program Mission	27
5. Program Self Assessment	28
B. The Visiting Team	32
C. The Visit Schedule	34
IV. Report Signatures	36

This page is left blank intentionally.

FINAL DRAFT

## I. Summary of Team Findings

### 1. Team Comments

The Team expresses its deep appreciation to President and Mrs. Nielsen, Vice President Rosen, faculty, staff, and students of Woodbury University's School of Architecture for their hospitality, patience, good humor, and commitment to the accreditation process. The Team offers a special note of thanks to Norman Millar and his dedicated faculty and staff for their passionate commitment to this process and the students of Woodbury. Most importantly, the Team thanks the Woodbury students for their candor, enthusiasm, passion for architecture and the Woodbury family. We are honored to chronicle your achievements.

In its 24<sup>th</sup> year, Woodbury University's School of Architecture finds itself in the midst of an institutional growth cycle along with moderate pains expected in any process of transformation. With the outcomes of the faculty retreat, recent commissioning of a new studio building in Burbank, and plans to relocate the San Diego program, the school is positioning itself to achieve its goal of becoming recognized nationally for its unique architectural education offering.

Academically, the Team saw emerging signs of excellence as evidenced by the strong student work and a dedicated faculty. Most of the NAAB student performance criteria are met; and in areas where they are unmet, there is clear commitment to correct the shortcoming.

Woodbury is creating a unique identity within the architectural landscape of Southern California through creative delivery of the educational experience; and more importantly, engaging and celebrating diversity by creating an environment for growth and achievement.

Student enrollment in the program has grown 50% from 336 in 2000-1, to 506 in 2006-7. The full-time faculty has grown from 8 to 10 during this period (25%). As a result, the student/full-time faculty ratio has devolved from 42:1 to 50.6:1 since the last visit. As outsiders witnessing the past six years of continued development within the program, we see an alarming picture. It is hard to understand how or why the university has allowed this situation to develop in this way. Several of these concerns have now moved to deficiencies, particularly Condition 6 – Human Resources and Condition 10 – Financial Resources; additional commentary is provided under the two conditions noted. The program would benefit from the development of a deliberate plan by university administration to address these problems. To be successful, commitment should also be established at the trustee level. The program has been authorized to hire two new full-time faculty members, but at the time of the APR and visit, these faculty members have not been retained.

Not only are more robust financial and human resources support necessary for accreditation to protect the integrity, health, and viability of the architecture program, it should be viewed as a good investment by the university. This is a very strong program, one that is clearly on a dramatic rise in regional and national prominence. Yet there is a fragile stability in place and there are increasing signs of burnout, early and quick departures of many adjunct faculty, and students who are not getting consistent, thoughtful support through advising (given the paucity of full time faculty and staff in relation to total student numbers).

In other words, there is quantitative and qualitative evidence of "slippage" since the last visit, and this requires immediate attention. There are several unmet Student Performance Criteria at this time; there were none six years ago. The Visiting Team believes that there is at least an indirect relationship between this fine faculty's ability to provide an excellent program and the unusual and serious limitations under which they have been operating.

## 2. Progress Since the Previous Site Visit

### [Conditions Not Met and Causes of Concern taken from VTR dated March 14, 2002]

Whereas all conditions were met based on the observations of the team, it is clear that several conditions were only minimally met. Please refer to the commentary provided in detail within the report for further explanation of these concerns. There is the concern that the program is out-performing its resource support based on an exceptional commitment by the full- and part-time faculty as well as administration and that there is the potential risk of burnout over the long term.

**Condition 5, Human Resources (2002):** The minimum condition is met at the present time as the program is the beneficiary of a unique and dynamic architectural professional environment within the region. As present, there is a small full-time faculty and a high dependence on an adjunct faculty. This environment creates an interactive student-faculty relationship that enhances the quality of the professional and academic goals.

The faculty is very excited about its participation in the evolution of this program. They are very dedicated; however, it is recognized that the compensation levels, especially for adjunct faculty, are significantly below the national standards which in most institutions strive for equality in compensation relative to experience and expertise. The concern is that this dedication be recognized and sustained through appropriate compensation and support for technology and enrichment programs.

The requirements for human resources have been met but some aspects are clearly stretched. The chair of the program, Norman Millar, is a very effective administrator and he benefits greatly from Assistant Chair, Vic Liptak, and the San Diego Director, Jay Nickels. Heather Kurze works effectively with this team and she is responsible for four other departments in the school. Support staff is comparatively low and each of the administrators has heavy administrative responsibilities. Each of the department administrators also teaches. All full-time faculty members are expected and encouraged to publish and /or pursue professional practice and they are very productive. The program includes a large number of adjunct faculty members who are active professionals. The emphasis on practice is recognized and appreciated by the students.

*2008 Visiting Team Assessment: This condition is now not met.*

**Condition 6, Human Resource Development (2002):** The opportunities for the development of the program's human resources are clearly outlined in the APR and have been verified to be adequate through the site visit by the team. There are several issues, however, regarding the clarity and distribution of resources given the multiple-campus operations of the program. This lack of clarity is based on the historic evolution of the programs; the individuals involved; previous agreements regarding position, title, and academic responsibility; and fiscal management.

Every effort must be made to balance the resources for the parallel programs on the multiple campuses especially with regard to the issues of human resources development. The facet must be clear that although there are differential resource investments, such as the new facilities in San Diego, these must be balanced with the facility investments throughout the program.

The focus must be on the equitable distribution of resources for both institutional and individual programs to support their development as basic needs and in special recognition of exceptional achievement. Given the quality of the program, there should be numerous opportunities for the enrichment of resources for the students, faculty, and staff.

**2008 Visiting Team Assessment** *This condition has been met.*

**Condition 9, Financial Resources (2002):** The information provided with the APR does not provide for a definitive comparison of expenditures within the two architectural programs (Burbank and San Diego) or the professional programs within the university. Therefore, a detailed and direct comparison cannot be determined as was discussed with central administration. The issues outlined are fully understood as needing clarification and development by all administrators involved. Endowments are held only at the university level. The board has established a goal to expand the endowment to twice the university's annual operating budget (an endorsement of approximately \$ 50 million). The current level is reported to be \$7million and no disbursement is planned until at least \$25 million has been accumulated.

It is recommended that a collaborative effort with the department be instituted to achieve more aggressive fund-raising by utilizing the exceptional outreach potential of the programs to reach critical institutional and community needs as well as private sector corporate industries.

The following needs are Causes of Concern to the visiting team:

To clarify the role of the School of Architecture and Design within the context of the Woodbury University as to the aspirations of the institution with regard to enrollment goals and resource and development potential.

To recognize that the Department of Architecture must have clear lines of academic and administrative responsibility. As stated by the President, the Dean and Department Chair must be fully responsible for their respective programs including academic and administrative issues.

To incorporate the resource potential of the architectural profession and related professions the design, planning, construction, product design, and digital communications industries within the leadership structure of Woodbury University through active participation on the Board of Trustees.

To explicitly include the faculty and projects of the program as important components of the community development and fund-raising and resource development efforts of the institution.

To fully recognize the current energy and dedication of the students and faculty and to ensure that adequate support is provided to maintain the exceptional level of performance over the long-term development of the program.

**2008 Visiting Team Assessment:** *This condition is now not met.*

**3. Conditions Well Met**

- 2 Program Self-Assessment Procedures
- 4 Social Equity
- 5 Studio Culture
- 13.7 Collaborative Skills
  
- 13.8 Western Traditions
- 13.17 Site Conditions

**4. Conditions Not Met**

- 6 Human Resources
- 10 Financial Resources
- 13.14 Accessibility
- 13.23 Building Systems Integration
- 13.28 Comprehensive Design

**5. Causes of Concern**

- A. Digital technologies have evolved in both Los Angeles and San Diego over the past several years, and are very well received by students and faculty. However, there are unmet needs specific to each location. Further, the Team suspects that there are basic infrastructure issues with the network and staffing that will be necessary to support and maintain a robust delivery. These are vitally important tools for the practice of architecture that require attention.
  
- B. Students admire the faculty and understandably view them as role models. In many cases, upon graduation they will immediately move into the workforce and licensure is a vital asset. There is a concern this important step in the affirmation of the student's abilities is not consistently reinforced by the faculty. Licensure should be a clear prospect for all Woodbury alumni.

## II. Compliance with the Conditions for Accreditation

### 1. Program Response to the NAAB Perspectives

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

#### 1.1 Architecture Education and the Academic Context

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

Met	Not Met
[X]	[ ]

The School of Architecture plays an important role within Woodbury University as a stellar example of what a dedicated faculty can do even with serious financial and space limitations. There is an emerging model of transdisciplinary collaboration that holds excellent promise for the school, with several initiatives already underway. There is hope that this model will continue to strengthen general education for architecture students. Faculty members from the school perform important committee and leadership responsibilities at the university level.

The growth and strong stature of the architecture program should be more fully recognized and embraced by the larger university community. There is certainly general appreciation and enthusiasm for the program at the central administration level. The president and vice president understand the dramatic emergence and importance of architecture to Woodbury's identity, but more tangible institutional commitment and investment is needed. While the university continues to develop other programs such as business, there is an excellent opportunity for the University to support and recognize that Woodbury is increasingly seen as a "design school", which is a direct result of the excellence and accomplishment of the School of Architecture. The school has an emerging regional and national identity that should continue to be nurtured.

#### 1.2 Architecture Education and Students

*The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.*

Met	Not Met
[X]	[ ]

The atmosphere at Woodbury University embraces cultural differences and encourages students to share and grow from each other. This diverse environment has created students whom respect these differences and encourages them to embrace their individual creative voice in the design world. Student organizations such as CLEA (Council of Latin American Architecture Students) are beginning to grow because of this renewed appreciation for their diverse learning environment. CLEA is one outlet that may allow the university to be known nationally and even internationally. Student interest in other nationally-known student organizations such as AIAS (American Institute of Architecture Students) was mentioned; it would require student initiative and faculty support to get started.

Campus divisions of the Architecture Student Forum and a new organization founded on the San Diego campus called SOS (Society of Sustainability) act as the student voice to the faculty and administration. With the ease in accessibility to reach faculty, each student is able to personally express concerns. Communication on each campus seems successful, but further efforts to coordinate communication between the students and faculty of the two campuses should be considered.

Collaboration is key to both professional practice and educational learning. This seems to be a strong component to the curriculum set up in the architecture program. Faculty is responsive to changes to benefit the students and their education which has led to a well rounded and updated program. All the work put forth by the faculty is well received by the students and has created a superb architecture program.

### 1.3 Architecture Education and Registration

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

Met	Not Met
[X]	[ ]

Students are exposed to the professional credentialing process through courses AR 250, AR 448, and AR 450 (Professional Practice I, II and III). Professor Nick Roberts is the faculty Intern Development Program advisor. In Team interviews with students, the majority want to become licensed; however only a few are actually enrolled in the IDP or have started files with NCARB. Architectural Registration Exams pass rates stated in the APR range from 15% to 44% below the national average (NCARB website). Alumni tracking seem to be inconsistent which may slightly skew reported statistics.

Tracking pass rates, consistent with the accepted standards, and raising the Woodbury alumni pass rate to meet the national average should be an institutional goal. A more rigorous effort to insure a smooth transition from graduation to internship and success on the examination would enhance the student's value thereby fulfilling a vital component of the school's mission: transformation of the Woodbury student to the citizen architect.



#### 1.4 Architecture Education and the Profession

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

Met	Not Met
[X]	[ ]

Woodbury students are surrounded by many creative, energetic, and dedicated faculty, both full-time and adjunct, who are excellent ambassadors of the architecture profession and clearly demonstrate the architect as someone dedicated to serving the public. These professionals serve as important mentors to the students. The program relies heavily on adjunct instructors to lead both studio and non-studio courses; their interaction with the students sets a positive example of the care, hard work, and integrity that makes the architect of value to society. Full-time faculty also remain actively engaged in practice.

The studio topics cover housing; design for wet and dry climates; sustainable design with a focus on natural ventilation and appropriate building orientation; and projects informed by the border condition with neighboring Mexico. All of these topics are of increasing importance to a global society and their exploration will serve the students well as they professionally engage with the world around them. The roles and responsibilities of the architects are addressed by three required Professional Practices courses that cover the full range of practice, contractual, and regulatory issues.

The strategies listed above prepare students with both the practical knowledge and the creative vision to practice with skill and enthusiasm.

#### 1.5 Architecture Education and Society

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

Met	Not Met
[X]	[ ]

The aspect of the curriculum is delivered in both seminars and studio. Architecture in the context of society and the role of the architect are addressed early in a structured way, in the education process and reiterated in a more generalized way as the students progress through the curriculum. In first and second year studios and seminars, this is introduced in World Architecture 1 and 2 in the conceptual format of timetables of history. Architecture is presented as a significant part of the human enterprise, a depository, on parallel developmental tracks with arts, humanities, and science. Studios in the core years introduce poetic and practical interpretations of land and physical elements, earth, water, air, fire, and metal. This is an introduction to the subsequent semester's studio assignments of culturally and ethnically rich program intentions. The assignments include analytical, critical, and generative expression with verbal and visual thinking skills required.

## 2. Program Self-Assessment Procedures

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

Met	Not Met
[X]	[ ]

This condition is well met and there is an active process of self-assessment with faculty involvement at the university level. The program faculty and leadership have demonstrated consistent and thoughtful attention to program planning and self-assessment. The curriculum and advising process work well and there is a great deal of concern for calibrating the program to achieve its goals. Through their consistent attention to self-assessment, they present a compelling case for the urgent need for additional support from the university.

Notwithstanding all of the fine work that has gone this into internal planning, aside from the buildings in Burbank and San Diego, this has not yet permeated the decision-making at the highest levels in the university. There is talk of additional support, but at the time of the visit, it is not in place.

## 3. Public Information

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

Met	Not Met
[X]	[ ]

Exact language found in Appendix A of the Conditions for Accreditation was not found in the 2007-2008 Woodbury University Course Catalog; however the Team felt the intent of the requirement was met. In fact, the program corrected the website text during the visit and will be correcting the minor errors in the printed versions for next year.

**4. Social Equity**

*The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The*

*school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.*

Met      Not Met  
[X]      [ ]

The university has a clear policy on diversity. The architecture program in particular has a diverse student population and a high percentage of Hispanic and Asian students: representative of the surrounding community. A high percentage of the full-time and adjunct faculty are women, and the faculty include a broad range of ethnicities. The architecture curriculum celebrates this diversity through studio projects that study regional planning issues (for example, the Embudo/Dixon and Hollywood Boulevard projects in AR 489) and housing needs (Tijuana, Mexico project also AR 489). The school also reports there is an active chapter of the Congress of Latin American Students of Architecture (CLEA).

**5. Studio Culture**

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

Met      Not Met  
[X]      [ ]

The passionate and creative spirit behind design generated by both the students and the faculty is at its best in the Woodbury studios. A high level of respect between the faculty and students has created an ease of communication between the two resulting in an optimistic and engaging learning environment. Written with input from the students and faculty, the studio policy has been approved by the administration and is recognized by both the faculty and students to ensure a safe, respectful studio environment. A diverse student population encourages competition between students from different backgrounds as well as different levels of study. Located in a rich cultural environment and accompanied by an equally diverse faculty, the program is able to thrive and encourage innovation and creative thought. Professional practice courses in the curriculum address the continuation of the fundamental values set up in the studio culture to be continued once in professional practice.

**6. Human Resources**

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

Met	Not Met
[ ]	[X]

See prior commentary under Team Comments. Notwithstanding the serious concerns, it is important to note that the school is held together by its extraordinarily dedicated faculty and through the sensitive and creative leadership of Norman Millar, Catherine Herbst, Ingaliil Wahlroos-Ritter, Debra Abel, and many others who fill formal and informal leadership roles.

The staff of the school is also truly impressive in the quality of their work and their ability to operate in a challenging environment of limited resources.

At the moment, while the human resources are just barely meeting the basic needs of the students (with certain qualitative gaps already appearing), the signs of stress and failure are also evident in several unmet Student Performance Criteria. Perhaps even more important is the unmet potential of a program that is clearly trying to emerge in the local, state, and national arena.

The turnover of talented adjunct faculty is of serious concern; when one of these dedicated colleagues leaves, it represents a tremendous waste of one of the core strengths of this program. There is continuing concern about burnout among the full-time faculty given their numbers in relation to the dramatic increase in student numbers. This important picture of a program's health is seriously out of balance, especially when the team sees the disconnect between dramatic growth in student numbers in the last six years and only two new full-time faculty hired during this period.

**7. Human Resource Development**

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

Met	Not Met
[X]	[ ]

This condition is minimally met. There is a clear need for additional support to allow adjunct faculty greater opportunity for academic growth and to accommodate what should be a growing number of full-time faculty as well. While adjunct faculty are annually awarded Mazine Frankel grants and university faculty development grants, there is a sense among some of them that adjunct faculty will routinely be turned down for development opportunities because full-time faculty are perceived to have a higher priority; this is one contributing factor to the turnover among adjuncts and lower morale. Additionally, the potential value that Woodbury should be realizing from the creative work and teaching of this important group of adjuncts in the school needs to be better acknowledged and supported wherever possible. There are excellent opportunities for students including a lecture series and numerous summer study programs abroad and in the southwest.

**8. Physical Resources**

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

Met      Not Met  
[X]      [ ]

A new 19,000 square foot design studio for fourth and fifth-year students recently opened on the Burbank campus and; plans are in progress to improve academic support spaces and faculty office spaces on this campus in the near future.

A ten-year lease has been signed in San Diego to move the program to a 25,000 square foot, single level warehouse in the Barrio Logan, a district with re-development potential, close to downtown. This move will be a dramatic improvement in facilities and will serve as a working/learning opportunity for the students.

**9. Information Resources**

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

Met      Not Met  
[X]      [ ]

The main library located at the Burbank/LA Campus complies with the required number, type, and variety of resources. There is a reference librarian who, as the designated architecture librarian, is responsible for collection development; he is also a popular resource for architecture students in the development of their 5<sup>th</sup> year studio projects.

The current library building is lacking in sufficient space to accommodate the amount of group study tables or class meeting areas that are desired by faculty (including the architecture faculty) and that are an integral part of a contemporary library. In creating this type of space, a future addition may allow the library to be a stronger partner in the School of Architecture's mission to educate knowledgeable and articulate design professionals.

The library at the San Diego campus is significantly smaller and is without professional staff. By the school's own admission, it is barely adequate. The new architecture building planned for occupation in Fall 2008 creates the opportunity to correct this deficiency.

**10. Financial Resources**

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

Met	Not Met
[ ]	[X]

The program accomplishes a great deal with a very tight budget. They should be commended for their ingenuity and enthusiasm. Nonetheless, as with Human Resources, it is the assessment of this team that the balance between student numbers and financial support has not found the proper equilibrium to adequately support this fine program. This was implicitly a Cause for Concern at the last visit, and although there have been significant steps in the right direction with respect to capital investment (primarily in the new Burbank architecture building and with the projected new space for San Diego opening this summer), operating funds have not kept pace. Comparative data in the APR show clearly that architecture has slipped on a per-student funding basis, and this situation needs to be corrected.

## 11. Administrative Structure

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

Met	Not Met
[X]	[ ]

Woodbury University is accredited by the Western Association of Schools and Colleges (WASC). The School of Architecture is accredited by the National Architectural Accreditation Board. It is one of three schools within the university; the others being business and media, culture, and design.

New instructional facilities have been built for the Schools of Architecture and Business within the past year. Recent growth experienced by the School of Architecture has been possible due in part to autonomy afforded the program by administration. The School of Architecture is also active in campus faculty leadership; associate professor Vic Liptak serves as president of the faculty senate. The team believes that the director should hold equal status as a dean with the School of Business, and this would be a logical development in the continuing evolution of the program's relationship to the university administration.

## 12. Professional Degrees and Curriculum

*The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

Met	Not Met
[X]	[ ]

A minimum of 150 hours is required for this degree, and the program requires 160 credit hours. A substantial yet diminishing number of students transfer into the program after completing all or most of the general education requirements at another post-secondary

institution. This may lead to some unevenness in meeting a standard set for prerequisites. As the school transitions in growing the population of the first two years, and decreasing the number of transfers, this potential problem will also decrease. It is stated that general education is the business of the whole university.

Faculty currently teaching have diverse interests and varied expertise that broaden the scope and deepen the intellectual intentions of the curriculum. An architectural curriculum, which includes the arts, science, and humanities, is a complete education. Woodbury has a well-integrated and growing curriculum in place.

**13. Student Performance Criteria**

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

**13.1 Speaking and Writing Skills**

*Ability to read, write, listen, and speak effectively*

Met	Not Met
[X]	[ ]

Generally, this seems to be embedded in the culture of the education system. In particular there are several faculty who are very clear about the importance of these skills and they have incorporated these requirements into both studio and seminar/lecture courses. Evidence of competent writing can be found in several of the required courses. The students present themselves verbally with great clarity. For some students, the transition into a studio culture, with repeated review presentations, presents an initial challenge. Yet they also comment on the way that they grow into the culture of verbal presentation, and this process of faculty and student support in building these skills is very positive.

**13.2 Critical Thinking Skills**

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

Met	Not Met
[X]	[ ]

Evidence of skill in this area was found in AR 330 and AR 366 Contemporary Issues, where theoretical concepts of architectural expression and precedent are explored. Students embrace the dialogue and polemic as evidenced in their written essays and opinions on assigned topics. The students are responding positively to this topic and it has growth potential within the curriculum.

**13.3 Graphic Skills**

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

Met	Not Met
[X]	[ ]

#### 13.4 Research Skills

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

Met	Not Met
[X]	[ ]

Research plays an important role in several design studios in AR 366 Contemporary Issues, AR 448 Professional Practice 2 and in other courses as well.

#### 13.5 Formal Ordering Skills

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

Met	Not Met
[X]	[ ]

These skills are evident in first and second year studio work.

#### 13.6 Fundamental Skills

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

Met	Not Met
[X]	[ ]

This is embedded in the curriculum beginning with first year. Throughout the core years (1, 2, and 3) this is taught in various ways. The students learn about and are required to apply historical traditions of constructed systems of geometry, proportioning, scale in relationship to size and dimension. Also, there are exercises that present ways of "seeing" the orders that reside within nature and natural systems. There is evidence of the knowledge being applied in their projects.

#### 13.7 Collaborative Skills

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

Met	Not Met
[X]	[ ]

AR 243 - Materials and Methods course provides one excellent example of a collaborative project, and there are other wonderful examples of student collaboration in the San Diego program both within coursework and beyond. There is a very positive spirit among the students in both programs, but San Diego has a special feeling of a living laboratory, providing the students with valuable insights into the nature of work in a contemporary society.



### 13.8 Western Traditions

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

Met	Not Met
[X]	[ ]

The history and theory courses are superb. They explore Western Traditions in great depth. Both historical and contemporary issues are contributing to the strength of teaching and student work in this area. Western and non-Western uses of precedent are inter-twined in their research and the reading list for second year design.

### 13.9 Non-Western Traditions

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

Met	Not Met
[X]	[ ]

This criterion is minimally met. Although the program professes to be interested in divergent canons as they relate to marginalized groups, the evidence of such interest is virtually non-existent. Evidence of “non-Western” non-Western topics and student work involving the architectural history in India, Persia, and Asia can be found, but it is rather thin. Some studios explore non-traditional topics and diverse communities, but this is not the same as “architecture and urban design in the non-Western world”.

Part of this may be the result of the program’s own re-definition of “Non-Western Traditions” in a way that may actually make a good deal of sense in the unique context of Woodbury and its mission.

### 13.10 National and Regional Traditions

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

Met	Not Met
[X]	[ ]

### 13.11 Use of Precedents

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

Met	Not Met
[X]	[ ]

Historical and contemporary precedents are evident in many of the design studios. AR 330 is strong in the area of precedents and it provides one foundation of integration in studio as well.

### 13.12 Human Behavior

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

Met	Not Met
[X]	[ ]

Understanding of historical and contemporary theories of the human condition in general and design in particular is presented in AR 330 Theory of Architecture. Students are required to write a critical essay describing their point of view towards culture and design.

### 13.13 Human Diversity

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

Met	Not Met
[X]	[ ]

An understanding of the characteristics of culture is demonstrated in AR 330 Theory of Architecture through multiple course readings covering theory, design, practice, public space, politics, technics, nature, and sustainability. This understanding is further developed as related to cities in AR 334 Urban Design Theory. In AR 383 Design Studio 3A, students analyze the behavioral, cultural, and spatial implications of housing, and respond to these needs in their design projects.

### 13.14 Accessibility

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

Met	Not Met
[ ]	[X]

The Team found evidence of this criterion in coursework at the understanding level but did not find consistent evidence of an ability in the design studios.

### 13.15 Sustainable Design

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

Met	Not Met
[X]	[ ]

Sustainable design is embedded within the studio and seminar curriculum as an ethos. It is addressed directly in studios, with a “naming” faculty member, who has built a respected practice around this topic. This subject has almost equal status in this curriculum as “gravity” in other schools of architecture.

### 13.16 Program Preparation

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

Met	Not Met
[X]	[ ]

Professional practice is a three semester sequence. This criterion is met in AR 448 Professional Practice 2 as part of the precursor work to the Terminal Degree Project. This area needs to be strengthened within the teaching, but expectations in the student work should also rise.

### 13.17 Site Conditions

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

Met	Not Met
[X]	[ ]

The ability to respond to site characteristics is very well met in this program as projects for all studios embrace a variety of sites. The projects developed for AR 283 Design Studio 2B are set in a broad extreme of sites: Desert Mountains, Spanish cemeteries, port terminals, canyons, and urban parks. For all sites there is careful exploration, study, and analysis that results in creative and responsive concept designs for the various terrains. In AR 487 Design Studio 4A, the site is understood not only physically but also sociologically and politically (as seen in the Iraq projects) and environmentally (air quality, light, traffic issues of the Sunset Boulevard projects). In a variety of building types (housing, transportation, office, and educational facilities), the students are able to propose how these issues might be solved programmatically and technically. The site conversation is continued in AR 489 Design Studio 4B where larger urban and regional issues challenged, including economics and water resources. In all of these courses, students prove the ability to thoroughly consider many complex issues of site and reach beyond a simple definition of "site" that only relates to its physical qualities.

### 13.18 Structural Systems

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

Met	Not Met
[X]	[ ]

Students gain an understanding of structural behavior, force systems, and analysis in Associate Professor Smulevich's design studio and Adjunct Professor Shoraka's structures course AR 327. Woodbury has become a perennial winner of the ACSA/AISC National Design Competition under Professor Smulevich's sponsorship and guidance.

### 13.19 Environmental Systems

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

Met	Not Met
[X]	[ ]

Understanding environmental systems is evident in AR 425 Environmental Systems. Lectures, handouts, and exams cover mechanical and lighting systems as well as their energy use implications; students must also perform wall assembly R-value calculations.

### 13.20 Life-Safety

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

Met	Not Met
[X]	[ ]

This is met in AR 250 Professional Practice 1, especially in the exit analysis project required for this class.

### 13.21 Building Envelope Systems

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

Met	Not Met
[X]	[ ]

Building envelope systems develop in the lectures, handouts, and exams for AR 425 Environmental Systems through the wall assembly R-value calculations and an analysis of the climate to which the assemblies must respond. A consideration of glazing types and placement is also performed in this course.

### 13.22 Building Service Systems

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

Met	Not Met
[X]	[ ]

Basic principles and application of building service systems are presented in AR 425 Environmental Systems. Lectures, handouts, and exams cover plumbing fixtures and piping; building power; vertical transportation types and terminology; telephone, data, and security systems; and fire alarm and sprinkler components.

### 13.23 Building Systems Integration

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

Met	Not Met
[ ]	[X]

Courses in building systems integration are good; however evidence found at the ability level is sketchy and incomplete. This ability should permeate each degree project (AR 492) and represent a skill in synthesis of integrating building systems in the design solution. This is a crucial skill in leading the design process. Consistent evidence of this ability was not found.

### 13.24 Building Materials and Assemblies

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

Met	Not Met
[X]	[ ]

### 13.25 Construction Cost Control

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

Met	Not Met
[X]	[ ]

Understanding building costs and estimating is evident in AR 450 Professional Practice III through lectures and course material, however it is minimal. Significant emphasis should be placed on this criterion and infused as an integral part of the design process.

### 13.26 Technical Documentation

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

Met	Not Met
[X]	[ ]

Student ability in the area of technical documentation is demonstrated in AR 250 Professional Practice I and in several other areas of the studio curriculum as well. For one assignment, students construct a small set of working drawings for an existing building. The assignment is evaluated for organization, clarity, completeness, and use of drafting conventions (dimensions, text, symbols).

### 13.27 Client Role in Architecture

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

Met	Not Met
[X]	[ ]

Understanding the responsibility of an architect to the needs of the client is demonstrated in AR 450 Professional Practice III. Exams cover the Owner/Architect Agreement and General Construction contracts. Students also prepare marketing materials for a hypothetical client.

### 13.28 Comprehensive Design

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

Met	Not Met
[ ]	[X]

Although this criterion is not currently met, the program is moving in the right direction with necessary pre-requisite technical courses in place prior to fourth year. The comprehensive project has been identified as a fall semester, fourth year element of the curriculum. However, at this time, only a few select studios are approaching compliance with this criterion. The team is impressed with planning in place to correct this deficiency, and we are confident that an effective approach will be in place starting next year. There are some specific challenges with respect to transfer students and their ability to realize all of their pre-requisites for the comprehensive project before the fall of their fourth year.

### 13.29 Architect's Administrative Roles

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

Met	Not Met
[X]	[ ]

Administrative roles are demonstrated in the coursework for AR 450 Professional Practice III. Students must prepare a resume, a business plan for a new office, and marketing materials for a hypothetical client. Forms of service contracts are covered in AR 250 Professional Practice I.

### 13.30 Architectural Practice

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

Met	Not Met
[X]	[ ]

Understanding practice organization is demonstrated in the coursework for Professional Practice classes AR 250 and AR 450, particularly in the Case Study Project for AR 450 in which the students interview a local architectural firm and document its business and organizational structure.

### 13.31 Professional Development

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

Met	Not Met
[X]	[ ]

There is some concern about the timing of Professional Practice 3. This is where IDP is introduced, but it is during the fifth year. Many students believe that it needs to occur earlier in the sequence, since traditional 5-year BArch. students may begin enrolling in IDP following their third year. Transfer students may have a slightly different time-line, but this is an issue that should be examined by the faculty.

### 13.32 Leadership

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

Met	Not Met
[X]	[ ]

The architect's leadership role comes through in several ways, including content and student work in AR 334 Urban Design Theory and in several of the design studios.

### 13.33 Legal Responsibilities

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

Met	Not Met
[X]	[ ]

Understanding the architect's legal responsibilities is evident in the coursework for all three Professional Practice courses.

**13.34 Ethics and Professional Judgment**

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

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

FINAL DRAFT



### III. Appendices

#### Appendix A: Program Information

##### 1. History and Description of the Institution

*The following text is taken from the 2008 Woodbury University Architecture Program Report:*

In the late 19th century, Los Angeles was a rapidly growing city with a population of approximately 11,000. In 1884, responding to the needs of the city's growing business community, F.C. Woodbury, an educator and entrepreneur from San Francisco, arrived and founded Woodbury Business College, as it was initially named.

Woodbury College was accredited by the Western Association of Schools and Colleges (WASC) in 1961. In 1969 the school changed its charter with the addition of a graduate program leading to a Master of Business Administration (MBA). In 1972, Woodbury College became a non-profit institution of higher learning. In 1974, Woodbury College became Woodbury University. Computer information systems was added as a major in 1982. In 1984 the university added a major in architecture.

In 1985, after 103 years in central downtown Los Angeles, Woodbury acquired a 22.4 acre campus (the former home of one of the nation's oldest convents) that straddles the border of Burbank and Los Angeles in the San Fernando Valley. In 1994 the architecture program received its initial three-year NAAB accreditation term. That same year, the university formally organized its undergraduate and graduate programs into three schools: the School of Architecture and Design, which had departments of Architecture, Fashion Design, Graphic Design, and Interior Design; the School of Business and Management, which had departments of Accounting, Business and Management, Computer Information Systems, and Marketing; and the School of Arts and Sciences, which had departments of Humanities and of Natural and Social Sciences and provided all university departments a full range of general education courses. New architecture studios were completed in 1996. In 1997 the architecture program was reaccredited by NAAB for a five-year term.

In 1998, in a joint effort with Mesa Community College, Woodbury opened a facility at the Point Loma Naval Training Center in San Diego to expand access to an accredited architecture program to students in that border region. The growing San Diego architecture program was moved to a larger facility centrally located in the city's downtown business district in the summer of 2001. Since 1996, the federal government has defined Woodbury University as a Hispanic Serving Institution, and in 2001, Woodbury University received a \$2.2 million Title V grant from the federal government to fund several important projects. These include a complete renovation of the institution's management information system, funding for improvement in the teaching of basic skills and foundation courses, and support for faculty development and technology in the classrooms. In 2005, the Department of Architecture initiated a 12-month post-professional master's degree in Real Estate Development for architects at its facility in San Diego, the Department of Interior Architecture was accredited by FIDER (now the Council for Interior Design Accreditation), and anticipating a bid for AACSB accreditation, the School of Business and Management refined its name to become simply the School of Business, which included the Departments of Accounting, Business and Management, and Marketing. Kirby Hall, a new sprung structure studio building, was completed adjacent to North Hall in the summer of 2005. In 2005, a major gift from the renowned architectural photographer made it possible for Woodbury to establish the Julius Shulman Institute, housed within the architecture program. In 2006, the School of Arts and Sciences was

reorganized into the Institute of Transdisciplinary Studies (ITS) housing the Departments of Math and Natural Science, Art History, and Politics and History. A continued surge in enrollment justified the decision to build a new 20,000 sq ft School of Business building with a 250-seat auditorium on the main quad, a new 15,000 sq ft architecture studio building parallel to Glenoaks Boulevard in the architecture complex, and a new 340-car parking lot on the upper campus. The parking lot was completed in summer 2006 and completion of the two new buildings is expected in spring 2008.

As of January 2007, the School of Architecture and Design was reorganized into two new schools: the School of Architecture, and the School of Media, Culture and Design (MCD) which includes the Departments of Animation, Communication, Fashion Design, Graphic Design, Interior Architecture, and Psychology. The Departments of Animation, Fashion Design, Graphic Design and Interior Architecture in the School of Media, Culture and Design have applied for accreditation from the National Association of Schools of Art and Design (NASAD). A NASAD team will be visiting in fall 2007 with accreditation anticipated in spring 2008. Woodbury University has been immersed in an extensive process in preparation for renewal of its accreditation by the regional accrediting body, the Western Association of Schools and Colleges (WASC). The first WASC accrediting team visit is scheduled to end the day before the NAAB visiting team arrives in spring 2008. Woodbury has a current graduate and undergraduate enrollment of over 1400 students with roughly a third of those in the School of Architecture, a third in the School of Business and a third in the School of Media, Culture and Design and ITS. The university, responding to its mission of professional and liberal arts education, now anticipates growth to 2,000 students.

## 2. Institutional Mission

*The following text is taken from the 2008 Woodbury University Architecture Program Report:*

Woodbury University is committed to providing the highest level of professional and liberal arts education. The integrated nature of our educational environment cultivates successful students with a strong and enduring sense of personal and social responsibility. We prepare innovative learners who are adept at communicating and willing to cross the boundaries of knowledge in a rapidly changing and complex world.

### Ideals

Integrity and ethical behavior

Diversity

Empowering students to determine and manage their own destinies

Academic rigor

Liberal arts-based professional education that effectively prepares students for careers  
Student focus in all aspects of its operations

### Educational Goals

The members of the Woodbury community have identified six principles that articulate what is necessary for the university to achieve its mission:

Academic Quality

Innovation and Creativity

Communication

Transdisciplinarity

Social Responsibility

The Integrated Student

### 3. Program History

*The following text is taken from the 2008 Woodbury University Architecture Program Report:*

Woodbury's architecture major began in 1984 under the direction of Don Conway. Beginning with ten students in modest facilities at the downtown location, the program expanded both facilities and enrollment with the move to the Burbank campus. With the appointment of Louis Naidorf as department chair in 1990, the program took further important steps toward accreditation. In 1994, Woodbury's architecture program achieved NAAB accreditation for a three-year term. Louis Naidorf was promoted to dean of the School of Architecture and Design and Geraldine Forbes became the chair of the Department of Architecture. In 1996, additional architecture studio space was added to accommodate the growing enrollment. After the 1997 NAAB visit, Woodbury's accreditation was extended to a five-year term through 2002.

In 1997 the university decided to expand the architecture program to a facility located in San Diego, in a joint effort with Mesa Community College. Geraldine Forbes was promoted to assistant dean of Architecture and Design and director of the newly forming San Diego campus. Stan Bertheaud assumed the position of interim chair and Jay Nickels was hired to fill the newly created administrative position of assistant chair for the department. The architecture library holdings were greatly increased for the new San Diego location. The department opened up the Hollywood Community Design and Urban Research Center (CD+URC) on Hollywood Boulevard under the coordination of Peter DiSabatino. The study-abroad program was expanded to include Barcelona and Paris, and a metal shop was constructed adjacent to the wood shop. In fall 1998, approximately 30 transfer students became the first to enroll in the third year of Woodbury's architecture program at its new San Diego facility in the former Point Loma Naval Training Center. The facility was outfitted with a new shop and computer lab, seminar rooms and studio space. After a team visit in the spring of 1999, Woodbury's NAAB accreditation was extended to include the San Diego branch of the program.

Norman Millar became the chair of the Department of Architecture in the fall of 1999 and filled a newly added full-time faculty position. Under his direction, the full-time faculty further refined the curriculum and began to develop a new program mission and strategic plan. To more fully assure the successful implementation of the new curriculum, a full-time faculty member was assigned the responsibility to teach in and coordinate each of the ten studio semesters of the program. First-year students were given dedicated studio space for the first time. Additional equipment was added to shops and computer labs at both locations and their hours of operation were greatly increased. A new three-year "green" lecture series funded by a grant from Toyota Motor Sales was instituted. The name of the Hollywood program was changed to the Center for Community Research and Design (CCRD), it was moved to an improved larger location next door on Hollywood Boulevard, and Jeanine Centuori took over as its coordinator. In 1999, Woodbury architecture students placed first in the ACSA steel competition and have continued to win national, regional and local design awards regularly since then.

In 2000 Heather Kurze was appointed the new dean. Geraldine Forbes was promoted to dean of the San Diego campus, and was elected secretary of the ACSA and later became its president. The San Diego space was increased by leasing a storefront for three sections of studio. The department gained two new full-time faculty positions, bringing the total to three in San Diego and six in Burbank/LA. Woodbury faculty and students won national and local design awards in growing numbers, and our graduates have entered leading graduate programs and professional offices at an increasing rate.

In 2001, after the graduation of San Diego's inaugural class of students, Geraldine Forbes stepped down as San Diego's program director. Jay Nickels was appointed San Diego's interim director and Victoria Liptak assumed the position of interim assistant chair of the department. During the summer of 2001, the San Diego program was moved to a new, larger facility in the central downtown business district. The NAAB re-accredited the architecture program in the summer of 2002 with a six-year term. In the summer of 2002, Woodbury signed a memorandum of understanding with Woosong University in Daejeon, establishing an exchange program for design and architecture students. Also during the summer of 2002 tenant improvements were made to the studio spaces on the second and third floors of the San Diego facility, resulting in spaces that more efficiently accommodate student and faculty needs.

Also in the fall of 2002, a new administrative assistant position was established in the Faculty Center at Burbank/LA to directly support the architecture program. In fall 2002, the computer labs in San Diego and LA were expanded to have 17 and 20 stations each. In spring and summer 2003, tenant improvements were made to the second and third floor corridors of the San Diego facility. During the spring of 2004 architecture students organized a series of demonstrations to voice their concerns to the university that adjunct architecture faculty who played important roles in their education were leaving the program because they were underpaid and received no benefits. President Nielsen responded by establishing a new full-time position for the department in LA, which began in the following fall with an interim appointment and was permanently filled a year later after a national search. In the summer of 2004, the architecture study-away programs open to both San Diego and Los Angeles students expanded dramatically with programs in Korea, Rome, Barcelona/Paris, a sustainable topic studio in Chile, and the American West.

In the fall of 2004, Woodbury ended its agreement with Mesa College to teach the first two years of the architecture curriculum in San Diego and began to offer all five years at that facility. Still, Mesa continued to be the primary feeder school of transfer students into the third year. Following the recommendation of the 2002 NAAB VTR, Woodbury's San Diego library holdings were moved from Mesa College to the second floor of our downtown architecture facility. The newly remodeled teaching computer lab was introduced to SD faculty and students. Woodbury's outstanding San Diego lecture series continues to serve the entire regional architectural community extending from Tijuana to Orange County. A second architecture computer lab with 20 stations for student use was added adjacent to the existing teaching lab in LA.

In 2004 with an initial gift from the Jeanne R. Woodbury estate, the university has established a portion of its endowment to be earmarked specifically for the architecture program for scholarships. During the 2004-05 academic year, the architecture enrollment in San Diego surpassed all other all other undergraduate programs. During that year, the architecture faculty approved the curriculum for the new Master of Architecture in Real Estate Development for Architects (M.Arch.REDE) program to be offered at the San Diego facility. The 3-semester, 12-month post-professional program under the co-direction of Ted Smith and Jonathan Segal is open to individuals with a professional degree in architecture. During the summer of 2005, improvements were made to the north side of the third floor in the San Diego facility to accommodate the needs of the new program, which began in fall 2005 with a cohort of eight students. The main interrelationship between the B.Arch program and the M.Arch.REDE program is that to date, the B.Arch program is a primary feeder to the RED program providing about 30-40% of its students. B.Arch students and faculty also informally sit in on reviews and discussions in the RED program.

In 2005 the architecture program received a one million dollar gift from Julius Shulman. Half of that was used to initiate a capital campaign for a new architecture studio building. The other half-million was used to establish the Julius Shulman Institute and endowment in the architecture program with a goal of focusing on his enduring involvement in issues of modernism. Also in 2005 the Raymond and Maxine Frankel family established the annual Frankel Foundation Award Program to benefit students, faculty and academic initiatives in the architecture and fashion programs at Woodbury. From 2005 on, \$50,000 each year is awarded: \$20,000 in faculty development grants, \$20,000 in student funding initiatives, and \$10,000 for special events.

In early 2006, to address the classroom space shortage due to increasing enrollment, design work commenced on the new 19,000 square foot two-story studio building at the Los Angeles facility. Completion of the highly anticipated project is expected for January 2008.

Jay Nickels stepped down from his position as assistant chair of Architecture in July of 2006 and Ingalill Wahlroos-Ritter was appointed assistant chair. Also in the summer of 2006, Dean Heather Kurze took permanent leave from Woodbury when the position of dean of the School of Architecture and Design was discontinued in order to allow for planning that would alter the organization of the school. During the ensuing months, chairs of the five departments of the school and the architecture faculty agreed that the Department of Architecture (now 500 strong) and the programs in design would be better served if they were housed in separate units. As a result, the School of Architecture and Design was dissolved and the concept of the School of Architecture came to life. It was hoped that this new independent structure would allow the architecture programs to follow a critical path that would lead to greater success. Following a fall of vigorous debate, the architecture faculty agreed upon a newly reorganized structure for their program and in January 2007 the new School of Architecture at Woodbury University was established with Norman Millar serving as its director and Catherine Herbst and Ingalill Wahlroos-Ritter as its associate directors. Please refer to the Organizational Chart on page 19.

In 2007 the Frankel family donated a large collection of the paintings of Jan Stussy to the School of Architecture, with the anticipation that the eventual sale of the collection will establish endowment to fund the Raymond Frankel and Maxine Stussy Frankel Chair in Architecture by the year 2010.

#### 4. **Program Mission**

*The following text is taken from the 2008 Woodbury University Architecture Program Report:*

Current Mission Statement  
Adopted fall 2006.  
University endorsement, winter 2007.

WOODBURY : ARCHITECTURE : TRANSFORMS

We believe in architectural education as transformative.  
We believe in the radical possibilities of architecture's relevance, socially, environmentally, and formally.  
We are architects and critical thinkers who produce other architects and critical thinkers. Woodbury's students, faculty, and graduates are committed to architecture that is:

- intelligent – articulates a critical position;
- effective – addresses the challenges of contemporary life; and
- beautiful – fully vested in the transformative power of beauty.

consistent with the university's mission, the School of Architecture is committed to the training and education of articulate and innovative design professionals. The curriculum prepares our students to balance the need to work competitively in the marketplace with the equally important concerns of ethical conduct and social responsibility.

## 5. Program Self Assessment

*The following text is taken from the 2008 Woodbury University Architecture Program Report:*

### FACULTY

#### Strengths:

Woodbury School of Architecture maintains an energetic and devoted faculty, both full-time and adjunct, representing diverse interests and strengths.

#### Challenges:

The School of Architecture is committed to expanding the numbers of our full-time faculty, deepening the faculty-development opportunities, and increasing the retention rates of our excellent part-time faculty. However, the greatest threats to the quality of the school's faculty are the current salary levels, workloads (especially student: faculty ratio), and lack of faculty development opportunities. Together, these hamper the school's ability to retain faculty.

#### Faculty Compensation:

Current salaries, for full-time and particularly for adjunct faculty members, are the greatest threat to retaining depth and continuity on our faculty. In order to attract and retain the highest quality faculty, we are committed to offering compensation for full-time and adjunct faculty that is competitive with other schools in the region. The school is currently undertaking a study of its salaries, benefits, and faculty course loads in comparison with other schools of architecture, locally and nationally.

#### Faculty Workload: Faculty: Student Ratio

Students and faculty are in strong agreement that many non-studio class sizes at Woodbury are too large. During the 2006-07 year including the summer semester, the Woodbury School of Architecture had 506 students and 10 full-time faculty members, an FTE student to full-time faculty ratio of 50.6:1. For the School of Architecture to attain the university's stated enrollment goal of 600 students at an appropriate student FTE:FT faculty ratio, we will need to, at minimum, double the number of current full-time faculty. In order to ensure appropriate workloads and quality instruction, while at the same time accommodating expanded enrollment, the school is committed to adding at least one full-time faculty member to the faculty every year until we reach 20 full-time faculty.

### STUDENTS

Strengths: Students at Woodbury's School of Architecture are culturally, ethnically, economically, and academically diverse, many of them first-generation Americans and/or first-generation college-educated. The student body is marked by a commitment to and passion for education, as well as markedly uneven skills, a wide range of academic preparedness and habits, and varying degrees of intellectual sophistication upon arrival.

Challenges: While the school remains committed to serving a student body representative of the population of Southern California, including a wide range of academic backgrounds, the greatest threats facing the School of Architecture with regard to the student body involve the qualitative and quantitative management of a liberal admissions policy:

- articulating and exercising admissions standards;
- cultivating uniformly high standards of work and study habits;
- maintaining and enforcing curricular "gateways" — from consistent grading policies to portfolio reviews — to ensure increasingly high standards are met as students progress;
- regulating class size in the face of a growing student body;
- measuring "success" of our students before and after graduation in order to better evaluate our effectiveness as educators.

#### Admissions: Quality of Student Body

Currently, 300 students apply each year for 100 openings in Burbank/Los Angeles; 100 students apply for 50 openings in San Diego. As the School of Architecture matures and the applicant pool continues to increase, liberal admissions policies will ultimately have to be balanced with selection standards.

#### Admissions: Quantity and Class Size

By fall 2008, with completion of its new building, the School of Architecture expects to be able to accommodate 550 students: 150 in San Diego and 400 in Burbank/LA. While the new building will alleviate current space shortages, the school will still face the challenges of class size and student: faculty ratios, while at the same time falling short of the university's target enrollment for the school of 600. While the school is committed to increasing the number of full-time faculty (see Faculty Targets), until it achieves a more appropriate student: faculty ratio, it is unlikely that such hiring targets can be met as rapidly as enrollment targets. This is an ongoing threat to quality instruction and student and faculty satisfaction in the program.

#### Studio Culture:

The School of Architecture is committed to cultivating a studio culture that is honest, open, committed, fair, and respectful.

#### Standards: Nurturing, Support, Retention

The School of Architecture is committed to providing rich academic support resources through the university, at both its Burbank/LA and San Diego facilities.

#### Standards: Excellence, Expectations, Enforcement

The school is committed to vigilantly guarding curricular "gateways" throughout the curriculum, including a revised format for portfolio reviews and tighter restrictions on the combination of mini-studios and traveling studios that are permitted before advancing to 5<sup>th</sup> year.

#### Measures of Success: Life after Graduation

The School is committed to undertaking an evaluation of School of Architecture alumni's post-graduate success, including implementing a more thorough tracking of our alumni, in order to understand how well they were prepared by Woodbury for graduate school, paying off student loans, licensing, gainful and/or meaningful employment as professionals and/or educators, alternative careers, etc.

## CURRICULUM

**Strengths:** Woodbury's School of Architecture offers a comprehensive curriculum with a clear set of learning objectives that aligns with the guiding principles of the university and fulfills and surpasses NAAB requirements. The school is committed to exploiting the regional laboratory that is Southern California, taking full advantage of its proximity to centers of fabrication, industry, media and entertainment, as well as natural, cultural, and academic resources.

**Challenges:** According to recent faculty and student assessments of the program, the greatest threats to the vitality of the curriculum include:

- need more coherent coordination of the technology and representation courses;
- need greater investment in digital fabrication technologies, and the development of advanced software skills;
- need stronger focus in design development;
- need stronger emphasis on process;
- greater use of the Hollywood facility;
- need greater alignment, communication and consistency between SD and Burbank, LA;
- need more oversight into content of GE courses;
- need to raise the level and consistency of student communication skills at conclusion of studies (drawing, model-making, writing).

In response to this critical self-evaluation, the School of Architecture's faculty have recently re-aligned the core programs of the curriculum and designed an organizational structure to support it. At the heart of this revised curriculum are five programs:

- History and Theory
- Building Technology
- Representation
- Urban/Landscape Studies
- Practice and Professional Studies

These five programs weave together the undergraduate curriculum, and are supplemented by graduate study, traveling study (Europe, Asia, the Americas), and the Hollywood Center for Community Research + Design (CCRD).

Coordination of the History and Theory program has a strong track record and a program head in place. Each of the other programs awaits the appointment of a program head. The faculty is currently working to prioritize the school's next appointments.

## RESOURCE IMPLICATIONS + NEXT STEPS

Beginning in fall 2007, four faculty working groups will focus on each of the four target areas of faculty, students, curriculum, and school. Each working group will generate concrete proposals that address each of the areas detailed above. Proposals will be considered and voted on by the School of Architecture faculty as a whole.

Each working group will include with its proposals detailed evaluations of the following resource implications:

- human resources: personnel/salaries + benefits
- physical resources: space
- information resources: technology/equipment
- other



This page is left blank intentionally

FINAL DRAFT

**Appendix B: The Visiting Team**

Team Chair –  
Representing the NCARB  
Marzette Fisher, NCARB, AIA, NCIDQ  
Marzette Fisher and Associates, LLC  
P.O. Box 130991  
Birmingham, AL 35213  
(205) 515-4882  
marzettefisher@gmail.com

Representing the ASCA  
Kenneth A. Schwartz, FAIA  
Professor  
School of Architecture  
Campbell Hall – Second Floor  
University of Virginia  
Charlottesville, VA 22904  
(434) 924- 6468 (ofc)  
kas7v@virginia.edu

Representing the AIA  
Lisa Chronister, AIA, NCARB  
214 Foster Avenue, #2  
Brooklyn, NY 11230  
(347) 581-2240  
lchronister@verison.net

Representing the AIAS  
Merritt Ertl  
3885 N. Marleon Drive  
Muncie, IN 47306  
(812) 498-4698  
merritt.ertl@gmail.com

Observer  
Michael Rotondi, FAIA  
ROTO Architecure  
Los Angeles, CA 90043  
(323) 292-2221  
jamessil@aol.com

This page left blank intentionally.

FINAL DRAFT

**Appendix C: Visit Schedule**

**Sunday, March 2, 2008**

7:00 Team breakfast – Millar - hotel  
8:00 Team Room orientation  
9:30 Initial Review  
11:00 Team Lunch - Administrators  
12:00 Tour LA Facilities  
1:00 Faculty entrance meeting  
2:00 Continue work  
4:00 Faculty reception  
5:30 Team only dinner  
7:00 Team to SD

**Monday, March 3, 2008 – SD Campus**

7:00 SD Team - Breakfast - SD Administrators  
8:30 Tour San Diego facility  
9:00 Meet San Diego faculty  
10:00 Meet San Diego students  
11:00 Lunch reception  
12:00 Return to LA – w/ driver; visit new facility  
3:30 Arrive in LA; continue work - Team Room  
5:30 Team Dinner - selected faculty

**Tuesday, March 4, 2008**

7:00 Team breakfast - Millar – hotel  
8:30 Entrance meeting - Ken Nielsen, President and  
David Rosen, Senior Vice-President, Academic Affairs  
9:30 Continue work - Team Room  
11:00 Team only lunch – Team Room  
1:00 School-wide entrance meeting - LA students  
2:30 Meet with Administrators (Christ, Kraus, La Source)  
2:30 Meet with Architecture Librarian (Nedra Peterson)  
2:00 Continue work - Team Room  
5:30 Team-only dinner catered - Team Room

**Wednesday March 5, 2008**

8:00 Team breakfast - Millar – hotel  
9:00 Drive to main campus; continue work – Team Room  
11:00 Team lunch - SD and LA students [Schwartz leaves]  
12:30 Visit Center for Community Practice and Design (CCRD) – Hollywood  
2:00 Drive to main campus  
2:30 Complete work – Team Room  
6:00\* Team-only dinner

**Thursday March 6, 2008**

7:00 Hotel check-out Chronister - team only breakfast  
9:00 Exit meeting - School Administrator(s)  
Norman Millar, Director  
Catherine Herbst, Associate Director, San Diego  
Ingalill Wahlroos-Ritter, Associate Director, Los Angeles  
10:15 Exit meeting - Chief Academic Officers of the Institution  
Ken Nielsen, President  
David Rosen, Senior Vice-President, Academic Affairs  
11:00 School-wide exit meeting -faculty and students  
12:00 Team lunch

FINAL DRAFT

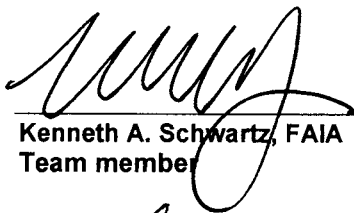
IV. Report Signatures

Respectfully Submitted,



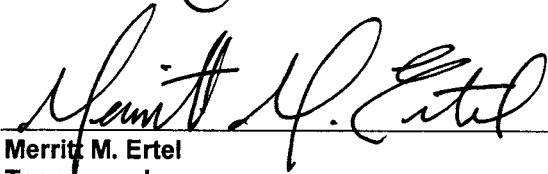
Marzette Fisher  
Team Chair

Representing the NCARB



Kenneth A. Schwartz, FAIA  
Team member

Representing the ACSA



Merritt M. Ertel  
Team member

Representing the AIAS



Lisa Chronister, AIA, NCARB  
Team member

Representing the AIA



Michael Rotondi, FAIA  
Observer

This page is left blank intentionally.

FINAL DRAFT

**Woodbury University  
School of Architecture**

## **Initial Accreditation Visiting Team Report**

### **M. Arch**

(preprofessional degree + min. 68 graduate credits)

(non-preprofessional degree + min. 93 graduate credits)

The National Architectural Accrediting Board  
26 September 2012

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



## Table of Contents

<u>Section</u>	<u>Page</u>
I. Summary of Team Findings	
1. Team Comments	
2. Conditions Not Met	
3. Causes of Concern	
4. Progress Since the Previous Site Visit	
II. Compliance with the 2009 Conditions for Accreditation	
1. Institutional Support and Commitment to Continuous Improvement	
2. Educational Outcomes and Curriculum	
III. Appendices:	
1. Program Information	
2. Conditions Met with Distinction	
3. Visiting Team	
IV. Report Signatures	
V. Confidential Recommendation and Signatures	

---

## **I. Summary of Team Findings**

### **1. Team Comments & Visit Summary**

The 2012 NAAB accreditation team wishes to thank Woodbury University for its hospitality during this accreditation visit. Thank you for the many hours of preparation spent in anticipation of this visit along with the time spent while we were on campus. The course exhibits, team room and preparations for this visit were well presented and organized. We would particularly like to express appreciation to President Luis Calingo, Dean Norman Millar, Senior Vice President Vic Liptak, Assistant Dean Randy Stauffer, and Graduate Chair Ingallil Wahlroos-Ritter. Our thanks also extend to the entire faculty, staff, and students within the School of Architecture at Woodbury University for their hospitality during this visit and hard work in preparation for the visit.

The intent and vision of architecture is clearly expressed in the student projects displayed in the team room. This was seen as a clear direction of Woodbury University toward this new Master of Architecture program. Woodbury University captures the social and environmental context of Southern California along with the entire global society. The international and cultural diversity is recognized throughout the campus and at every curriculum level within the architecture program. Intellectual freedom, artistic values, academic excellence, and social responsibility are but a few of the guiding values of this well-rounded program.

This initial accreditation visit is essentially the springboard for a great opportunity of the university and the School of Architecture to become recognized globally for their faculty, students and quality of achievement within the architectural field. The visiting team was impressed with the quality of work being developed by students within this very young program. The opportunities of both local and global travel will provide students with a diverse education and a continual opportunity of the program to develop and grow.

#### **Administration**

The team was highly impressed with the leadership and organization skills of Dean Norman Millar and Graduate Chair Ingallil Wahlroos-Ritter. It is obvious they both enjoy the support of the faculty, upper administration, and the students themselves. It was evident from our interviews that they have successfully communicated their values and direction for this program to evolve. This skill has led to a consistent message being delivered to all constituents and will certainly advance this school toward its clearly defined direction and strategic vision.

#### **Students**

The visiting team found students to be energetic and enthusiastic about learning—with a great desire to obtain a full and extensive education. The level of drawing detail along with the extensive research evident on many projects was impressive. The team meeting with the students was a delightful experience. Students were very responsive to questions, they understood their role in their education experience, they were familiar with their future professional role in architecture, and they even expressed excitement about being part of this initial accreditation visit.

Students in the architecture program described a very positive experience and strong commitment to the continued development of this program. They understand and support the addition of this new M. Arch. program at Woodbury University. The design studios and course work are all viewed as productive and supportive environments where a high level of dialog, cooperation, and respect exist.

#### **Facilities**

The architecture program is presently housed within adequate facilities. As the university continues to grow and the School of Architecture adds students, these facilities will also require expansion. Classrooms are presently shared around the campus but are sometimes tightly

---

scheduled. The campus is attractive with well-maintained open spaces and historic and modern buildings that collectively foster a positive learning environment.

## **2. Conditions Not Met**

- A. 9. Historical Traditions and Global Culture
- B. 2. Accessibility
- C. 1. Collaboration

## **3. Causes of Concern**

### **A. Future Perspectives**

The rapid growth of the School of Architecture creates exciting opportunities but also poses challenges at several levels. As the size of the architecture faculty increases and new types of positions emerge, such as the professor in practice, extra care must be taken to address shared governance issues. For instance, the success of the new M. Arch. program will require that long-term faculty are engaged in graduate program decisions and changes that impact the entire school. The new Dean's Advisory Committees are a positive development, but these focused committees cannot replace full faculty meetings where all departmental issues are debated openly. Increased student numbers are putting a strain on existing human resources and facilities, such as administrative assistants, classroom space, and shop/fabrication facilities.

### **B. Financial**

The rapid growth noted above and the higher expectations of a graduate program both generate new demands on current financial resources. For instance, the establishment of the new graduate program will necessitate hiring more experienced adjunct faculty at more competitive salary scales. This concern is exacerbated by the current uncompetitive low compensation paid to adjunct faculty in comparison with local peer institutions. This will need to be addressed in order for the School, and the graduate program in particular, to achieve their full potential.

Also the faculty and administration are concerned with continued and adequate funding of the signature summer abroad "Fieldwork" course, which is mandatory for all M. Arch. students.

### **C. Student Performance Criteria Concerns**

The team has identified three Student Performance Criteria as not met: Historical Traditions and Global Culture, Accessibility, and Collaboration. While the team recognizes that the school has made an effort to integrate these elements into educational outcomes found in student work, the team did not find enough evidence to deem these SPC as met.

In Historical Traditions and Global Culture there is insufficient evidence of student exposure to "examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres." While some students are exposed to one particular hemisphere, most students are not exposed to the same opportunities and in all four hemispheres.

With Accessibility, the team could not find examples where student work clearly demonstrates an ability to show handicapped toilet stalls, ramps that meet slope and landing requirements, and site accessibility issues that accommodate physical, sensory, and cognitive disabilities.

Lastly, while there is evidence of collaboration among architecture students within studios and class work, there is little to no evidence that multidisciplinary collaboration is happening or

---

available to students.

#### 4. Progress Since the Previous Site Visit (2010)

**2004 Condition 3, Public Information:** *To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.*

**Previous Team Report (2010):** The required text is in the catalog. However, it is not in the various other promotional materials. In addition, multimedia announcements—flyers, posters, mailers, and the web site—have inconsistencies in noting the program is not yet accredited, and various other inconsistencies in the details of program expectations, admissions standards, etc. These need to be rigorously edited for accuracy and clarity. The proposed communications director position would provide great benefit in addressing this unmet condition.

**2012 Team Assessment:** This Condition has now been expanded into three conditions under Part Two Section 4 of the 2009 Conditions of Accreditation as II.4.1, II.4.2, II.4.4. This condition has now been found to be met. Also, the recent hire of a communications director has made noticeable improvements to all promotional materials and public information.

**2004 Criterion 13.5, Formal Ordering Skills:** *Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design*

**Previous Team Report (2010):** These do not appear to be evidenced in the courses identified for this criterion. However, the studio design work does show evidence of this.

**2012 Team Assessment:** This Student Performance Criterion has been changed in the new format to be included in SPC A.8 Ordering System Skills. This SPC has now been found to be met.

**2004 Criterion 13.9, Non-Western Traditions:** *Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world*

**Previous Team Report (2010):** The students have completed two courses that indicate this is a learning outcome, but the work does not indicate coverage of this topic.

**2012 Team Assessment:** This Student Performance Criterion has been changed in the new format to be included in A.9 Historical Traditions and Global Culture. This SPC remains not met. See comments in Part Two: Section 1. Student Performance Criteria A.9.

**2004 Criterion 13.14, Accessibility:** *Ability to design both site and building to accommodate individuals with varying physical abilities*

---

**Previous Team Report (2010):** Understanding is evident, but not ability.

**2012 Team Assessment:** This Student Performance Criterion is now B.2 Accessibility. This SPC remains not met. See comments in Part Two: Section 1. Student Performance Criteria B.2.

**2004 Criterion 13.15, Sustainable Design:** Understanding of *the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities*

**Previous Team Report (2010):** N/A.

**2012 Team Assessment:** This Student Performance Criterion is now B.3 Sustainability. This SPC has now been found to be met.

**2004 Condition 13.16, Program Preparation:** Ability to *prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria*

**Previous Team Report (2010):** N/A.

**2012 Team Assessment:** This Student Performance Criterion has been changed in the new format to be included in B.1 Pre-Design. This SPC has now been found to be met.

**2004 Criterion 13.20, Environmental Systems:** Understanding of *the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope*

**Previous Team Report (2010):** N/A.

**2012 Team Assessment:** This Student Performance Criterion is now B.8 Environmental Systems. This SPC has now been found to be met.

**2004 Criterion 13.20, Life-Safety:** Understanding of *the basic principles of life-safety systems with an emphasis on egress*

**Previous Team Report (2010):** N/A.

**2012 Team Assessment:** This Student Performance Criterion is now B.5 Life Safety. This SPC has now been found to be met.

**2004 Criterion 13.21, Building Envelope Systems:** Understanding of *the basic principles and appropriate application and performance of building envelope materials and assemblies*

---

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion is now B.10 Building Envelope Systems. This SPC has now been found to be met.

**2004 Criterion 13.22, Building Service Systems:** Understanding of *the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion is now B.11 Building Service Systems. This SPC has now been found to be met.

**2004 Criterion 13.23, Building Systems Integration:** Ability to *assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion has been expanded to be in B.8 Environmental Systems, B.9 Structural Systems, B.10 Building Envelope Systems, and B.11 Building Service Systems. Each of these new SPC has been found to be met. Therefore, the requirements of this original 13.23 Building Systems Integration are now considered to be met.

**2004 Criterion 13.24, Building Materials and Assemblies:** Understanding of *the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion is now B.12 Building Materials and Assemblies. This SPC has now been found to be met.

**2004 Criterion 13.25, Construction Cost Control:** Understanding of *the fundamentals of building cost, life-cycle cost, and construction estimating*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion has been changed in the new format to be included in B.7 Financial Considerations. The components of this SPC have been found to be met.

**2004 Criterion 13.26, Technical Documentation:** Ability to *make technically precise drawings and write outline specifications for a proposed design*

**Previous Team Report (2010): N/A.**

---

**2012 Team Assessment:** This Student Performance Criterion is now A.4 Technical Documentation. This SPC has now been found to be met.

**2004 Criterion 13.27, Client Role in Architecture:** Understanding of *the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion is now C.3 Client Role in Architecture. This SPC has now been found to be met.

**2004 Criterion 13.28, Comprehensive Design:** Ability to *produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion is now B.6 Comprehensive Design. This SPC has now been found to be met.

**2004 Criterion 13.29, Architect's Administrative Roles:** Understanding of *obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion has been changed in the new format to be included in C.4 Project Management. This SPC has now been found to be met.

**2004 Criterion 13.30, Architectural Practice:** Understanding of *the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion has been changed in the new format to be included in C.5 Practice Management. This SPC has now been found to be met.

**2004 Criterion 13.31, Professional Development:** Understanding of *the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers*

**Previous Team Report (2010): N/A.**

---

**2012 Team Assessment:** This Student Performance Criterion has been removed and incorporated into condition 1.2.1 Human Resources and Human Resource Development and I.1.3.A. Architectural Education and the Regulatory Environment. This condition has now been found to be met.

**2004 Criterion 13.32, Leadership:** Understanding of *the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion is now C.6 Leadership. This SPC has now been found to be met.

**2004 Criterion 13.33, Legal Responsibilities:** Understanding of *the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion is now C.7 Legal Responsibilities. This SPC has now been found to be met.

**2004 Criterion 13.34, Ethics and Professional Judgment:** Understanding of *the ethical issues involved in the formation of professional judgment in architectural design and practice*

**Previous Team Report (2010): N/A.**

**2012 Team Assessment:** This Student Performance Criterion is now C.8 Ethics and Professional Judgment. This SPC has now been found to be met.



---

## II. Compliance with the Conditions for Accreditation

### Part One (I): INSTITUTIONAL SUPPORT AND COMMITMENT TO CONTINUOUS IMPROVEMENT

#### Part One (I): Section 1. Identity and Self-Assessment

**I.1.1 History and Mission:** *The program must describe its history, mission and culture and how that history, mission, and culture is expressed in contemporary context. Programs that exist within a larger educational institution must also describe the history and mission of the institution and how that history, mission, and culture is expressed in contemporary context.*

*The accredited degree program must describe and then provide evidence of the relationship between the program, the administrative unit that supports it (e.g., school or college) and the institution. This includes an explanation of the program's benefits to the institutional setting, how the institution benefits from the program, any unique synergies, events, or activities occurring as a result, etc.*

*Finally, the program must describe and then demonstrate how the course of study and learning experiences encourage the holistic, practical and liberal arts-based education of architects.*

#### **[X] The program has fulfilled this requirement for narrative and evidence**

**2012 Team Assessment:** The APR provides a detailed description of the history, mission and culture of Woodbury University, the School of Architecture, and the specific Master of Architecture program. Part I.1.1.A also includes a very specific "Dean's Vision" that charts a five-year plan and four focus areas. In addition, Part I.1.1.E provides a clear School of Architecture mission.

#### **I.1.2 Learning Culture and Social Equity:**

- *Learning Culture: The program must demonstrate that it provides a positive and respectful learning environment that encourages the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff in all learning environments both traditional and non-traditional.*

*Further, the program must demonstrate that it encourages students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers, and it addresses health-related issues, such as time management.*

*Finally, the program must document, through narrative and artifacts, its efforts to ensure that all members of the learning community: faculty, staff, and students are aware of these objectives and are advised as to the expectations for ensuring they are met in all elements of the learning culture.*

- *Social Equity: The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with a culturally rich educational environment in which each person is equitably able to learn, teach, and work. This includes provisions for students with mobility or learning disabilities. The program must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Finally, the program must demonstrate that it has a plan in place to maintain or increase the diversity of its faculty, staff, and students when compared with diversity of the institution during the term of the next two accreditation cycles.*

#### **[X] The program has demonstrated that it provides a positive and respectful learning environment.**

---

**[X] The program has demonstrated that it provides a culturally rich environment in which each person is equitably able to learn, teach, and work.**

**2012 Team Assessment:** The team found significant evidence that this criterion has been met. It was observed by the team and expressed by the students, faculty and administration that Woodbury University exhibits a strong environment for learning with rich social equity that fosters innovation and a pursuit of lifelong learning. Woodbury naturally echoes the rich diversity that the Los Angeles metropolitan area offers and thrives because of this excellent atmosphere that fosters social equity.

***1.1.3 Response to the Five Perspectives:*** Programs must demonstrate through narrative and artifacts, how they respond to the following perspectives on architecture education. Each program is expected to address these perspectives consistently within the context of its history, mission, and culture and to further identify as part of its long-range planning activities how these perspectives will continue to be addressed in the future.

- A. Architectural Education and the Academic Community.** That the faculty, staff, and students in the accredited degree program make unique contributions to the institution in the areas of scholarship, community engagement, service, and teaching.<sup>1</sup> In addition, the program must describe its commitment to the holistic, practical and liberal arts-based education of architects and to providing opportunities for all members of the learning community to engage in the development of new knowledge.

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** The Architecture Program Report prepared by Woodbury University provides a clear overview of the rich contributions made by program faculty, staff, and students. Detailed sections describe compelling examples of faculty scholarship, community engagement, service, and teaching, as well as faculty and student opportunities. For instance, the Architecture + Civic Engagement Center is an excellent example of how the Woodbury academic community collaborates with nonprofit groups to support social and environmental justice. The Arid Lands Institute is another example of a funded engaged research initiative that unites faculty and students in the service of the public and the academy.

- B. Architectural Education and Students.** That students enrolled in the accredited degree program are prepared: to live and work in a global world where diversity, distinctiveness, self-worth, and dignity are nurtured and respected; to emerge as leaders in the academic setting and the profession; to understand the breadth of professional opportunities; to make thoughtful, deliberate, informed choices and; to develop the habit of lifelong learning.

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** Students at Woodbury University are engaged in a program that fosters a rich appreciation for learning; students are challenged not only to think critically, discuss, and be informed about the direction architecture but also to emerge as leaders in their communities and around the world. Students are involved in a vast array of opportunities that prepare them to live and work in a global profession through their involvement in Fieldwork Studies, their work in studios, leadership in the Woodbury Chapter of the American Institute of Architecture Students, and through course elective opportunities such as those offered in the policy sequence. They are passionate and prepared to improve the future of our profession and have a positive impact on the communities in which we live.

---

<sup>1</sup> See Boyer, Ernest L. *Scholarship Reconsidered: Priorities of the Professoriate*. Carnegie Foundation for the Advancement of Teaching. 1990.

---

While students are being prepared for their future in architecture, the student body reflects the idealistic model of diversity that our profession seeks. Woodbury is a place where ethnic, economic, social, and gender boundaries fall aside; where dignity and respect blossom, creating a rich studio culture that supports a learning environment where students thrive. This rich studio culture is further enhanced by a respectful and powerful relationship between the students, faculty, and administration. Student leaders are free to advocate the needs of the student body and further foster new opportunities for learning that are met with exceptional support by the faculty and administration.

- C. Architectural Education and the Regulatory Environment.** That students enrolled in the accredited degree program are provided with: a sound preparation for the transition to internship and licensure within the context of international, national, and state regulatory environments; an understanding of the role of the registration board for the jurisdiction in which it is located, and; prior to the earliest point of eligibility, the information needed to enroll in the Intern Development Program (IDP).

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** The M. Arch. program in the School of Architecture at Woodbury University is afforded immense professional opportunity resulting from an insightful and well-directed administration, a wide variety of professional and well-trained faculty, and a competent staff. Students were remarkably enthusiastic about their futures as this new Master of Architecture program continues to develop. The faculty and students genuinely respect each other with full and ready access not only during lecture and studio courses but also outside structured time.

One of the primary goals of this program is to equip students with the knowledge, understanding and desire to continue growth toward professional licensure after graduation. The curriculum is structured to result in a professional architecture degree, one of the first milestones toward the significant step of becoming a licensed architect. The team enjoyed the energy of the students as they were very positive and encouraging toward their own success. Most if not all hands went up when the question was asked, "How many of you are planning to become a licensed architect?"

While the desire to become an architect was strong, not all were entirely knowledgeable of the process. Within the realm of professional development, most of the students were aware of the necessity of taking "an examination" (the Architect Registration Examination) but knew little about it. Some of the students were aware of the Intern Development Program (IDP) but many did not know about the process of working with NCARB or had not yet set up an IDP record. When administration and faculty were questioned regarding this matter, the team was reminded that school had only been in session a few weeks and the professors and AIAS had not yet had time to present much of this information. Regardless, initial and continual encouragement should be given to all students with regard to their professional development toward future licensing.

- D. Architectural Education and the Profession.** That students enrolled in the accredited degree program are prepared: to practice in a global economy; to recognize the impact of design on the environment; to understand the diverse and collaborative roles assumed by architects in practice; to understand the diverse and collaborative roles and responsibilities of related disciplines; to respect client expectations; to advocate for design-based solutions that respond to the multiple needs of a diversity of clients and diverse populations, as well as the needs of communities and; to contribute to the growth and development of the profession.

**[X] The program is responsive to this perspective.**

---

**2012 Team Assessment:** The narrative describing Architectural Education and the Profession is found in the Architecture Program Report beginning on p. 35. The Woodbury School of Architecture has concentrated one of the program's five tracks of mastery to professionalism, i.e., the ability to manage, argue, and act legally, ethically, and critically in society and the environment. Exposure and consideration of practice in a global economy and recognition of design's positive impact on the environment begin in the very first semester, Fieldwork Los Angeles, and continue throughout the program. Students investigate current events and challenges and understand them in the context of relevant precedents. The cultural diversity of the students, which includes a strong international cohort, benefits both students and faculty. This diversity, unique among architecture schools, provides an extraordinary opportunity and responsibility, which the school recognizes. As a result, the global practice of architecture exists within the design studios, and the sense of the world as a shared resource is real.

The university's transdisciplinary culture continually prepares students to practice and assume new responsibilities, as well as diverse and collaborative roles as architects working with professionals from other disciplines. The practice courses specifically explore the collaborative nature of professional practice, and many graduate electives, including the policy sequence and courses developed as Arid Lands Institute research seminars, ask students to develop transdisciplinary ways of working and designing.

Student work demonstrates respect for client expectations, which is manifest in design-based solutions responding to multiple needs with emphasis on real-life issues. Students are prepared for practices that are informed and collaborative and that build leadership. Several elements of the program tackle professionalism within the context of client relations and response/responsibility to multiple needs and diverse constituents/users—not just clients. The demands of the client, the requirements of codes, and the weight of professional responsibility to people and communities larger than the client provide a basis for thoughtful programming, site design, and form making demonstrated in thesis projects.

M. Arch. students contribute to the growth and development of the profession serving as research assistants to faculty and programs that stake out new territory for the profession, including the Arid Lands Institute and the Architecture + Civic Engagement Center. Others work with the LA Forum for Architecture and Urban Design to stimulate ongoing debate about contemporary, alternative, and/or radical architecture practices. Finally, participation in the Woodbury AIAS creates opportunities for other students and develops leadership abilities.

- E. Architectural Education and the Public Good.** That students enrolled in the accredited degree program are prepared: to be active, engaged citizens; to be responsive to the needs of a changing world; to acquire the knowledge needed to address pressing environmental, social, and economic challenges through design, conservation and responsible professional practice; to understand the ethical implications of their decisions; to reconcile differences between the architect's obligation to his/her client and the public; and to nurture a climate of civic engagement, including a commitment to professional and public service and leadership.

**[X] The program is responsive to this perspective.**

**2012 Team Assessment:** The narrative describing Architectural Education and the Public Good is found in the APR on pp. 36–39. The school presents the discipline of architecture “as a social art beholden to multiple stakeholders—some individual, some collective, some abstract—an art that shapes the built environment by balancing the complex processes those stakeholders engage in.” The program's six imperatives (listed below) relative to the Public Good form a rich and complex set of conditions that engage students and faculty in healthy and vigorous debates regarding the role of the architect and architecture in society. The team found evidence of the student's understanding of the tensions between perceived social

---

obligation and perceived creative autonomy as the basis of a critical and responsive pedagogy reflected in architectural proposals.

1. Active, engaged citizens responsive to a changing world.
2. Knowledge acquisition to address pressing contemporary and future challenges through design, conservation and responsible professional practice.
3. Ethical implications of decisions.
4. Reconciling differences between architect's obligation to client and to public.
5. Nurturing civic engagement.
6. Commitment to professional and public service and leadership.

Evidence of these practices can be found in a number of curricular offerings, research programs, and faculty role models.

The visiting team was particularly impressed with the unique opportunity that the remarkable cultural diversity of the student body provides in differentiating and positioning the program as a leader in both defining and engaging a more multivalent definition of the public relative to the field of architecture.

***1.1.4 Long-Range Planning:*** *An accredited degree program must demonstrate that it has identified multi-year objectives for continuous improvement within the context of its mission and culture, the mission and culture of the institution, and, where appropriate, the five perspectives. In addition, the program must demonstrate that data is collected routinely and from multiple sources to inform its future planning and strategic decision making.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2012 Team Assessment:** The narrative describing Long-Range Planning was found in the APR on pp. 39-48. The M. Arch. program at Woodbury University has identified multiyear objectives for continuous improvement within the context of the mission and culture of the SoA, the mission and culture of the university, and the five NAAB perspectives. Data are collected routinely and from multiple sources to inform future planning and strategic decision making in the School of Architecture. The School of Architecture's nine objectives for continuous improvement have been tied directly to the NAAB perspectives, as part of the school's ongoing five-year plan for satisfying these objectives. An annual calendar of meetings between administrators, administrators and faculty, faculty, administrators and students, and faculty and students provides the framework for the process of identifying and addressing the nine objectives for continuous improvement. The APR has provided a comprehensive outline of their five-year plan for continuous improvement for the years 2011–2016.

***1.1.5 Self-Assessment Procedures:*** *The program must demonstrate that it regularly assesses the following:*

- *How the program is progressing towards its mission.*
- *Progress against its defined multi-year objectives (see above) since the objectives were identified and since the last visit.*
- *Strengths, challenges and opportunities faced by the program while developing learning opportunities in support of its mission and culture, the mission and culture of the institution, and the five perspectives.*
- *Self-assessment procedures shall include, but are not limited to:*
  - *Solicitation of faculty, students', and graduates' views on the teaching, learning and achievement opportunities provided by the curriculum.*
  - *Individual course evaluations.*
  - *Review and assessment of the focus and pedagogy of the program.*

- 
- *Institutional self-assessment, as determined by the institution.*

*The program must also demonstrate that results of self-assessments are regularly used to advise and encourage changes and adjustments to promote student success as well as the continued maturation and development of the program.*

**[X] The program's processes meet the standards as set by the NAAB.**

**2012 Team Assessment:** The APR identified several levels of self-assessment procedures and also provided a detailed assessment plan. The program is also coordinating its self-assessment procedures with WASC and Woodbury University institutional requirements.

---

## PART ONE (I): SECTION 2 – RESOURCES

### I.2.1 Human Resources & Human Resource Development:

- *Faculty & Staff:*
  - *An accredited degree program must have appropriate human resources to support student learning and achievement. This includes full and part-time instructional faculty, administrative leadership, and technical, administrative, and other support staff. Programs are required to document personnel policies which may include but are not limited to faculty and staff position descriptions<sup>2</sup>.*
  - *Accredited programs must document the policies they have in place to further Equal Employment Opportunity/Affirmative Action (EEO/AA) and other diversity initiatives.*
  - *An accredited degree program must demonstrate that it balances the workloads of all faculty and staff to support a tutorial exchange between the student and teacher that promotes student achievement.*
  - *An accredited degree program must demonstrate that an IDP Education Coordinator has been appointed within each accredited degree program, trained in the issues of IDP, and has regular communication with students and is fulfilling the requirements as outlined in the IDP Education Coordinator position description and regularly attends IDP Coordinator training and development programs.*
  - *An accredited degree program must demonstrate it is able to provide opportunities for all faculty and staff to pursue professional development that contributes to program improvement.*
  - *Accredited programs must document the criteria used for determining rank, reappointment, tenure and promotion as well as eligibility requirements for professional development resources.*

#### **[X] Human Resources (Faculty & Staff) are adequate for the program**

**2012 Team Assessment:** Personnel policies are documented in sections describing several types of faculty positions, including full-time faculty, professor of practice, adjunct faculty, participating adjunct faculty, and graduate teaching assistants. EEO/AA policies are adequately described in Section I.1.2. Social Equity at Woodbury School of Architecture.

The team has concerns that the full-time faculty workload is too heavy for the M. Arch. program's expectations for increased faculty research and creative work.

The School of Architecture has an IDP Education Coordinator that meets the requirements above. Faculty professional development includes support for faculty attendance at professional meetings (approx. \$2,000/full-time faculty member) according to the APR page 62. Of note is APR page 52, which states: "the department pays for AIA membership for all fulltime faculty who are members and request support." This policy may partially explain the high number of AIA members on the faculty.

Woodbury does not have a tenure system. An overview of the policies used for determining rank are described on pages 61-62 of the APR and the Faculty Handbook provides detailed policies, procedures and criteria.

- *Students:*
  - *An accredited program must document its student admissions policies and procedures. This documentation may include, but is not limited to application forms and instructions, admissions requirements, admissions decisions procedures, financial aid and scholarships procedures, and student diversity initiatives. These procedures should include first-time freshman, as well as transfers within and outside of the university.*
  - *An accredited degree program must demonstrate its commitment to student achievement both inside and outside the classroom through individual and collective learning opportunities.*

---

<sup>2</sup> A list of the policies and other documents to be made available in the team room during an accreditation visit is in Appendix 3.

---

**[X] Human Resources (Students) are adequate for the program**

**2012 Team Assessment:** The team found evidence that this criterion has been met. There is opportunity for students to learn outside of the studio by being engaged in professional organizations like the American Institute of Architecture Students, balanced by the strong reinforcement of a positive studio culture. Students and faculty contribute to a very strong studio culture that further enriches learning opportunities in an environment that benefits students in a profound way. Students are constantly provided excellent human resources including financial aid, admissions, and a strong advisory program that is dedicated to providing a diverse learning environment with significant opportunities to grow as referenced in student resources and established policies.

**I.2.2 Administrative Structure & Governance:**

- **Administrative Structure:** An accredited degree program must demonstrate it has a measure of administrative autonomy that is sufficient to affirm the program's ability to conform to the conditions for accreditation. Accredited programs are required to maintain an organizational chart describing the administrative structure of the program and position descriptions describing the responsibilities of the administrative staff.

**[X] Administrative Structure is adequate for the program**

**2012 Team Assessment:** The narrative describing *Administrative Structure* is found on p. 74 of the Architecture Program Report prepared for the 2012 NAAB accreditation visit. The administrative organizational chart for the school was produced at the time of the team visit. The program has sufficient autonomy to meet the conditions for accreditation.

**Governance:** The program must demonstrate that all faculty, staff, and students have equitable opportunities to participate in program and institutional governance.

**[X] Governance opportunities are adequate for the program**

**2012 Team Assessment:** Through discussion with administrators, faculty, and students, the team believed there are equitable opportunities to participate in governance of the program and institution. However, there is concern by the faculty that program growth will require new, more transparent equitable faculty governance models be established. The university president recognizes the importance of the School of Architecture and has created opportunities for participation in university initiatives and leadership.

***I.2.3 Physical Resources:*** *The program must demonstrate that it provides physical resources that promote student learning and achievement in a professional degree program in architecture. This includes, but is not limited to the following:*

- *Space to support and encourage studio-based learning*
- *Space to support and encourage didactic and interactive learning.*
- *Space to support and encourage the full range of faculty roles and responsibilities including preparation for teaching, research, mentoring, and student advising.*

**[X] Physical Resources are adequate for the program**

**2012 Team Assessment:** The narrative describing Physical Resources is found in the APR on pp. 77–82. The team found that physical resources are adequate to support the program. However, the resources currently provided by the Title Five (PPOHA) Grant have allowed expansion and improvement of facilities and equipment imperative to the success of the new master's program, such as the digital fabrication lab. It is essential that the university provide continued resources as noted in the APR p. 90 after the sunset of the Title Five Grant.



---

***I.2.4 Financial Resources:*** *An accredited degree program must demonstrate that it has access to appropriate institutional and financial resources to support student learning and achievement.*

**[X] Financial Resources are adequate for the program**

**2012 Team Assessment:** The narrative describing *Financial Resources* is found in the APR on pp. 83–91. Current Financial Resources are adequate to support student learning and achievement. The School of Architecture leads the university in program revenue generation. However, the university is moving toward an RCM (Responsibility Centered Management) financial structure, and the impact of this new model for the school has not yet been determined. There are financial areas of concern as the program grows and matures—see 1.3 Causes of Concern, B. Financial.

***I.2.5 Information Resources:*** *The accredited program must demonstrate that all students, faculty, and staff have convenient access to literature, information, visual, and digital resources that support professional education in the field of architecture.*

*Further, the accredited program must demonstrate that all students, faculty, and staff have access to architecture librarians and visual resources professionals who provide information services that teach and develop research and evaluative skills, and critical thinking skills necessary for professional practice and lifelong learning.*

**[X] Information Resources are adequate for the program**

**2012 Team Assessment:** The team found sufficient evidence that this criterion has been met. Studios are well equipped with high-speed Internet access that allows students to virtually access all needed resources that support a professional education in the field of architecture. Information resources are also well supplemented by the university library with a librarian dedicated to the School of Architecture.

---

## **PART I: SECTION 3 –REPORTS**

**1.3.1 Statistical Reports**<sup>3</sup>. Programs are required to provide statistical data in support of activities and policies that support social equity in the professional degree and program as well as other data points that demonstrate student success and faculty development.

- *Program student characteristics.*
  - *Demographics (race/ethnicity & gender) of all students enrolled in the accredited degree program(s).*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the student population for the institution overall.*
  - *Qualifications of students admitted in the fiscal year prior to the visit.*
    - *Qualifications of students admitted in the fiscal year prior to the upcoming visit compared to those admitted in the fiscal year prior to the last visit.*
  - *Time to graduation.*
    - *Percentage of matriculating students who complete the accredited degree program within the “normal time to completion” for each academic year since the previous visit.*
    - *Percentage that complete the accredited degree program within 150% of the normal time to completion for each academic year since the previous visit.*
- *Program faculty characteristics*
  - *Demographics (race/ethnicity & gender) for all full-time instructional faculty.*
    - *Demographics compared to those recorded at the time of the previous visit.*
    - *Demographics compared to those of the full-time instructional faculty at the institution overall.*
  - *Number of faculty promoted each year since last visit.*
    - *Compare to number of faculty promoted each year across the institution during the same period.*
  - *Number of faculty receiving tenure each year since last visit.*
    - *Compare to number of faculty receiving tenure at the institution during the same period.*
  - *Number of faculty maintaining licenses from U.S. jurisdictions each year since the last visit, and where they are licensed.*

### **[X] Statistical reports were provided and provide the appropriate information**

**2012 Team Assessment:** The team found evidence that this criterion has been met. The APR, pp. 103–106, provides statistical reports for all program student and faculty characteristics.

**1.3.2. Annual Reports:** *The program is required to submit annual reports in the format required by Section 10 of the 2009 NAAB Procedures. Beginning in 2008, these reports are submitted electronically to the NAAB. Beginning in the fall of 2010, the NAAB will provide to the visiting team all annual reports submitted since 2008. The NAAB will also provide the NAAB Responses to the annual reports.*

*The program must certify that all statistical data it submits to NAAB has been verified by the institution and is consistent with institutional reports to national and regional agencies, including the Integrated Postsecondary Education Data System of the National Center for Education Statistics.*

*The program is required to provide all annual reports, including statistics and narratives that were submitted prior to 2008. The program is also required to provide all NAAB Responses to annual reports transmitted prior to 2008. In the event a program underwent a Focused Evaluation, the Focused*

---

<sup>3</sup> In all cases, these statistics should be reported in the same format as they are reported in the Annual Report Submission system.

---

Evaluation Program Report and Focused Evaluation Team Report, *including appendices and addenda should also be included.*

**[X] Annual Reports and NAAB Responses were provided and provide the appropriate information**

**2012 Team Assessment:** Annual reports for 2009, 2010, and 2011 are found on the School of Architecture's web site. Prior to 2009 there are no Annual Reports as the program did not exist.

***1.3.3 Faculty Credentials:*** *The program must demonstrate that the instructional faculty are adequately prepared to provide an architecture education within the mission, history and context of the institution.*

*In addition, the program must provide evidence through a faculty exhibit<sup>4</sup> that the faculty, taken as a whole, reflects the range of knowledge and experience necessary to promote student achievement as described in Part Two. This exhibit should include highlights of faculty professional development and achievement since the last accreditation visit.*

**[X] Faculty credentials were provided and demonstrate the range of knowledge and experience necessary to promote student achievement.**

**2012 Team Assessment:** The program provides adequate evidence of faculty credentials through résumés and the faculty exhibit in the Wedge Gallery.

---

<sup>4</sup> The faculty exhibit should be set up near or in the team room. To the extent the exhibit is incorporated into the team room, it should not be presented in a manner that interferes with the team's ability to view and evaluate student work.

**PART ONE (I): SECTION 4 – POLICY REVIEW**

The information required in the three sections described above is to be addressed in the APR. In addition, the program shall provide a number of documents for review by the visiting team. Rather than be appended to the APR, they are to be provided in the team room during the visit. The list is available in Appendix 3.

**[X] The policy documents in the team room met the requirements of Appendix 3**

**2012 Team Assessment:** The team found evidence that this criterion has been met as all policy documents were provided in the NAAB visiting team room.

**PART TWO (II): EDUCATIONAL OUTCOMES AND CURRICULUM**

**PART TWO (II): SECTION 1 – STUDENT PERFORMANCE – EDUCATIONAL REALMS & STUDENT PERFORMANCE CRITERIA**

**II.1.1 Student Performance Criteria:** The SPC are organized into realms to more easily understand the relationships between individual criteria.

**Realm A: Critical Thinking and Representation:**

Architects must have the ability to build abstract relationships and understand the impact of ideas based on research and analysis of multiple theoretical, social, political, economic, cultural and environmental contexts. This ability includes facility with the wider range of media used to think about architecture including writing, investigative skills, speaking, drawing and model making. Students' learning aspirations include:

- Being broadly educated.
- Valuing lifelong inquisitiveness.
- Communicating graphically in a range of media.
- Recognizing the assessment of evidence.
- Comprehending people, place, and context.
- Recognizing the disparate needs of client, community, and society.

**A.1. Communication Skills: Ability to read, write, speak and listen effectively.**

**[X] Met**

**2012 Team Assessment:** Evidence of writing skills is found in ARCH 648 Criticism 4, in portfolios and in Criticism 3. The evidence was enough to meet the criterion, however, the student work samples were inconsistent and weak in some cases. The team attributed part of this to the cultural diversity and international character of the student body.

**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.**

**[X] Met**

**2012 Team Assessment:** ARCH 589 Grad Studio 4: Total Building and ARCH 692 Grad Thesis both show obvious ability to question, interpret, and reason toward relevant design conclusions. Several thesis projects demonstrate this ability step by step toward a well-thought-out final solution.

- A. 3. **Visual Communication Skills: *Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.***

[X] Met

**2012 Team Assessment:** This criterion has been well met in a number of courses and studios throughout the graduate curriculum. Examples are: Arch 587 Graduate Studio 3: Infrastructure & Territories- site, program, spatial, circulation (flows) and infrastructure drawing analysis. Also ARCH 564 Visualization 3: Adv. Drawing and Modeling- abstract representation of drawing and modeling, case study analysis, 3D models and fabrications.

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

[X] Met

**2012 Team Assessment:** Each aspect of Technical Documentation is well demonstrated as an ability within required work of several courses. Student work from ARCH 547 Systems Integration presented well-drawn floor plans, building sections, and elevations. Models developed from the drawings illustrate the subsequent understanding of construction components and structure. Outline specifications are written and included with project work in ARCH 589 Grad Studio 4.

- A.5. **Investigative Skills: *Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.***

[X] Met

**2012 Team Assessment:** ARCH 575 Fieldwork: Research & Design presents student work showing how research is gathered, assessed, and applied. This ability is then used to evaluate information toward the end result of use within the design process.

- A. 6. **Fundamental Design Skills: *Ability to effectively use basic architectural and environmental principles in design.***

[X] Met

**2012 Team Assessment:** Student projects completed in the required studios, Arch 587 Grad Studio 3 and Arch 589 Grad Studio 4, display the ability of students to use fundamental design skills.

- A. 7. **Use of Precedents: *Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.***

[X] Met

**2012 Team Assessment:** There is sufficient evidence in ARCH 664 Building 4 and in thesis prep with course ARCH 648 Criticism 4 that demonstrates the ability to examine, comprehend, and make choices about integration of precedent. Student work goes into great depth of precedent study demonstrating the ability to understand complex building systems.

- A. 8. **Ordering Systems Skills: *Understanding* of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.**

[X] Met

**2012 Team Assessment:** Students are introduced to formal ordering systems in Arch 564 Visualization 3 through readings, case studies, and drawing exercises. This course has a particular focus on mapping at various scales.

- A. 9. **Historical Traditions and Global Culture: *Understanding* of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.**

[X] Not Met

**2012 Team Assessment:** There is insufficient evidence of student exposure to “examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres.” Arch 556 Criticism 3: Architecture from Modern (1945-now) is primarily focused on canonical Western modern theory and “high design,” with forays to Algiers via Corb, Brazilia, and Tokyo via the Capsule Hotel, and post-colonial theory. Arch 575 Fieldwork: Research & Design provides the opportunity for students to study one particular place and culture, but because students may elect to work in LA, Berlin, China, Tahiti, or other program locations, this course cannot fulfill SPC A.9 for every student. Crit 2 (required only for 3 yr students) has a reading on the Taj Mahal, Katsura Villa, and the Shanghai Expo Pavilions, but again nothing vernacular.

- A. 10. **Cultural Diversity: *Understanding* of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.**

[X] Met

**2012 Team Assessment:** The course syllabus for Criticism 1: Fieldwork Los Angeles clearly communicates a focus on the “social and spatial patterns that characterize different cultures and individuals” as students study the diverse conditions of Los Angeles as a physical laboratory. Numerous course readings are clear evidence of how students are introduced to these issues, such as Edward Soja writing on the heterotopology of “the Citadel-LA” and Dolores Hayden’s chapter on “Workers’ Landscapes and Livelihoods,” in *The Power of Place*. Completed student work for the Field Guide and Five Site Document assignments, such as student reports on the Watts Tower Project, Chinatown, and El Pueblo, depict an understanding of cultural diversity.

- A.11. **Applied Research: *Understanding* the role of applied research in determining function, form, and systems and their impact on human conditions and behavior.**

[X] Met

**2012 Team Assessment:** Understanding how research informs the design process is evidenced in ARCH 648 Criticism 4: Arch. Research Salon & Thesis Prep – in-depth topical research/theory case

study readings with student responses and critique. Also ARCH 692 Graduate Thesis Studio requires translation of research/informed hypothesis into form and building systems.

**Realm A: General Team Commentary:** The team found that the requirements for Critical Thinking and Representation were met in the sources identified in the APR, except for A. 9, Historical Traditions and Global Culture. Overall, student work demonstrated the ability to use a wide range of media to think about and present architecture information. Graphic and representational skills are particularly strong, but writing skills are not on par with visual communication.

**Realm B: Integrated Building Practices, Technical Skills and Knowledge:** Architects are called upon to comprehend the technical aspects of design, systems and materials, and be able to apply that comprehension to their services. Additionally they must appreciate their role in the implementation of design decisions, and their impact of such decisions on the environment. Students learning aspirations include:

- Creating building designs with well-integrated systems.
- Comprehending constructability.
- Incorporating life safety systems.
- Integrating accessibility.
- Applying principles of sustainable design.

**B. 1. Pre-Design: *Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.***

**[X] Met**

**2012 Team Assessment:** Preparation of a comprehensive program for the development of an architecture project is presented in ARCH 648 Criticism 4: Architecture Research Salon and Thesis Preparation. Student work shows research into site conditions and relevant laws and their effect on the final design solution. Examples of client and user needs are reviewed with the result showing an ability of this Pre-Design assessment criterion.

**B. 2. Accessibility: *Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.***

**[X] Not Met**

**2012 Team Assessment:** Many student design projects do not demonstrate the ability as described above. For instance, several projects from M. Arch. 589 Total Building Studio do not show handicapped toilet stalls, several have ramps that do not meet the slope and landing requirements, and site accessibility issues are not accommodated (e.g., no handicap parking spaces, etc.).

**B. 3. Sustainability: *Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future***

**generations through means such as carbon-neutral design, bioclimatic design, and energy efficiency.**

**[X] Met**

**2012 Team Assessment:** ARCH 589 Graduate Studio 4: The Total Building – “Performative Building” criteria are discussed in the syllabus and demonstrated in the work through site design and orientation, and HVAC system recognition. ARCH 547 Building 4: Environmental Systems Integration – Sustainable systems are demonstrated through Ecotect modeling, wind-rose analysis, and psychometric solar analysis, building materials, and environmental wall sections of proposed building designs. There is no evidence of carbon neutral or bioclimatic design metrics.

**B. 4. Site Design: *Ability* to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.**

**[X] Met**

**2012 Team Assessment:** Student projects, particularly in Arch 587 Grad Studio 3: Infrastructures & Territories, displayed clear ability in responding to diverse site characteristics in their project design.

**B. 5. Life Safety: *Ability* to apply the basic principles of life-safety systems with an emphasis on egress.**

**[X] Met**

**2012 Team Assessment:** ARCH547 - Building 4: Readings and lectures cover life safety topics, including design for fire resistance sources of ignition, products of combustion, objectives of fire safety, protection of life which concentrates on egress, protection of property, smoke control, and sprinkler and other fire suppression systems, etc. Assignments provide egress diagrams including handicap exiting. Ability is shown on particular drawings for Building Systems Project Documentation. ARCH589 – Studio 4 focuses on basic principles of life safety with an emphasis on egress. ARCH691 – Studio 5 provides additional assignments utilizing case studies of selected existing buildings that include life safety and egress narratives and diagrams.

**B. 6. Comprehensive Design: *Ability* to produce a comprehensive architectural project that demonstrates each student’s capacity to make design decisions across scales while integrating the following SPC:**

**A.2. Design Thinking Skills**

**B.2. Accessibility**

**A.4. Technical Documentation**

**B.3. Sustainability**

**A.5. Investigative Skills**

**B.4. Site Design**

**A.8. Ordering Systems**

**B.7. Environmental Systems**

**A.9. Historical Traditions and Global Culture**

**B.9. Structural Systems**

**B.5. Life Safety**

**[X] Met**



**2012 Team Assessment:** Student projects in the paired Arch 589 Total Building Studio and Arch 547 Building 4 courses demonstrate the ability to produce a comprehensive architecture project that integrates the SPC components criteria. SPCs A.9 and B2 are lacking from this comprehensive overview but other components make up the difference to the level of ability.

- B. 7 Financial Considerations: *Understanding* of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.**

**[X] Met**

**2012 Team Assessment:** ARCH 620 Practice 1 lectures and handouts provide (a) good fundamental knowledge of the business of architecture, (b) terminology and methodology to understand business plans, including profit planning, staffing and revenue projections as well as project planning and monitoring, and (c) construction cost estimating with life-cycle analysis.

- B. 8. Environmental Systems: *Understanding* the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation, daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.**

**[X] Met**

**2012 Team Assessment:** Evidence of understanding of Environmental Systems is found in the two courses listed below. ARCH 589 Graduate Studio 4: The Total Building provides evidence of understanding with some ability in both passive and active environmental systems relative to solar orientation/daylighting, mechanical rooms, ductwork, and ventilation/operable fenestration. Readings in ARCH 547 Building 4: Environmental Systems cover HVAC, lighting, acoustics—the expectations of the topic.

- B. 9. Structural Systems: *Understanding* of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.**

**[X] Met**

**2012 Team Assessment:** Evidence is found in ARCH 546 Building 3 that demonstrates a clear understanding of structural systems.

- B. 10. Building Envelope Systems: *Understanding* of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.**

**[X] Met**

**2012 Team Assessment:** Evidence is found in ARCH 547 Building 4 and ARCH 589 Graduate Studio 4 that demonstrates the ability to understand and communicate various building envelope systems. The full-scale drawings seen in ARCH 544 Building 1 also clearly demonstrate ability to intimately communicate the vast array of assemblies within the building envelope. While the precedent studies demonstrate an understanding of how moisture transfer and durability work, it is not clear in student work that envelope systems respond to these components.

**B. 11. Building Service Systems Integration: *Understanding* of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems**

**[X] Met**

**2012 Team Assessment:** Lectures, handouts, and readings in ARCH547 Building 4 provide the basic principles, application, and performance of the required building systems. Multiweek assignments provide an understanding of building service systems: (1) through case studies of significant buildings, which a student must research/document, construct a 3-D digital model with systems analysis diagrams, and present findings in a graphic (Revit) format, and 2) complete a similar assignment on their current studio project.

**B. 12. Building Materials and Assemblies Integration: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.**

**[X] Met**

**2012 Team Assessment:** Evidence is found in ARCH 547 Building 4 as well as ARCH 589 Studio 4 that shows a clear understanding of building materials and assemblies. Through readings, course work, and studio projects, students are exposed not only to conventional materials and assemblies but also to innovative exploration through sustainable programs like LEED and modern advancements in building science.

**Realm B: General Team Commentary:** The team found that the requirements for Integrated Building Practices, Technical Skills and Knowledge were met in the sources identified in the APR, except for SPC B.2. Accessibility. Graphic Presentation with well-prepared components was clearly part of studio work and understanding. All of the SPCs in this realm (with the exception of Accessibility) were found in course work and project presentations.

**Realm C: Leadership and Practice:**

Architects need to manage, advocate, and act legally, ethically and critically for the good of the client, society and the public. This includes collaboration, business, and leadership skills. Student learning aspirations include:

- Knowing societal and professional responsibilities
- Comprehending the business of building.
- Collaborating and negotiating with clients and consultants in the design process.
- Discerning the diverse roles of architects and those in related disciplines.
- Integrating community service into the practice of architecture.

**C. 1. Collaboration: *Ability* to work in collaboration with others and in multi-disciplinary teams to successfully complete design projects.**

**[X] Not Met**

**2012 Team Assessment:** Presently, there is evidence of collaboration among architecture students; however, there is little to no evidence that multidisciplinary collaboration is happening or available to

students. This multidisciplinary collaboration is necessary for students to understand the coordination needed to combine all the components together for a complete project.

**C. 2. Human Behavior: *Understanding* of the relationship between human behavior, the natural environment and the design of the built environment.**

[X] Met

**2012 Team Assessment:** Evidence found in ARCH 648 Criticism 4 demonstrates an understanding of human behavior through course work readings and student writing assignments.

**C. 3 Client Role in Architecture: *Understanding* of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.**

[X] Met

**2012 Team Assessment:** ARCH 620—Practice 1: Lectures, readings and handouts provide (a) good fundamental knowledge of the relationship between owner and architect and (b) the architect's responsibilities to the users and the greater public/community. Homework assignments engage students in scenarios for predesign tasks toward thesis project development.

**C. 4. Project Management: *Understanding* of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods**

[X] Met

**2012 Team Assessment:** ARCH 620—Practice 1: Lectures, readings, and handouts on the profession, practice, project/process management, and project delivery (traditional and alternative) provide an understanding of the management of a project and one's role as a project manager.

**C. 5. Practice Management: *Understanding* of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.**

[X] Met

**2012 Team Assessment:** ARCH 620 –Practice 1: Lectures, readings, and handouts on practice management, firm operations, financial and risk management provide a fundamental understanding of the management of an architecture practice. One particular assignment, "Designing a Practice," required students to consider all aspects of planning and initiating an architecture practice. See also B.7 Financial Considerations above.

**C. 6. Leadership: *Understanding* of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.**

[X] Met

**2012 Team Assessment:** Understanding of leadership is evident in more than one course in the program, but it is most clearly articulated in ARCH 620 Practice 1.

- C. 7. Legal Responsibilities: *Understanding of the architect’s responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.***

**[X] Met**

**2012 Team Assessment:** Some of the components of this SPC are presented in ARCH 620 Practice 1 in the form of AIA Documents, written local ordinances along with copies of local and national building codes. While limited information on historic preservation and accessibility laws was found, this criterion is met to the level of understanding.

- C. 8. Ethics and Professional Judgment: *Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues, and responsibility in architectural design and practice.***

**[X] Met**

**2012 Team Assessment:** ARCH 648 Criticism 4: Numerous readings provide an understanding of the ethical issues an architect may encounter through literal, philosophical, and real-life examples. Assignments, including thesis statements, provide representation of a student’s professional judgment of the social, political, and social aspects and responsibilities encountered in architecture design and practice.

- C. 9. Community and Social Responsibility: *Understanding of the architect’s responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.***

**[X] Met**

**2012 Team Assessment:** Evidence was found that this criterion was met in ARCH 554 Criticism 1 through examples of readings and student fieldwork that looks at Los Angeles and the fabric of communities and public architecture. While students explore communities across the globe in the fieldwork studio, emphasis on social responsibility and community was not as prevalent as was found in ARCH 554 Criticism 1.

**Realm C. General Team Commentary:** The team found that the requirements for Realm C–Leadership and Practice were met in the sources identified in the APR, except for SPC C.1: Collaboration. Specifically, there was little evidence of “multidisciplinary teams successfully completing design projects.” ARCH 620 Practice 1 provides a good foundation in many of the leadership and practice issues, while ARCH 575 Graduate Studio 5 and ARCH 692 Graduate Thesis Studio provide opportunity to synthesize many of the performance criteria into students’ research and design.

## **PART TWO (II): SECTION 2 – CURRICULAR FRAMEWORK**

**II.2.1 Regional Accreditation:** *The institution offering the accredited degree program must be or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC).*

**[X] Met**

**2012 Team Assessment:** The Architecture Program Report prepared for the 2012 NAAB accreditation visit contains a letter certifying current accreditation by the Western Association of Schools and Colleges (WASC). This can be found on p. 272.

**II.2.2 Professional Degrees and Curriculum:** *The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.*

**[X] Met**

**2012 Team Assessment:** The team found this condition has been met. The degree for which accreditation is under consideration is appropriately titled M. Arch. (Master of Architecture) requiring 168 credit hours. Credit hours are broken down with 93 graduate credit hours for the 3-year M. Arch. program and 63 graduate credit hours for the 2-year M. Arch. program. Both programs have 12 elective credit hours and 45 general studies credit hours.

### **II.2.3 Curriculum Review and Development**

*The program must describe the process by which the curriculum for the NAAB-accredited degree program is evaluated and how modifications (e.g., changes or additions) are identified, developed, approved, and implemented. Further, the NAAB expects that programs are evaluating curricula with a view toward the advancement of the discipline and toward ensuring that students are exposed to current issues in practice. Therefore, the program must demonstrate that licensed architects are included in the curriculum review and development process.*

**[X] Met**

**2012 Team Assessment:** The APR pp.115-116 describes the process by which the curriculum is evaluated and modified.

**PART TWO (II) : SECTION 3 – EVALUATION OF PREPARATORY/PRE-PROFESSIONAL EDUCATION**

*Because of the expectation that all graduates meet the SPC (see Section 1 above), the program must demonstrate that it is thorough in the evaluation of the preparatory or pre-professional education of individuals admitted to the NAAB-accredited degree program.*

*In the event a program relies on the preparatory/pre-professional educational experience to ensure that students have met certain SPC, the program must demonstrate it has established standards for ensuring these SPC are met and for determining whether any gaps exist. Likewise, the program must demonstrate it has determined how any gaps will be addressed during each student's progress through the accredited degree program. This assessment should be documented in a student's admission and advising files.*

**[X] Met**

**2012 Team Assessment:** The APR, p.116, describes the process by which preparatory and preprofessional education is evaluated.

Evaluation of student's preparatory/preprofessional education for the 3-year Master of Architecture program is based upon portfolio review. There is no case in which a student is exempt from demonstrating mastery of an SPC based upon their preparatory work. The 2-year Master of Architecture program admission is similarly evaluated by reviewing the applicant's undergraduate degree transcripts and portfolio. Each transcript is reviewed to ensure the student has completed at least 45 units of general study (non-architectural) course work and at least 40 units of professional (architectural) course work. The program does not grant advanced placement status based upon previous undergraduate work. In addition to the above, international students whose first language is not English must demonstrate English language proficiency in the form of TOFEL or IELTS scores.

## **PART TWO (II): SECTION 4 – PUBLIC INFORMATION**

### **II.4.1 Statement on NAAB-Accredited Degrees**

*In order to promote an understanding of the accredited professional degree by prospective students, parents, and the public, all schools offering an accredited degree program or any candidacy program must include in catalogs and promotional media the exact language found in the 2009 NAAB Conditions for Accreditation, Appendix 5.*

**[X] Met**

**2012 Team Assessment:** The exact language of the 2009 NAAB Conditions for Accreditation, Appendix 5, was found on the school's web site, in catalogs, and in promotional material.

### **II.4.2 Access to NAAB Conditions and Procedures**

*In order to assist parents, students, and others as they seek to develop an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must make the following documents available to all students, parents and faculty:*

*The 2009 NAAB Conditions for Accreditation*

*The NAAB Procedures for Accreditation (edition currently in effect)*

**[X] Met**

**2012 Team Assessment:** The 2009 NAAB Conditions for Accreditation and the most recent version of the NAAB Procedures for Accreditation are available on the schools web site through a link to the NAAB web site.

### **II.4.3 Access to Career Development Information**

*In order to assist students, parents, and others as they seek to develop an understanding of the larger context for architecture education and the career pathways available to graduates of accredited degree programs, the program must make the following resources available to all students, parents, staff, and faculty:*

*www.ARCHCareers.org*

*The NCARB Handbook for Interns and Architects*

*Toward an Evolution of Studio Culture*

*The Emerging Professional's Companion*

*www.NCARB.org*

*www.aia.org*

*www.aiaa.org*

*www.acsa-arch.org*

**[X] Met**

**2012 Team Assessment:** The career development information listed above is available through a number of links on the school's web site.

### **II.4.4 Public Access to APRs and VTRs**

*In order to promote transparency in the process of accreditation in architecture education, the program is required to make the following documents available to the public:*

*All Annual Reports, including the narrative*

*All NAAB responses to the Annual Report*

*The final decision letter from the NAAB*

*The most recent APR*

*The final edition of the most recent Visiting Team Report, including attachments and addenda*

*These documents must be housed together and accessible to all. Programs are encouraged to make these documents available electronically from their websites.*

**[X] Met**

**2012 Team Assessment:** Public access to Architectural Program Reports (APRs) and Visiting Team Reports (VTRs) is available on the school's web site.

**II.4.5 ARE Pass Rates**

*Annually, the National Council of Architectural Registration Boards publishes pass rates for each section of the Architect Registration Examination by institution. This information is considered to be useful to parents and prospective students as part of their planning for higher/post-secondary education. Therefore, programs redare requi to make this information available to current and prospective students and their parents either by publishing the annual results or by linking their website to the results.*

**[X] Met**

**2012 Team Assessment:** The Woodbury University School of Architecture makes this information available to the public via a link on its web site's accreditation page at <http://architecture.woodbury.edu/accreditation>. However, since this new M. Arch. program has only graduated two classes (2011 and 2012) and is not NAAB accredited, these graduates are not eligible to take the ARE. Thus, there are no ARE Pass Rates for these M. Arch students. Since Woodbury's ARE pass rates are shown for its B. Arch. graduates, Woodbury is encouraged to make this link easily accessible to prospective students and their parents.



**III. Appendices:**

**1. Program Information**

[Taken from the *Architecture Program Report*, responses to Part One: Section 1 Identity and Self-Assessment]

**A. History and Mission of the Institution (I.1.1)**

Reference Woodbury University, *APR*, pp 6-10.

**B. History and Mission of the Program (I.1.1)**

Reference Woodbury University, *APR*, pp. 11-17.

**C. Long-Range Planning (I.1.4)**

Reference Woodbury University, *APR*, pp. 39-48.

**D. Self-Assessment (I.1.5)**

Reference Woodbury University, *APR*, pp. 48-51.

FINAL DRAFT

## 2. Conditions Met with Distinction

- A. Student Performance Criteria:  
SPC A.3 Visual Communication  
SPC B.4 Site Design

- B. Student Diversity  
The team was continually impressed and has made comments throughout this report regarding the diversity of the students. Ethnic, economic, social, and gender diversity are extended to the full breadth of international society. This provides the learning atmosphere and environment needed for a well-rounded education and global architecture practice.

- C. Students, Faculty and Administration  
This NAAB visiting team again expresses how impressed we were with the students in this architecture program. The student leaders were well spoken and each student with whom we met was well directed in his/her educational goals while expressing excitement for this new M. Arch. program. Students spoke very highly of the faculty not only in their role as instructors but also as professionals and mentors. The availability and access to faculty and administration by the students was mentioned several times and was certainly deemed a point of distinction.

FINAL DRAFT

### 3. The Visiting Team

Team Chair, Representing the NCARB  
Dennis B. Patten, AIA  
P.C. Architects, Inc.  
301 E Tabernacle #206  
St. George, UT 84770  
(435) 673-6579  
(435) 673-3350 fax  
[dbpatten@infowest.com](mailto:dbpatten@infowest.com)

Representing the AIA Ronald  
J. Battaglia, FAIA Flynn  
Battaglia Architects, PC  
617 Main Street, Suite S401  
Buffalo, NY 14203-1400  
(716) 854-2424  
(716) 854-2428 fax  
[rbattaglia@flynnbattaglia.com](mailto:rbattaglia@flynnbattaglia.com)

Representing the AIAS  
Nicholas A. Mancusi, Past President  
260 South Reynolds Street  
Apartment 808  
Alexandria, VA 22304  
(603) 401-1548 mobile  
[nickmancusi@aias.org](mailto:nickmancusi@aias.org)

Representing the ACSA  
Phoebe A. Crisman, AIA  
Professor  
School of Architecture  
University of Virginia  
Campbell Hall  
Charlottesville, VA 22904  
(434) 924-1006  
[crisman@virginia.edu](mailto:crisman@virginia.edu)

Non-voting member  
Darren Petrucci, AIA  
Full Professor  
The Design School  
Herberger Institute for Design and The Arts  
Arizona State University  
(480) 329-1888 (mobile)  
[darren.petrucci@asu.edu](mailto:darren.petrucci@asu.edu)

## **Catalog, Student Handbook, and Faculty Handbook URLs**

### **Undergraduate Catalog and Graduate Bulletin 2014-15**

<http://woodbury.edu/calendar-catalogs/>

### **Student Handbook (currently under revision)**

<http://my.woodbury.edu/Students/Documents/Student%20Handbooks/11-12%20student%20handbook.pdf>

### **Faculty Handbook**

<http://my.woodbury.edu/Faculty/Documents/Faculty%20Handbook/Faculty%20Handbook%20section%20C%20personnel%20August%202013%20update.pdf>

## **Offsite Campus Questionnaire**

### **Name of Institution:**

The Name of the institution is Woodbury University School of Architecture.

### **Title of Degree:**

The NAAB accredited degrees offered in San Diego are MArch and BArch.

### **Name of Program Administrator:**

Norman Millar, AIA is the dean of the School of Architecture at Woodbury University, LA and San Diego, and Ingaliill Wahlroos-Ritter, AIA is the Associate Dean.

### **Name of Person Completing this Form:**

The person who completed this form is Norman Millar, AIA, Dean of Architecture.

### **Location of Additional Site:**

The location of the San Diego Campus is 2212 Main Street, San Diego, CA 92113.

### **Distance from Main/Flagship Campus:**

The Distance from the LA campus to the San Diego campus is 136.22 miles.

### **Number of Courses from Curriculum Leading to a NAAB-Accredited Degree Offered at this site:**

All courses of both the MArch and BArch curricula are offered in San Diego.

### **Is attendance at the additional site required for completion of the NAAB-accredited degree program?**

Attendance is required at either the campus in San Diego or at the Los Angeles for completion of the NAAB- accredited programs. Students enrolled in the programs can choose to attend at either location.

### **Who has administrative responsibility for the program at the branch campus?**

The San Diego chair of architecture is Catherine Herbst, AIA.

### **To whom does this individual report?**

Catherine Herbst reports to Norman Millar, as does Marc Neveu, the LA chair of architecture

### **Where are financial decisions made?**

Day to day operational decisions are made in San Diego, with approval of the dean. Larger financial and budgetary decisions are made in LA by the dean, provost or president's cabinet.

### **Who has responsibility for hiring faculty?**

The dean and provost are responsible for hiring full-time faculty, while the San Diego chair of architecture is responsible for hiring adjunct faculty with dean approval.

### **Who has responsibility for rank, tenure, and promotion of faculty at the branch campus?**

The university personnel committee (which may or may not have a San Diego member) has the responsibility for rank and promotion of all Woodbury full-time faculty.

### **Does the branch campus have its own curriculum committee?**

There is only one university wide curriculum committee which may or may not have a San Diego member. The San Diego chair sits on the SOA curriculum work group along with the associate dean, the other SoA chairs and program coordinators.

### **Does the branch campus have its own admissions committee?**

There is a single graduate admissions committee, but we don't really have an undergraduate committee. However all SoA undergraduates are admitted by the admissions office staff under the same policies.

### **Does the branch campus have its own grievance committee?**

Faculty, student development, and human resources grievance committees are ad hoc and university-wide.

### **Does the branch campus have its own resources for faculty research and scholarship?**

There is only one university-wide Faculty Development Committee which may or may not have a San Diego member.

**Does the branch campus have its own AIAS or NOMAS chapter?**

We currently have separate LA and San Diego branches because AIAS won't permit us to have presidents at both locations.

**Does the branch campus maintain its own membership in ACSA?**

The School of Architecture LA/San Diego shares one ACSA membership.



Woodbury's **School of Architecture** is committed to an architectural education that is radically transformative of ourselves, our profession, and our surroundings. *–Generated by the students and faculty of Woodbury's School of Architecture, the following studio culture policy outlines standards of conduct for both students and faculty.*

## Manifesto for **STUDIO CULTURE** at Woodbury School of Architecture\*

CRITICAL THINKING : DESIGN : BUILDING : REPRESENTATION : PROFESSIONALISM

### **BE OPEN, HONEST, CRITICAL, AND PASSIONATE**

**Exchange ideas** to foster the richest possible constructive dialog. There is no place for hostile criticism.

**Collaborate, mentor and lead** by seeking, encouraging and engaging in faculty-student collaborations. Students help shape the life of the school; speak and develop your voice. **Mutually evaluate** your colleagues and your mentors. Reciprocate a challenging and supportive critique to maintain a standard of rigor and excellence.

Student-faculty evaluations are strictly confidential. **Maintain academic honesty and integrity.**

### **ARTICULATE A CRITICAL DESIGN INTENT AND REALIZE IT**

**Expose yourself to critical differences** as they provide alternative methods and viewpoints that are essential to diversity. **Find balance in criticality and practicality** to support continued growth. Continually emphasize the development of design skills and concepts. **Cultivate curiosity** and take full advantage of the cultural and natural resources available. Explore, discover, and engage yourself in the city; these activities are essential to the critical practice of architecture.

### **RESPECT THE STUDIO ENVIRONMENT AND BE PROFESSIONAL**

**Manage time and workloads** strategically. Show up on time to maximize the value of the studio environment, although studio does not stop when the class does. Value and respect your non-studio academic obligations. Maintain a creative and collegial environment to optimize the quality of your resources. **Maintain your health and manage your stress levels.** The studio environment can be intense and stressful. Maintain your physical, mental, and spiritual health. Be aware of your resources for preventing and relieving stress. Physical exercise and time spent outdoors are effective to boost mood, gain perspective and ward off stress. **Maintain an environment where safety comes first.** Respect all safety rules as dictated by SHOP on campus. Practice safe techniques of cutting, gluing, pouring, etc. Share knowledge of best safety practices with your colleagues. Be aware of the locations for first aid kits, health services, and nearby emergency rooms. Only use first aid kit items for medical uses. **Engage in studio pin-ups** as they expose you to an ethos of constructive and respectful criticism. **Maintain studio etiquette.** Share the learning and working environment equally with an ethos of collegiality and professionalism - it is conducive to instruction, study, and production. Display a courteous comportment with respect to the gender, ethnicity, sexual orientation, and religion of others.

### **Implementation, Enforcement, and Revision**

At the all-school meeting each semester, faculty and students agree to support and maintain studio culture. The policy is posted in each studio and appears in every studio syllabus. By agreeing to engage in studio, each participant agrees to adhere to these guidelines.

Breaches of studio culture policy may be addressed in a variety of ways. Students and instructors should communicate early and openly with each other about perceived infractions. Studio culture concerns can be taken to the American Institute of Architecture Students – Woodbury Chapter (AIAS-WU) for discussion and recommended action. The officers of the AIAS-WU are expected to bring recommendation to the faculty meeting for discussion and/or action in emending or enforcing the studio culture.

At the conclusion of each academic year, faculty and representatives of the AIAS-WU will review and revise the studio culture policy as necessary. The revision will then be presented, distributed, discussed, and signed at the start of the following academic year.

This updated policy was approved by the faculty and AIAS-WU on \_\_\_\_\_

# Technical Details supporting STUDIO CULTURE at Woodbury School of Architecture

Woodbury offers a variety of co-curricular activities and a proximity to urban life, parks and hiking trails. The Office of Student Development (OSD) exists to support the academic and personal development of students.

**Early Alert** messages can be discretely sent to the Director of Academic Advising (818.252.5129).

**Counseling Center**, located in the Whitten Center of the Burbank Campus, provides free counseling to any currently enrolled Woodbury student. The center offers a variety of counseling, workshops, and support groups. Consultations about emotional and mental health as well as referrals to specialized mental health services are available. To access Woodbury's Online Screening for Depression, Anxiety, Alcohol, and Eating, go to [www.mentalhealthscreening.org/screening/welcome.asp](http://www.mentalhealthscreening.org/screening/welcome.asp) (keyword: Woodbury). This service is anonymous and is connected with local resources for treatment. For more information, contact Monica Valdivia (818.252.5237, [monica.valdivia@woodbury.edu](mailto:monica.valdivia@woodbury.edu), or [www.woodbury.edu](http://www.woodbury.edu) under current students, health and counseling). If urgent, ask the campus operator to page her.

**Emergencies** exhibiting extreme emotional distress indicating that an urgent intervention is necessary, call: 9-1-1

- Campus Security (Burbank - 818.767.0888, ext 208 or 414; c. 818.355.8026, ext. 414; c. 818.355.5023) (San Diego 619.235.2900, ext. 205)
- Psychiatric Model 24 hour Response Team (LA – 800.854.7771) ( San Diego – 800.479.3339)
- OSD – Anne Ehrlich, Dean of Students (818.252.5252) or Phyllis Cremer, AVP of Student Development (818.252.5254)
- Health Services – Mikhail Lyubarev, MSN, ANP, OEHN – 818.252.5238 - Monday-Friday, 8 a.m.-4:30 p.m.; lunch 12:30-1 p.m.

**Guidelines** for maintaining a safe and productive work environment

- 18" minimum of clear space in front of all electrical panels.
- 3'-8" minimum aisles that are ADA accessible.
- 4'-0" maximum height of dividers or partitions, although are strongly discouraged.
- 1 computer storage cabinet per student.
- No excess/unauthorized equipment should be stored in studio.
- No overhead structures or power tools in studio.
- Studios are not to be used as a primary residence.
- No beds, clothing storage units, and other domestic furnishings in studio.
- No cooking.
- No music/acoustic distractions during class time. Maintain courteous sound levels during non-class hours.
- Do not take/use the property of others without permission, including studio space and desk.
- No drinking or illegal substances in studio.
- Exterior doors are to be kept closed.
- Studio keys/codes are not to be duplicated/shared.
- Students are responsible for cleaning out work spaces by the end of the semester. Anything left in studio will be disposed of.



# Agreement

Please indicate your agreement to adhere to the above policies and guidelines by signing below and returning this signed statement to your instructor.

Student name/Faculty name: \_\_\_\_\_

Course/Section number: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

# Woodbury University Campus Plan

san diego campus (off-site) p7

wuho gallery (off-site) p6

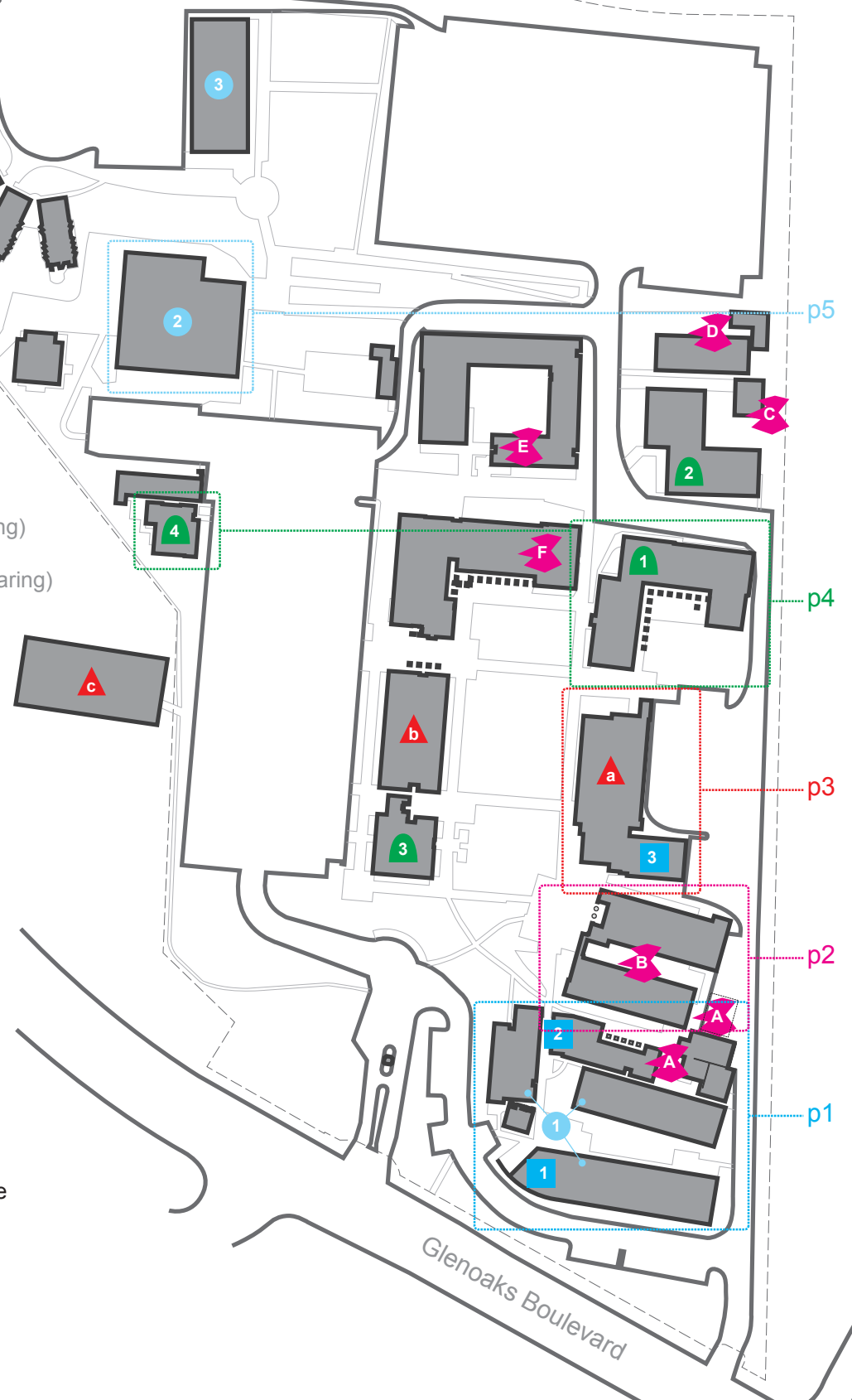
- ▲ **Classroom / Laboratory**
  - a School of Business  
(occasional classroom sharing)
  - b Miller Hall  
(occasional computer lab sharing)
  - c West Annex  
(occasional csharing)

- **Forum / Gallery**
  - 1 Ahmanson Main Space
  - 2 Wedge Gallery
  - 3 Fletcher Jones Auditorium

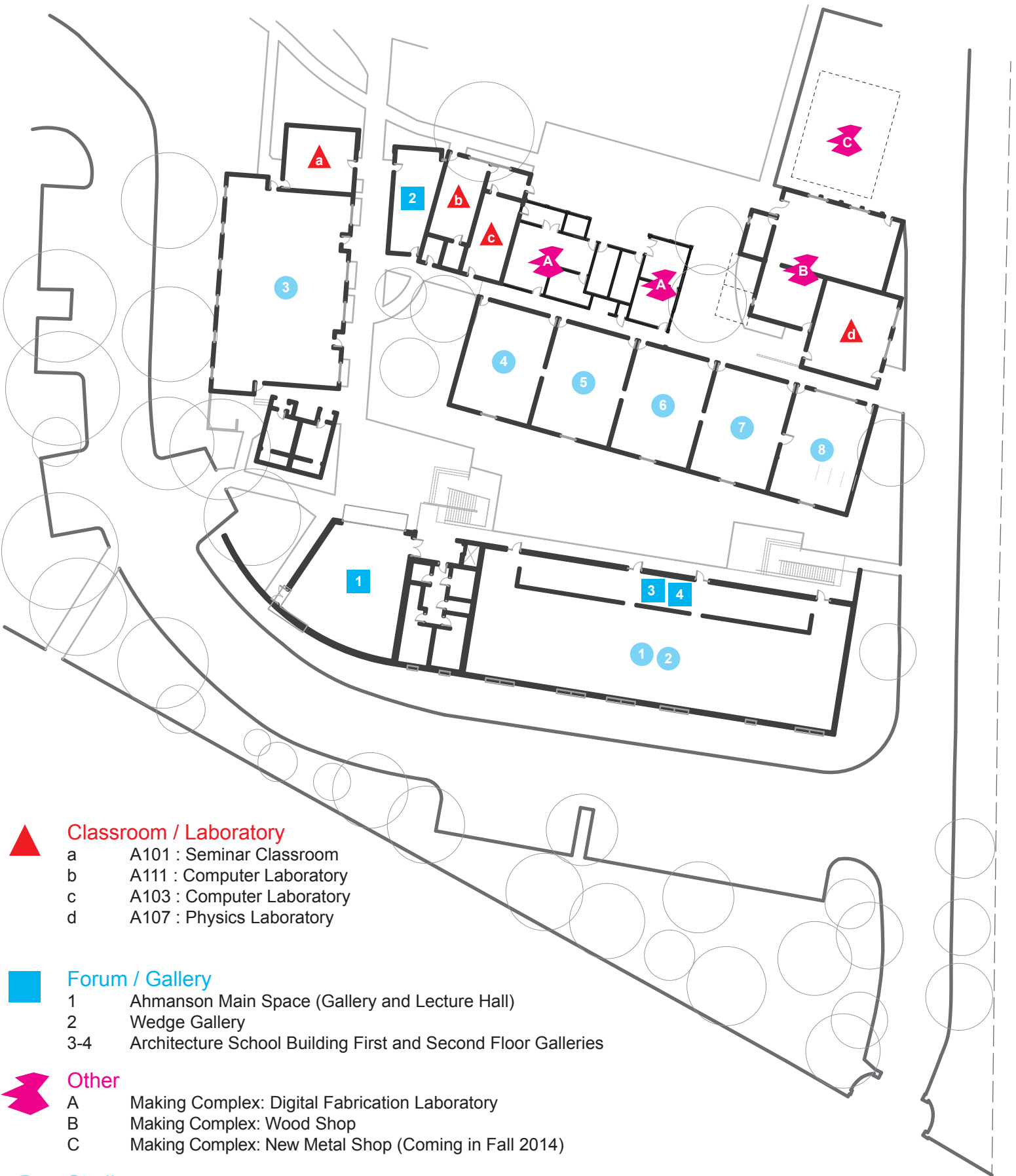
- ◐ **Office**
  - 1 Isaacs Faculty Center
  - 2 Student Services
  - 3 Hensel Hall  
(university administration)
  - 4 Faculty Annex

- ✦ **Other**
  - A Making Complex
  - B Library
  - C School of Architecture Archive
  - D Facilities Management
  - E University Bookstore
  - F Woody's Cafeteria

- **Studio**
  - 1 Architecture School Complex
  - 2 Design Center
  - 3 New Film School



# Woodbury University Architecture School Complex



## Classroom / Laboratory

- a A101 : Seminar Classroom
- b A111 : Computer Laboratory
- c A103 : Computer Laboratory
- d A107 : Physics Laboratory



## Forum / Gallery

- 1 Ahmanson Main Space (Gallery and Lecture Hall)
- 2 Wedge Gallery
- 3-4 Architecture School Building First and Second Floor Galleries



## Other

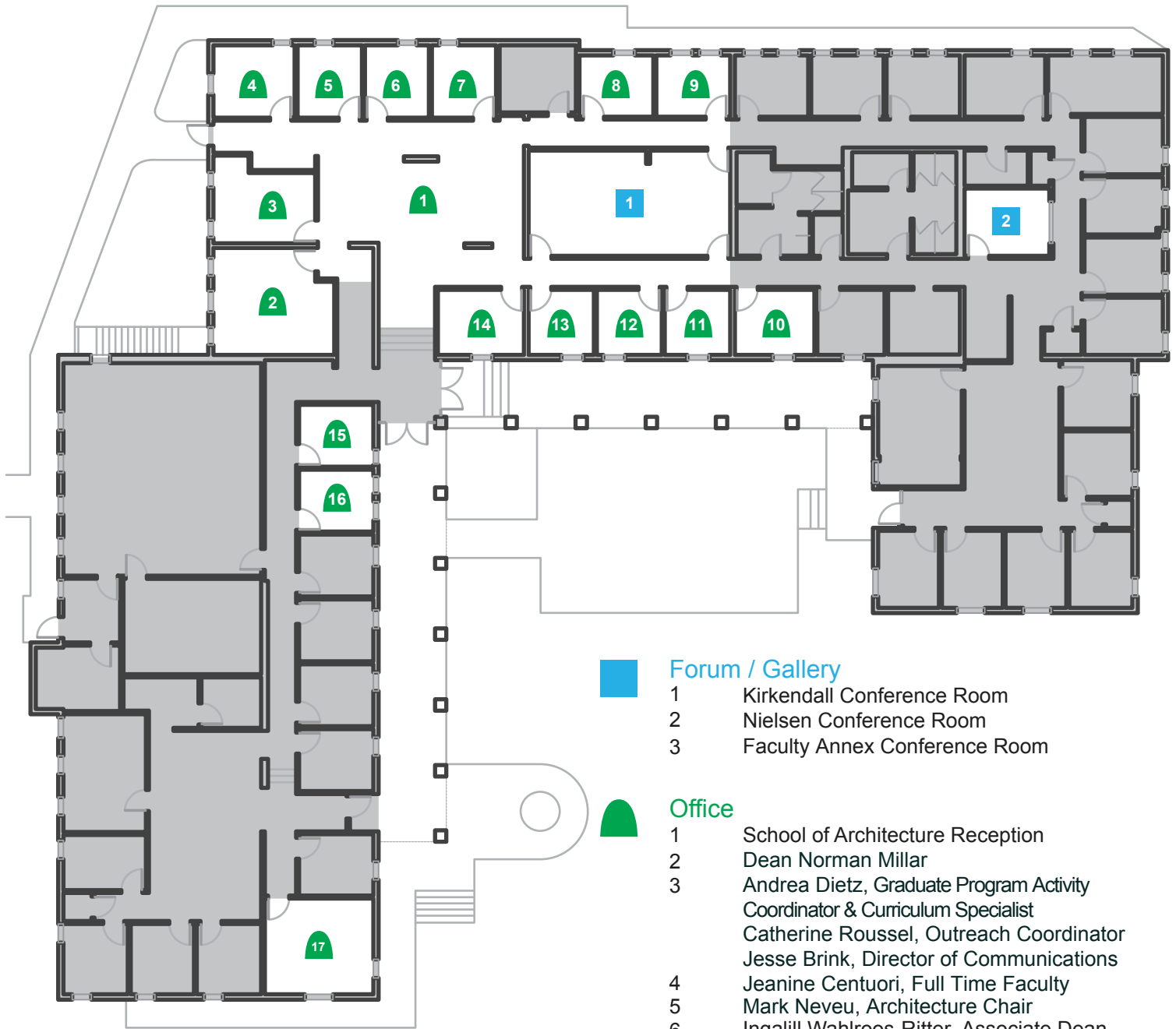
- A Making Complex: Digital Fabrication Laboratory
- B Making Complex: Wood Shop
- C Making Complex: New Metal Shop (Coming in Fall 2014)



## Studio

- 1-2 Studio (First and Second Floor) for Upper-Level B.Arch Students and Graduate Students
- 3 Studio for Mid-Level B.Arch Students
- 4-8 Studio for Foundation-Level B.Arch Students

# Isaacs Faculty Center



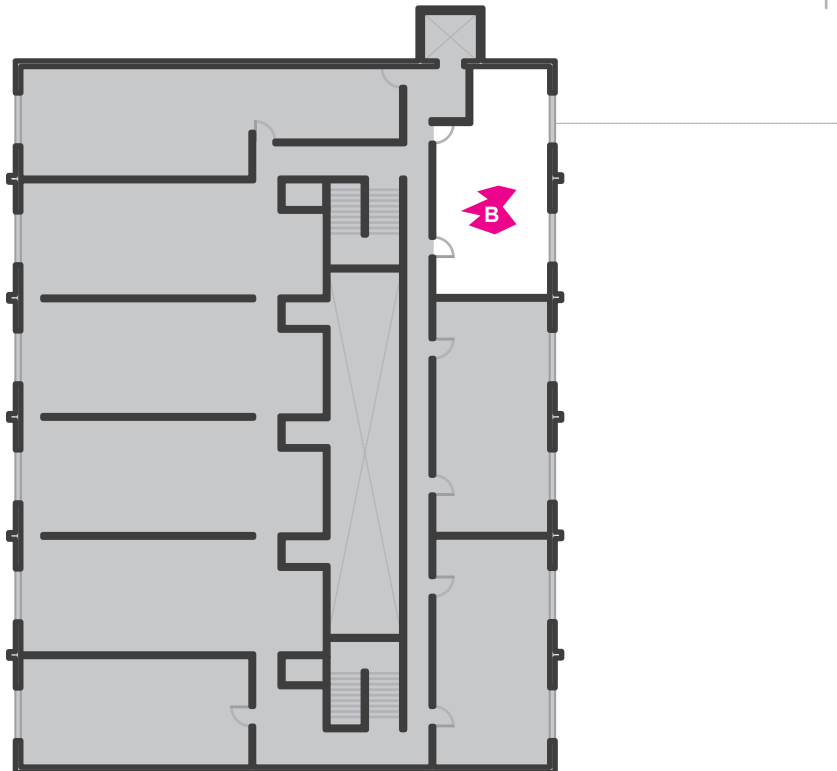
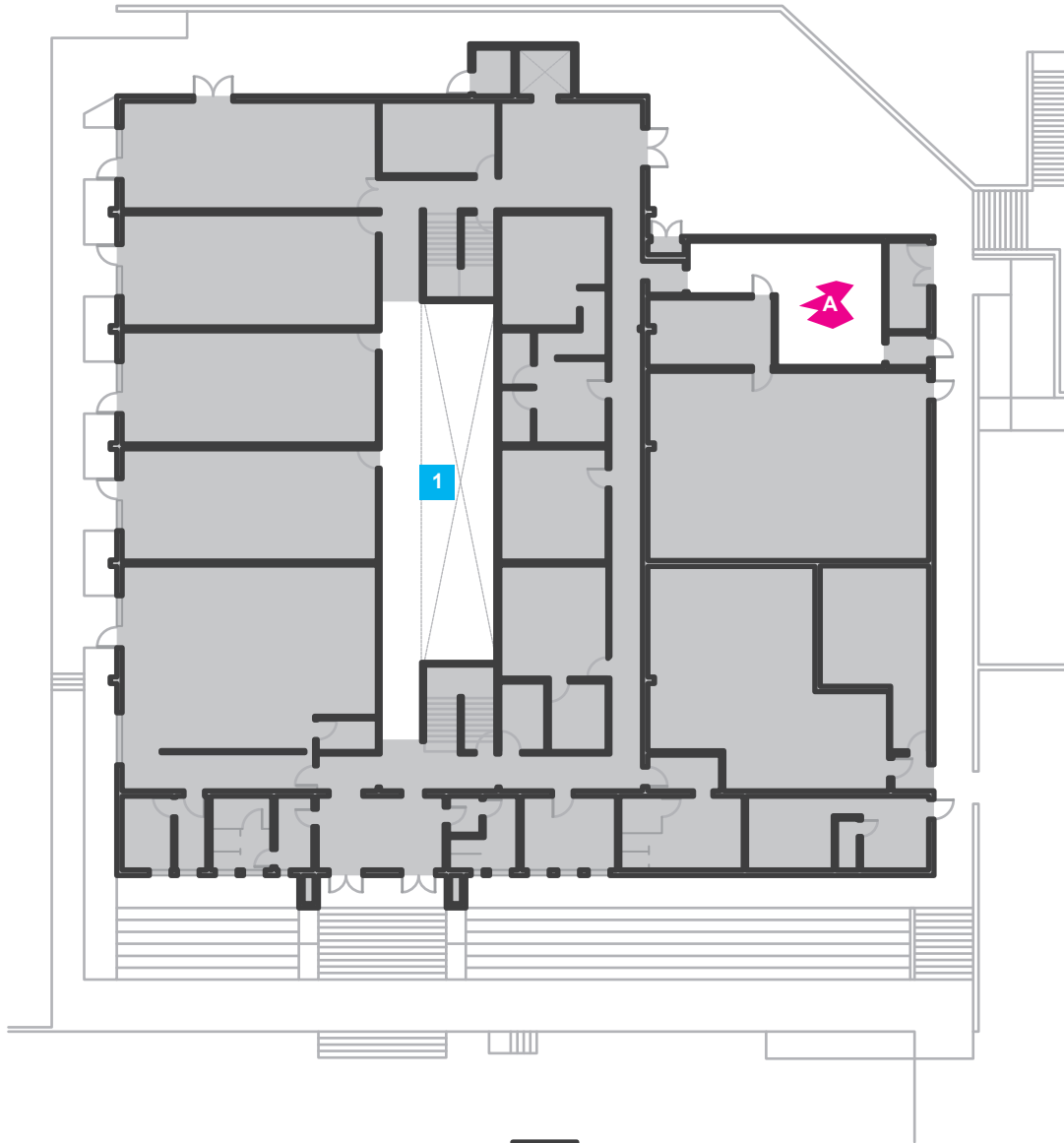
- **Forum / Gallery**
- 1 Kirkendall Conference Room
- 2 Nielsen Conference Room
- 3 Faculty Annex Conference Room



- **Office**
- 1 School of Architecture Reception
- 2 Dean Norman Millar
- 3 Andrea Dietz, Graduate Program Activity Coordinator & Curriculum Specialist  
Catherine Roussel, Outreach Coordinator  
Jesse Brink, Director of Communications
- 4 Jeanine Centuori, Full Time Faculty
- 5 Mark Neveu, Architecture Chair
- 6 Ingalill Wahloos-Ritter, Associate Dean
- 7 Gerard Smulevich, Full Time Faculty
- 8 Eric Olsen, Full Time Faculty
- 9 Dr. Paulette Singley, Full Time Faculty
- 10 Joshua Stein, Full Time Faculty
- 11 Anthony Fontenot, Full Time Faculty
- 12 Christoph Korner, Interior Architecture Chair
- 13 Annie Chu, Full Time Faculty
- 14 Linda Taalman, Full Time Faculty
- 15 Dr. Ewan Branda, Undergraduate Coordinator, Architecture
- 16 Mark Ericson, Graduate Coordinator, Architecture
- 17 Hadley Arnold and Peter Arnold, ALI  
Dr. Emily Bills, Julius Shulman Institute
- 18 Maxi Spina, Full Time Faculty
- 19 Matthew Gillis, Full Time Faculty
- 20 Heather Peterson, Full Time Faculty
- 21 Kristin King, Full Time Faculty 284



Faculty Annex

# The Design Center Complex



-  **Forum / Gallery**
  - 1 Design Center Gallery
-  **Other**
  - A Material Library
  - B Render Farm

# The School of Business



## Forum / Gallery

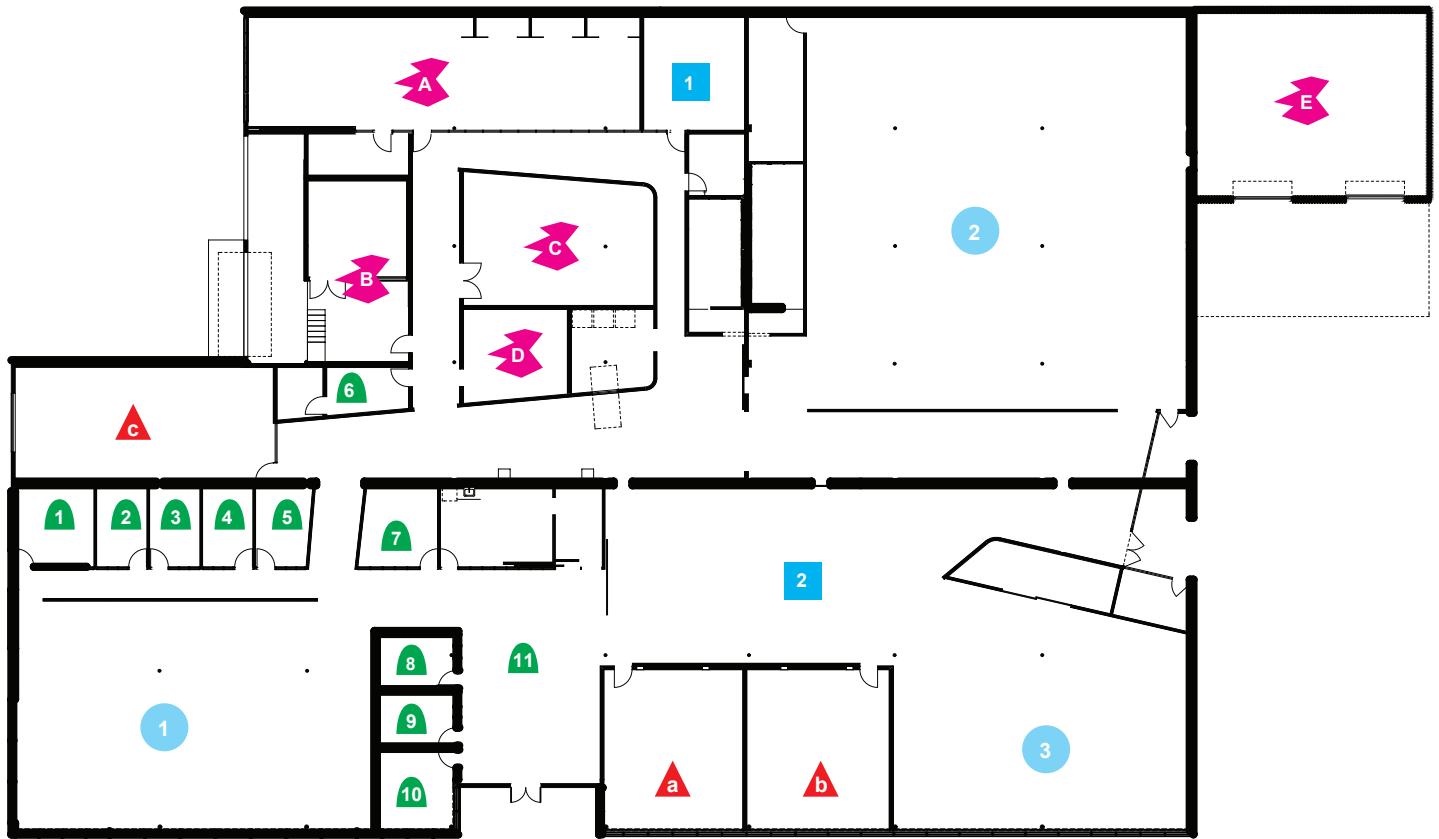
- 1 Fletcher Jones Auditorium
- 2 Bowman Conference Room



## Office

- 1 Ed Ogosta, Visiting Position
- 2 Vincent Blocker, University Relations
- 3 Berenika Boberska, Professor of Practice  
Louis Molina, Participating Adjunct

# San Diego Campus



## ▲ Classroom / Laboratory

- a Classroom 1
- b Classroom 2
- c Computer Laboratory

## ■ Forum / Gallery

- 1 Meeting Room
- 2 Lecture Hall

## 🏠 Office

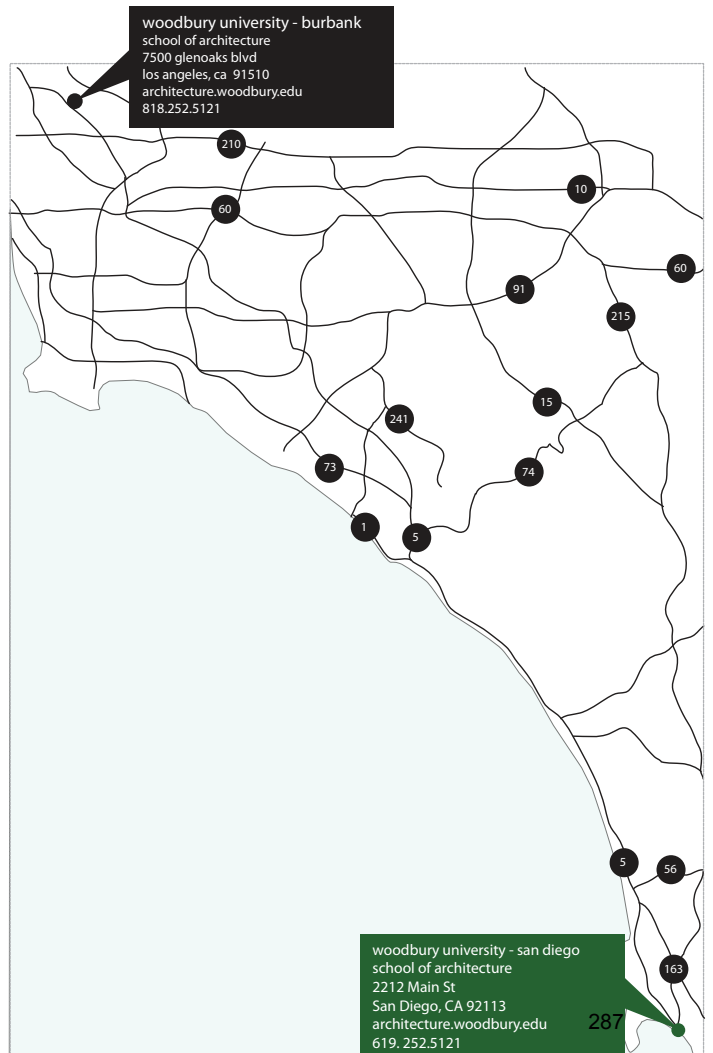
- 1 Hector Perez, Grad Coordinator
- 2 Jose Parral, Full Time Faculty
- 3 Rene Peralta, Participating Adjunct
- 4 Marcel Sanchez-Prieto, Full Time Faculty
- 5 Stan Bertheaud, Full Time Faculty
- 6 Nathan Short, IT Manager
- 7 Catherine Herbst, Architecture Chair  
Susan McFetridge, Assistant to Chair
- 8 Janet Asuncion, Admissions
- 9 Cesar Magallon, Admissions/Student Services
- 10 Debra Abel, Director
- 11 Melissa Pallas, Administrative Assistant

## ✂ Other

- A Library
- B Digital Fabrication Laboratory
- C Archive
- D Printing Center
- D University Bookstore

## ● Studio

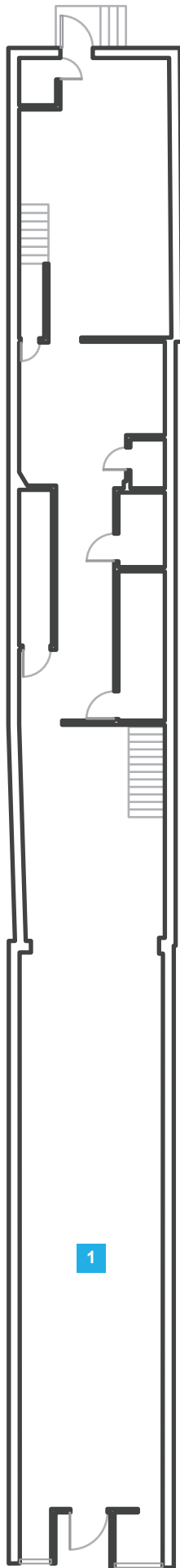
- 1 Studio for Graduate Students
- 2 Studio for B.Arch Students
- 3 Studio for B. Arch Students



woodbury university - burbank  
school of architecture  
7500 glen Oaks blvd  
los angeles, ca 91510  
architecture.woodbury.edu  
818.252.5121

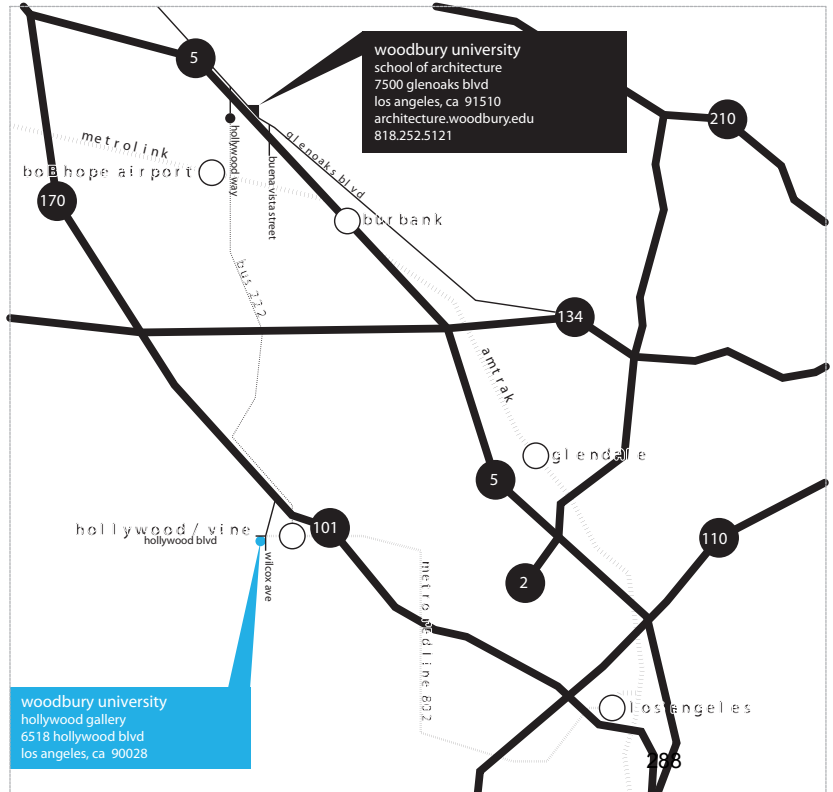
woodbury university - san diego  
school of architecture  
2212 Main St  
San Diego, CA 92113  
architecture.woodbury.edu  
619.252.5121

# Woodbury University Hollywood Outpost



**Forum / Gallery**  
1 WUHO Gallery

## Map of Los Angeles





Woodbury School of Architecture - Faculty Development Travel, 2008-14

Faculty Name	Purpose/Destination	Date
<i>Faculty Development Travel 2008-2009</i>		
Mark Owen	AIDP 3D Max training at Autodesk University	August 2008
Nick Roberts	Revit Software training at CADLearning	September 2008
Guillermo Honles	Attending the CLEA USA Conference in Costa Rica with Woodbury students	October 2008
Gerry Smulevich	Attending the CLEA USA Conference in Costa Rica with Woodbury students	October 2008
Sara Daleiden	Presenting at the College Art Association Conference	February 2009
Vic Liptak	Presenting at the National Conference on the Beginning Design Student at LSU in Baton Rouge, LA	March 2009
Gerry Smulevich	Receiving the ACSA Steel Competition 2008 Award at the ACSA Conference in Portland	March 2009
Norman Millar	Acting as juror at thesis reviews at ASU in Phoenix	April 2009
Jeanine Centuori	Attending the Public Art Network Conference	June 2009
<i>Faculty Development Travel 2009-2010</i>		
Mark Owen	Revit and 3D Max Design training at GRM, Inc.	July 2009
Jeanine Centuori	Receiving AIACC Design Award at the Monterey Design Conference	October 2009
Norman Millar	Attending a California Architectural Foundation Board of Regents Meeting in Pacific Grove, CA	October 2009
Guillermo Honles	Attending the CLEA USA Conference in Costa Rica with Woodbury students	October 2008
Guillermo Honles	Attending a conference in Buenos Aires, Argentina	October 2009
Gerry Smulevich	Serving as juror with University of Buenos Aires, School of Architecture and Urban Design	Oct & Nov 2009
Norman Millar	Attending ACSA Administrators Conference in St. Louis	November 2009
Mark Owen	Attending an Autodesk University Conference in Las Vegas	November 2009
Ingaliil Wahlroos-Ritter	Delivering a paper, "Archipelago Construct," at international conference on Arts and Humanities in Honolulu, HI	January 2010
Norman Millar	Serving as AIASJ Design Award juror in Fresno, CA	January 2010
Vic Liptak	Giving a weeklong workshop for Design Bridge at University of Oregon, Eugene	February 2010
Ingaliil Wahlroos-Ritter	Delivering a paper, "Archipelago Construct," at ACSA conference at Tulane U in New Orleans	March 2010
Gerry Smulevich	Receiving the ACSA Steel Competition 2009 Award at the ACSA Conference in New Orleans	March 2010
Guillermo Honles	Scouting visit for Summer Studio in Colombia	April 2010
Norman Millar	Serving as juror for final reviews at ASU, Phoenix, AZ	May 2010
<i>Faculty Development Travel 2010-2011</i>		
Maximiliano Spina	Attending a SIGGRAPH 2010 Conference in LA	July 2010
Anthony Fontenot	Presenting at the International Conference "Deltas in Times of Climate Change," Rotterdam, the Netherlands	Sept.-Oct. 2010
Norman Millar	Attending ACSA Administrators' Conference in Washington, DC	November 2010
Ingaliil Wahlroos-Ritter	Attending ACSA Administrators' Conference in Washington, DC	November 2010
Catherine Herbst	Attending ACSA Administrators' Conference in Washington, DC	November 2010
Mark Owen	Attending Autodesk University Conference in Las Vegas	December 2010
Norman Millar	Visiting University of Darmstadt, Germany	December 2010
Catherine Herbst	Visiting University of Darmstadt, Germany	December 2010
Daniela Deutsch	Visiting University of Darmstadt, Germany	December 2010
Norman Millar	Attending AAACC Educational Summit Committee meeting	January 2011
Anthony Fontenot	Lecturing at the Getty Center for the Spring Lecture Series	February 2011
Nick Roberts	Presenting paper at ACSA National Conf in Quebec	March 2011
Norman Millar	Visiting Woodbury program in Rome, Italy	March 2011
Andrea Dietz	Visiting Woodbury grad program in Rome, Italy	March 2011
Gerry Smulevich	Surveying study-abroad locations in Rome, Italy, and Berlin, Germany, for ADA access conditions	March 2011
Marcel Sanchez-Prieto	Serving as midterm review juror at Cal Poly San Luis Obispo	March 2011
Marcel Sanchez-Prieto	Co-directing workshop at RMIT Royal Melbourne Institute of Technology, Australia	May 2011
Anthony Fontenot	Presenting in the "What is Design?" symposium at the Storefront for Art and Architecture, NYC	May 2011
Koje Shoraka	Attending AISC Educators' Conference in New York	June 2011
<i>Faculty Development Travel 2011-2012</i>		
Anthony Fontenot	Presenting at Gwangju Biennale International Curator Course	August 2011
Louis Molina	Representing Woodbury at Excelencia in Action ALASS Workshop, Washington, DC	September 2011
Ingaliil Wahlroos-Ritter	Moderating a panel at ACADIA Conference in Banff, Canada	September 2011
Norman Millar	Participating in Deans Forum, Palo Alto, CA	October 2011
Eric Olsen	Presenting at the ACSA National Fall Conference, Houston, TX	October 2011
Annie Chu	Attending/blogging in AIACC Monterey Design Conference	October 2011
Annie Chu	Serving as jury member for the National AIA Institute Honor Awards	October 2011
Annie Chu	Serving as jury member & presenter of the AIA/LA Cultural Affairs Commission Design Awards 2011	October 2011
Mark Owen	Attending Autodesk University Conference in Las Vegas	November 2011
Norman Millar	Attending AIA/CC 2011 Arch. Education Summit, San Francisco	November 2011
Annie Chu	Lecturing at Cal Poly Obispo as part of the 2011-2012 Hearst Lecture Series	January 2012
Annie Chu	Lecturing at Kansas State University	January 2012
Linda Taalman	Visiting Lecturer and Professor, CEPT University School of Architecture, Ahmedabad, India, Diagrammatica / Emerging Water Technologies: Soft Infrastructure / Prefabricated Building Systems	January 2012
Norman Millar	Attending ACSA Conference in Boston, MA	March 2012
Ingaliil Wahlroos-Ritter	Moderating a panel at ACSA Conference in Boston, MA	March 2012
Jeanine Centuori	Presenting at ACSA Conference in Boston, MA	March 2012
Marcel Sanchez-Prieto	Presented at UABC Autonomus University of Baja California , Tijuana Mexico	April 2012
Norman Millar	Participating in the Nat Owings Jury as a CAF repres. , Sacramento, CA	June 2012
Norman Millar	Attending ACSA Board Meeting in Washington, DC	June 2012
Norman Millar	Attending ACSA Board Meeting in Washington, DC	August 2012

Woodbury School of Architecture - Faculty Development Travel, 2008-14

Faculty Name	Purpose/Destination	Date
<i>Faculty Development Travel 2012-13</i>		
Norman Millar	Consulting on M.Arch. program launching at KCAD, Grand Rapids, MI	September 2012
Ingaliil Wahlroos-Ritter	Presenting at ACADIA Conference in San Francisco	October 2012
Marcel Sanchez-Prieto	-serving as final review Juror at UDG University of Guadalajara, Guadalajara Mexico	October 2012
Linda Taalman	Participated as lecturer/panelist, University of Buffalo, Beyond Patronage Symposium, Buffalo, NY	October 2012
Ingaliil Wahlroos-Ritter	Attending ACSA Administrators Conference in Austin, TX	November 2012
Norman Millar	Attending ACSA Administrators Conference in Austin, TX	November 2012
Catherine Herbst	Attending ACSA Administrators Conference in Austin, TX	November 2012
Marcel Sanchez-Prieto	Receiving the 60th P/A Progressive Architecture award, New York, NY	February 2013
Linda Taalman	Visiting lecturer, Ecole National Supérieure de Versailles (ENSA-V), Sustainable Architecture in California: ITERATIONS, Versailles, France	February 2013
Mark Owen	Attending Tex Fab Conference in U of Texas @ Arlington	March 2013
Curt Gambetta	Presenting at ACSA National Conference in San Francisco	March 2013
Maxi Spina	Presenting at ACSA National Conference in San Francisco	March 2013
Joshua Stein	Presenting a project in an exhibition at ACSA National Conference in San Francisco	March 2013
Curt Gambetta	Chairing a panel at the Architectural Historians Annual Meeting in Buffalo, NY	April 2013
Marcel Sanchez-Prieto	Attending diploma course "Developing Social Housing Projects" at Erasmus University, in Rotterdam Holland	May 2013
Anthony Fontenot	Presenting paper at Mockon Architecture Archive Forum "Sites and Systems", Seoul, Korea	May 2013
Linda Taalman	Presenting at OCAD University, Urban Ecologies, Tapping into Urban Water, Soft Infrastructure/Wet City: Reconstructing Los Angeles with water, Toronto, CA	June 2013
Curt Gambetta	Doing archival research in New York, Boston, London for Visiting Fellowship	July 2013
<i>Faculty Development Travel 2013-14</i>		
Mark Ericson	Presenting at ACADIA Conference in Waterloo, Canada	October 2013
Norman Millar	Attending the Large Firm Round Table with Deans, Chicago	October 2013
Ingaliil Wahlroos-Ritter	Presenting Nick's paper and moderating a panel at the ACSA Conference in Ft. Lauderdale	October 2013
Ingaliil Wahlroos-Ritter	Serving as juror for Spark Awards in San Francisco	October 2013
Annie Chu	Attending AIA Women's Leadership Summit, Phoenix	October 2013
Marcel Sanchez-Prieto	Lecturing at Mesa Collage as part of their 2013-2014 Lecture Series	October 2013
Marcel Sanchez-Prieto	Receiving the XXII CEMEX award, Mexico City, Mexico	October 2013
Marcel Sanchez-Prieto	Speaking at TEDx ZonaRio, Tijuana Mexico	November 2013
Norman Millar	Attending ACSA Annual Administrators Conference RISD	November 2013
Ingaliil Wahlroos-Ritter	Attending ACSA Annual Administrators Conference RISD	November 2013
Maxi Spina	Presenting paper at TxA Interactive Conference in Fort Worth, TX	November 2013
Anthony Fontenot	Lecturing at the "Everyday Modernism in the California Landscape" Conference, Los Angeles	December 2013
Annie Chu	Serving as juror for ASU's Herberger Institute for Design and the Arts, Annual Design Excellence	February 2014
Annie Chu	Participating in Hennessey + Ingalls Art & Architecture Bookstore book signing, Presentation and Discussion with panel including Annie Chu, Joe Day, Neil Denari, Ming Fung and Craig Hodgetts on the new book from Lars Muller Publishers L.A. [Ten]: Interviews of Los Angeles Architecture 1970s-1990s by Stephen Phillips (Los Angeles)	February 2014
Marcel Sanchez-Prieto	Presenting at Big City Forum project Skirball Center, Los Angeles CA	February 2014
Marcel Sanchez-Prieto	Presenting at Escuela Libre de Arquitectura, Tijuana, Mexico	February 2014
Annie Chu	Meeting with Assistant Curator of the Studio Museum in Harlem, New York City	March 2014
Ingaliil Wahlroos-Ritter	Participating in panel discussion at Architecture & Design Film Festival	March 2014
Marcel Sanchez-Prieto	Attending University Professors' Masonry Workshop at University of Nevada Las Vegas	March 2014
Marcel Sanchez-Prieto	Participating in roundtable at UABC Autonomous University of Baja California, Tijuana Mexico	April 2014
Norman Millar	Attending 102nd Annual ACSA Conference, Miami Beach, FL	April 2014
Joshua Stein	Attending 102nd Annual ACSA Conference, Miami Beach, FL	April 2014
Maxi Spina	Attending 102nd Annual ACSA Conference, Miami Beach, FL	April 2014
Curt Gambetta	Attending 102nd Annual ACSA Conference, Miami Beach, FL	April 2014
Mark Ericson	Presenting at 102nd Annual ACSA Conference, Miami Beach, FL	April 2014
Linda Taalman	Presenting at Art Center College of Design, Reflecting on Ray Eames, Pasadena, CA	April 2014
Linda Taalman	Presenting Key Note Speech at Pakhus 48: 3daysofdesign, Copenhagen, DK	May 2014
Mark Stanley	Presenting at ACSA International Conference in Korea	June 2014
Ewan Branda	Attending AAC+U Conference on GE/IL in Curriculum, Burlington, VT	June 2014
Anthony Fontenot	Serving as keynote respondent for the Michigan Modern Symposium, <i>Design that Shaped America</i> , Kendall College of Arts and Design, Grand Rapids, MI	June 2014
Anthony Fontenot	Serving as panelist in the Office US Issue: <i>Crude Ideals</i> discussion for the US Pavilion at the Venice Biennale	June 2014
Anthony Fontenot	Serving as panelist in <i>Beyond Environment</i> discussion at the Venice Biennale, Serra dei Giardini	June 2014
Mark Ericson	Serving as panelist for LOG 31 discussion at Sci-Arc	July 2014
<i>Faculty Development Travel 2014-15</i>		
Paulette Singley	Attending ACSA Board meeting as a new JAE Board member	September 2014
Berenika Boberska	Presenting at Mediated City Conference in Los Angeles	October 2014
Mark Ericson	Presenting at ACADIA Conference at USC	October 2014
Marcel Sanchez-Prieto	Lecturing at Universidad San Francisco, Quito, Ecuador	October 2014
Marcel Sanchez-Prieto	Receiving the IX BIAU award, Rosario, Argentina	October 2014

**Woodbury School of Architecture - Faculty and Student Awards, 2012-14**

Year	Name	Category	Award	Internal/External
<i>Faculty and Student Awards, 2012</i>				
2012	Banyasz, Bojana	Faculty	Maxine Frankel Award: <i>We Love LA... Most of the Time</i>	Internal
2012	Boberska, Berenika	Faculty	Maxine Frankel Award: <i>California City Lab: Transformations, Deployments and Ex-Urban Pioneers!</i>	Internal
2012	Catellon, Teagan	Student	ACSA/AISC Steel Design Student Competition (2012): Open Category, Third Place	External
2012	Centuori, Jeanine	Faculty	Home Depot grant	External
2012	Centuori, Jeanine	Faculty	Maxine Frankel Award: Architecture + Civic Engagement Center	Internal
2012	Cusma, Donatella	Faculty	Maxine Frankel Award: <i>We Love LA... Most of the Time</i>	Internal
2012	Diaz, Brian	Student	ACSA/AISC Steel Design Student Competition (2012): Open Category, Third Place	External
2012	Ericson, Mark	Faculty	Maxine Frankel Award: <i>Novel 002</i>	Internal
2012	Gambetta, Curt	Faculty	Maxine Frankel Award: Funding reseach on invisible aspects of waste making and disposal	Internal
2012	Herbst, Catherine	Faculty	AIA/SD Merit Award	External
2012	Herbst, Catherine	Faculty	Woodbury University's Dora Kirby award	Internal
2012	King, Jason	Faculty	Maxine Frankel Award: <i>Computational Design/Build Studio</i>	Internal
2012	Ramirez, Ramon	Faculty	Maxine Frankel Award: <i>Time Travel</i>	Internal
2012	Richmond, Deborah	Faculty	AIA/LA Honor Award	External
2012	Rienhardt, Todd	Faculty	AIA/SD Merit Award	External
2012	Smith, Ted	Faculty	AIA/SD Honor Award	External
2012	Smith, Ted	Faculty	Maxine Frankel Award: <i>Il City Museum of New York Exhibit</i>	Internal
2012	Spina, Maxi	Faculty	Maxine Frankel Award: <i>Gimme Shelter</i>	Internal
2012	Spina, Maxi	Faculty	AIA/LA Merit Award	External
2012	Stein, Joshua	Faculty	Maxine Frankel Award: For forum on digital techniques applied to ceramics and architecture	Internal
2012	Talley, Barry	Alumni	Green Leadership Award from the Los Angeles County Board of Supervisors	External
2012	Ward, Sonny	Student	Home Depot grant	External
2012	Ward, Sonny	Student	Maxine Frankel Award: Architecture + Civic Engagement Center	Internal
2012	Boberska, Berenika	Faculty	Faculty Development Award for fiscal year 2013: California City project	Internal
2012	Gambetta, Curt	Faculty	Faculty Development Award for fiscal year 2013: Waste & Infrastructure	Internal
2012	Richmond, Deborah	Faculty	Faculty Development Award for fiscal year 2013: Student 20,000 Boxes project	Internal
2012	Stein, Joshua	Faculty	Faculty Development Award for fiscal year 2013: Study of Trajan's Hollow	Internal
<i>Faculty and Student Awards, 2013</i>				
2013	Aelian, Gevork	Student	AIA SFV/American Architectural Foundation Scholarship	External
2013	Arnold, Hadley & Peter	Faculty	AIA/LA Presidential Honor Award 2013, Community Contribution.	External
2013	Arnold, Hadley & Peter	Faculty	Metabolic Studio / Annenberg Foundation grant to support Arid Lands Institute	External
2013	Arnold, Hadley & Peter	Faculty	Southern California World Water Forum College Grant to map storm water run-off resources	External
2013	Arnold, Hadley & Peter	Faculty	US/EPA grant for ALI and others for research in New Mexico	External
2013	Balyan, Hovannes	Alumni	AIA/Pasadena-Foothills, Citation Award, for "Hotel Plethora"	External
2013	Benson, Shawn	Faculty	San Diego Architectural Foundation Orchid Award for Interior Design, for Coffee and Tea Collective	External
2013	Boghozian, Wana	Student	Woodbury Prize Scholarship	Internal
2013	Bonner, Jennifer	Faculty	DawnTown Design/Build Competition	External
2013	Centuori, Jeanine / ACE	Faculty	Atwater Village Neighborhood Council Grant, for Produce Store at Taking the Reins	External
2013	Claudio, Monica	Student	Frankel Best Projects Award: Best BArch Degree Project, San Diego	Internal
2013	Clementi, Frank	Faculty	American Planning Association, Great Places in America: Public Spaces, for Grand Park	External
2013	Clementi, Frank	Faculty	Los Angeles Business Council, Community Impact Award, for Grand Park	External
2013	Clementi, Frank	Faculty	Los Angeles Downtown Breakfast Club, Rose Award, for Grand Park	External
2013	Clementi, Frank	Faculty	Los Angeles Downtown News, Project of the Year, for Grand Park	External
2013	Clementi, Frank	Faculty	Westside Urban Forum, Public Open Space Honor Award, for Grand Park	External
2013	Colmenares, Gabriela	Student	Julius Shulman Emerging Talent Award	External
2013	Colmenares, Gabriela	Student	AIA /SFV/Rudolph De Chellis, FAIA Scholarship	External
2013	Colmenares, Gabriela	Student	WSOA Grand Critique Winner	Internal
2013	Diaz, Brian	Student	AIASFV/George G. Terpatsi AIA Memorial Scholarship	External
2013	Diaz, Brian	Student	The Grand Critique Highest Studio GPA	Internal
2013	Gillis, Matthew	Faculty	Best of the Year: Exhibition, "Taut"	External
2013	Hughes, Casey	Faculty	Woodbury Faculty Course Competition win for "Odd Lots" proposal	Internal
2013	Hunker, Molly	Faculty	DawnTown Design/Build Competition	External
2013	Iwasaki, Miki	Faculty	DawnTown Design/Build Competition	External
2013	Kerr, Robert	Faculty	Honor Award, AIA/Ventura County, Silver Strand Beach House	External
2013	Kerr, Robert	Faculty	Winner, Interior Design Magazine, Best Kitchen	External
2013	Korner, Christoph	Faculty	AKG-Auszeichnung herausragender Gesundheitbauten, Honorable Mention, for KU65	External
2013	Korner, Christoph	Faculty	Architecture of Necessity Award, Honorable Mention, for Solarkiosk	External
2013	Korner, Christoph	Faculty	CDG-Unternehmerpreis, for Solarkiosk	External
2013	Korner, Christoph	Faculty	Interior Innovation Award 2013, for Fat Tony	External
2013	Korner, Christoph	Faculty	International Architecture Awards, for Solarkiosk	External
2013	Lam, Sunny	Student	Frankel Best Projects Award: Best MArch Thesis, Los Angeles	Internal
2013	Lee, Phong	Student	2013 Design Village Competition: MOVE winners	External
2013	Legon-Talamoni, Sergio	Student	2013 Design Village Competition: MOVE winners	External
2013	Lopes Angel, Cesia	Alumni	WSOA Alum chosen as Enterprise Rose Architectural Fellow	External
2013	Maroquin, Byron	Student	ACSA/AISC Steel Design Student Competition (2013): Open Category, 1st Place	External
2013	Owens, Justin	Student	AIA SFV/American Architectural Foundation Scholarship	External
2013	Peralta, Rene	Faculty	State Altruism Award to Fundacion Esperanza, President of the Board of Directors	External
2013	Perez, Hector	Faculty	AIA/SD Merit Award, La Jolla Shores Lifeguard Station	External
2013	Perez, Hector	Faculty	San Diego Architectural Foundation Orchid Award for Architecture, for La Esquina	External
2013	Pope, Jennifer	Student	Julius Shulman Emerging Talent Award	External
2013	Rincon, Bryan	Student	AIA SFV/American Architectural Foundation Scholarship	External
2013	Roschen, Bill	Faculty	APA Annual Planning Awards, Award of Excellence - Distinguished Leadership for a Citizen Planner	External

**Woodbury School of Architecture - Faculty and Student Awards, 2012-14**

Year	Name	Category	Award	Internal/External
2013	Sahagun-Soto, Esther	Student	2013 Design Village Competition: MOVE winners	External
2013	Sanchez-Prieto, Marcel	Faculty	P/A Award for "Modulo Prep Library"	External
2013	Sanchez-Prieto, Marcel	Faculty	CEMEX Public Assistance, First Place, for "Casa de las ideas"	External
2013	Sanchez-Prieto, Marcel	Faculty	CEMEX Sustainable Building, Third Place	External
2013	Segal, Jonathan	Faculty	AIA/California Council Design Award, for The Q mixed-use project	External
2013	Segal, Jonathan	Faculty	AIA/California Council Distinguished Practice Award, for Jonathan Segal, FAIA	External
2013	Segal, Jonathan	Faculty	AIA/California Council Residential Design Award, for The Q mixed-use project	External
2013	Segal, Jonathan	Faculty	Residential Architecture Magazine, Project of the Year, The Charmer	External
2013	Shaver, Scott	Student	San Diego Architectural Foundation Orchid Award for Interior Design, for Coffee and Tea Collective	External
2013	Siquina, Jose	Student	AIA SFV/American Architectural Foundation Scholarship	External
2013	Sotana, Michael	Student	Julius Shulman Emerging Talent Award	External
2013	Sotona, Mike	Student	AIASFV/Joel Jaffee, AIA & Robin Jaffee, AIA Scholarship	External
2013	Sotona, Mike	Student	The Grand Critique Faculty Choice	Internal
2013	Souza, Tyler	Alumni	San Diego Architectural Foundation Orchid Award for Interior Design, for Coffee and Tea Collective	External
2013	Spina, Maxi	Faculty	Architect Magazine Annual Design Review, Honorable Mention, for Jujuy Redux	External
2013	Tapia, Joseph I. Ruiz	Student	Frankel Best Projects Award: Best BArch Degree Project, Los Angeles	Internal
2013	Tenette, Dominic	Student	2013 Design Village Competition: MOVE winners	External
2013	Tolliver, Craig	Student	AIA SFV/American Architectural Foundation Scholarship	External
2013	Vargas, Sal	Student	ACSA/AISC Steel Design Student Competition (2013): Open Category, 1st Place	External
2013	Yoon, Janet	Faculty	AIA/LA 2x8 2014 Student Exhibition Design Competition, Finalist	External
2013	Yoon, Janet	Faculty	Center for Outdoor Living Design Competition, Honorable Mention	External
2013	Shokir, Ahmed	Student	Best Thesis (Technology), Woodbury School of Architecture	Internal
2013	Amit Wolf	Faculty	Faculty Development Award for fiscal year 2014	Internal
2013	Branda, Ewan	Faculty	Faculty Development Award for fiscal year 2014	Internal
2013	Ericson, Mark	Faculty	Faculty Development Award for fiscal year 2014	Internal
2013	Fontenot, Anthony	Faculty	Faculty Development Award for fiscal year 2014	Internal
2013	Mike Sotona	Student	Statewide Mel Ferris Competition sponsored by the California Architecture Foundation	External
2013	Roschen, Bill	Faculty	AIA/LA Presidential Citation	External
2013	Wahroos-Ritter, Ingallil / Amit Wolf (WUHO)	Faculty	Graham Foundation grant for exhibition, publication, symposium at LACE, entitled "Beyond Environment."	External

*Faculty and Student Awards, 2014*

2014	Abdalla Almulla	Student	Faculty Choice Award	Internal
2014	Abel Zatarain	Student	The Nielsen Study Away Scholarship, Bachelor of Architecture program	Internal
2014	Abel Zatarain	Student	Nielsen Award for Study Away	Internal
2014	Agnes Nakiganda	Student	Certificate for Emphasis in Urban Policy, Master of Architecture	Internal
2014	Agnes Nakiganda	Student	Thesis Award	Internal
2014	Amanda Clay	Student	Ward-Lombardo Architecture and Civic Engagement (ACE) Center Scholarship Award	Internal
2014	An Ho	Student	Thesis Award	Internal
2014	Anali Gharakhani	Student	AIA/SFV American Architectural Foundation Scholarship	External
2014	Anali Gharakhani	Student	School of Architecture Student Service Award, Master of Architecture program	Internal
2014	Andrew Wagner	Student	Highest Studio GPA Award	Internal
2014	Azadeh Sadrieh	Student	Certificate for Emphasis in Urban Policy, Master of Architecture	Internal
2014	Bernardo Rubio-Gonzalez	Student	Best Master of Architecture Portfolio Award	Internal
2014	Brian Diaz	Student	AIA/SFV George G. Terpatsi AIA Memorial Scholarship Award	External
2014	Brian Diaz	Student	Degree Project Awards	Internal
2014	Brian Diaz	Student	Highest Studio GPA Award	Internal
2014	Brian Diaz	Student	AIA Henry Adams Medal and Certificate, Bachelor of Architecture program	External
2014	Bryan Rincon	Student	AIA/SFV American Architectural Foundation Scholarship	External
2014	Byron Maroquin	Student	2013 ACSA/AISC Steel Design Student Competition: Open Category, First Place	External
2014	Conner MacPhee	Student	Frankel Award	Internal
2014	Conner MacPhee	Student	AIA Henry Adams Certificate, Master of Architecture program	External
2014	Cordell Sheppard	Student	AIA/SFV American Architectural Foundation Scholarship	External
2014	Cory Bitting	Student	Fourth Year Outstanding Student Award	Internal
2014	Craig Tolliver	Student	AIA/SFV American Architectural Foundation Scholarship	External
2014	Crystal Tan	Student	2013 Association for Women in Architecture Foundation (AWAF) Scholarship Award	External
2014	Crystal Tan	Student	The Nielsen Study Away Scholarship, Master of Architecture program	Internal
2014	Crystal Tan	Student	Nielsen Award for Study Away	Internal
2014	Daniela Angelo	Student	The Nielsen Study Away Scholarship, Bachelor of Architecture program	Internal
2014	Daniela Angelo	Student	Nielsen Award for Study Away	Internal
2014	Denisse Alejandre	Student	The Nielsen Study Away Scholarship, Bachelor of Architecture program	Internal
2014	Denisse Alejandre	Student	Nielsen Award for Study Away	Internal
2014	Diana Barash	Student	The Nielsen Study Away Scholarship, Master of Architecture program	Internal
2014	Diana Barash	Student	Nielsen Award for Study Away	Internal
2014	Dominic Tenette	Student	2013 Design Village Competition: MAKE. MOVE. PLAY.	External
2014	Esther Sahagun-Soto	Student	2013 Design Village Competition: MAKE. MOVE. PLAY.	External
2014	Forrest Whitmore	Student	The Nielsen Study Away Scholarship, Bachelor of Architecture program	Internal
2014	Forrest Whitmore	Student	Nielsen Award for Study Away	Internal
2014	Gabriela Colmenares	Student	2013 Julius Shulman Emerging Talent / Julius Shulman Rising Star Award	External
2014	Gabriela Colmenares	Student	AIA/SFV Rudolph De Chellis, FAIA Scholarship Award	External
2014	Gabriela Colmenares	Student	Degree Project Awards	Internal
2014	Gabriela Colmenares	Student	Student Choice – AIAS Studio Award	Internal
2014	Gevork Aelian	Student	AIA/SFV American Architectural Foundation Scholarship	External
2014	Ghiotto, Charles	Alumni	Winner, Northeast Los Angeles Placemaking Competition	External
2014	Jennifer Pope	Student	2013 Julius Shulman Emerging Talent / Julius Shulman Rising Star Award	External

**Woodbury School of Architecture - Faculty and Student Awards, 2012-14**

Year	Name	Category	Award	Internal/External
2014	Jennifer Pope	Student	Certificate for Emphasis in Urban Policy, Master of Architecture	Internal
2014	Jennifer Pope	Student	Thesis Award	Internal
2014	Jennifer Pope	Student	AIA Henry Adams Medal and Certificate, Master of Architecture program	External
2014	Jesse Santiago	Student	Certificate for Emphasis in Urban Policy, Bachelor of Architecture program	Internal
2014	John Herman	Student	Certificate for Emphasis in Urban Policy, Bachelor of Architecture program	Internal
2014	Jose Siquina	Student	AIA/SFV American Architectural Foundation Scholarship	External
2014	Joseph Gravius	Student	The Nielsen Study Away Scholarship, Master of Architecture program	Internal
2014	Joseph Gravius	Student	Nielsen Award for Study Away	Internal
2014	Juan Alatorre	Student	Student Choice – AIAS Studio Award	Internal
2014	Juan Guardado	Student	The Nielsen Study Away Scholarship, Bachelor of Architecture program	Internal
2014	Juan Guardado	Student	Nielsen Award for Study Away	Internal
2014	Jung Mi Kim	Student	Fourth Year Outstanding Student Award	Internal
2014	Justin Owens	Student	AIA/SFV American Architectural Foundation Scholarship	External
2014	Justin Owens	Student	Degree Project Awards	Internal
2014	Kakar, Omar	Alumni	San Diego Film Festival, Best Art/Experimental Film	External
2014	Karla Lopez	Student	The Nielsen Study Away Scholarship, Bachelor of Architecture program	Internal
2014	Karla Lopez	Student	Nielsen Award for Study Away	Internal
2014	Kha Nguyen	Student	Third Year Portfolio Award	Internal
2014	Kirsten Meza	Student	AIA/SFV American Architectural Foundation Scholarship	External
2014	Lauren Amador	Student	School of Architecture Student Service Award	Internal
2014	Maria Petrova	Student	School of Architecture Student Service Award	Internal
2014	Mike Sotona	Student	2013 California Architectural Foundation Mel Ferris Award, Grand Prize	External
2014	Mike Sotona	Student	2013 Julius Shulman Emerging Talent / Julius Shulman Rising Star Award	External
2014	Mike Sotona	Student	AIA/SFV Joel Jaffee, AIA & Robin Jaffee, AIA Scholarship Award	External
2014	Mike Sotona	Student	Faculty Choice Award	Internal
2014	Millina Nuermaimaiti	Student	Third Year Portfolio Award	Internal
2014	Miriam Jacobsen	Student	Degree Project Awards - Frankel Award	Internal
2014	Miriam Jacobsen	Student	AIA Henry Adams Certificate, Bachelor of Architecture program	External
2014	Nia Jones	Student	Alpha Rho Chi Leadership Award	Internal
2014	Nia Jones	Student	Certificate for Emphasis in Urban Policy, Bachelor of Architecture program	Internal
2014	Nilooofar (Lily) Bakhshi	Student	Alpha Rho Chi Leadership Award	Internal
2014	Nilooofar (Lily) Bakhshi	Student	Thesis Award	Internal
2014	Parya Nassiri	Student	Certificate for Emphasis in Urban Policy, Master of Architecture	Internal
2014	Peterson, Heather	Faculty	MacDowell Fellowship	External
2014	Phong Lee (Captain)	Student	2013 Design Village Competition: MAKE. MOVE. PLAY.	External
2014	Richard Esquivel	Student	Certificate for Emphasis in Urban Policy, Bachelor of Architecture program	Internal
2014	Sai Vargas	Student	2013 ACSA/AISC Steel Design Student Competition: Open Category, First Place	External
2014	Sanchez-Prieto, Marcel	Faculty	Arquine No. 16, Honorable Mention	External
2014	Sattam Aljohani	Student	Certificate for Emphasis in Urban Policy, Master of Architecture	Internal
2014	Sergio Legon-Talamoni	Student	2013 Design Village Competition: MAKE. MOVE. PLAY.	External
2014	Talal Aleissa	Student	Certificate for Emphasis in Urban Policy, Master of Architecture	Internal
2014	Wassem Hawary	Student	Certificate for Emphasis in Urban Policy, Master of Architecture	Internal
2014	Wassem Hawary	Student	Thesis Award	Internal
2014	Willis Nalle	Student	Certificate for Emphasis in Urban Policy, Master of Architecture	Internal
2014	Anthony Fontenot (Michael Sorkin, et al.)	Faculty	Graham Foundation grant for publication, <i>New Orleans Under Reconstruction: The Crisis of Planning</i>	External
2014	Ingaliil Wahlroos-Ritter	Faculty	WUHO pop-up awarded 'best of show' by Dwell in Design	External
2014	Joshua Stein (with Del Harrow)	Faculty	Graham Foundation grant for exhibition and symposium, <i>Data Clay</i>	External
2014	Peter Culley (and team)	Faculty	Honor Award for Excellence in Contextual Design for <i>Family Farm Pavilions</i> from the Virginia Society AIA	External
2014	Ewan Branda (co-investigator)	Faculty	\$30,000 NEH grant for developing an international, multilingual index for electronic literature	External
2014	Jeanine Centuori	Faculty	The City of Los Angeles, Certificate of Recognition to the ACE Center for their contribution to Watts	External
2014	Mark Ericson	Faculty	published in Log 31 and MOMA publication, <i>Uneven Growth: Tactical Urbanisms for Expanding Megacities</i>	External
2014	Norman Millar	Dean	LA AIA Educator of the Year Award	External
2014	Maxi Spina	Faculty	Juujy Redux Building in Argentina was a finalist at the Architizer A+ Awards	External
2014	Marc Neveu	Faculty	Executive Editor of <i>Journal of Architectural Education</i>	External
2014	Marcel Sanchez-Prieto	Faculty	CRO Studios, won the 9th annual Bienal Iberoamericana de Arquitectura y Urbanismo award	External

**Woodbury School of Architecture - 2012-14 Lectures, Exhibits and Events**

**SPRING 2014**

<i>Lectures, Los Angeles</i>	April	<b>Felipe Mesa</b>	Plan B, Medellin
	March	<b>Francesco Lipari</b>	OFL Architecture, Rome
	February	<b>Kory Bieg</b>	OTA+, Austin
<i>Lectures, San Diego</i>	January	<b>Elena Manferdini</b>	Atelier Manferdini, Los Angeles
	April	<b>Monica Ponce de Leon</b>	MPdL Studio, Ann Arbor/New York/Boston
	March	<b>Emily Abruzzo</b>	Abruzzo Bodziak, New York
	February	<b>Carla Juaçaba</b>	Carla Juaçaba, Rio de Janeiro
	January	<b>Beat Suter</b>	AND-OR, Zurich
			Francesco Lipari/Jon Linton/Daniel Lopez-Perez
<i>Exhibitions, WUHO</i>	March	<b>Evolution</b>	California College of the Arts (CCA)
	May	<b>An Olfactory Archive: 1738-1969</b>	Julius Shulman Institute
	April	<b>Julius Shulman Institute Photography Award</b>	Francesco Lipari
	March	<b>Cityvision</b>	
	April/May	<b>How To Make Waste Public: Experiments With Infrastructure</b>	
	Feb	<b>Piminski - A Show of Works by Joakim Dahlqvist</b>	Joakim Dahlqvist
<i>Exhibitions, Wedge</i>	Dec/Jan	<b>Deborah Sussman Loves L.A.</b>	
	April	<b>In Between Projects</b>	Wonne Ickx
	March	<b>Objects in Space</b>	April Greiman
	February	<b>Stack &amp; Gather: Re-arrangeable picnic spots, Monteith Park</b>	Freya Bardell and Brian Howe
	January	<b>Blue collar talent: making something beautiful daily</b>	Rick Cortez
	January	<b>Have your WEDGE and eat it too</b>	Bojána Bányász and Donatella Cusmá

**FALL 2013**

<i>Lectures, Los Angeles</i>	November	<b>Thomas Auer</b>	Transolar, Stuttgart
	November	<b>Luis Callejas</b>	Colombia/USA
	October	<b>George T Whitesides</b>	CEO Virgin Galactic
<i>Lectures, San Diego</i>	October	<b>Lola Sheppard</b>	Lateral Office, Toronto
	November	<b>Langarita-Navarro</b>	Langarita-Navarro Architects, Madrid Spain
	November	<b>Dave Hampton</b>	Objects USA, Curator, Collector & Art Dealer
			Suprastudio, UCLA Architecture and Urban Design
	November	<b>Julia Koerner</b>	Necessary Incompleteness Project
	September	<b>Joseph Redwood-Martinez</b>	Marcel Sanchez-Prieto, Andriana Cuellar
	October	<b>CROstudio (joint lecture with Mesa College)</b>	Hillary Mushkin
	November	<b>Incendiary Traces</b>	
<i>Exhibitions, WUHO</i>		<b>A Framework for Judgement: Criticism in Architecture and the Visual Arts</b>	Christopher Hawthorne
	November	<b>Deborah Sussman</b>	Deborah Sussman
	November	<b>Constructed Landscapes</b>	Gerard Smulevich
	October	<b>Beyond the Assignment</b>	Julius Shulman Institute
			Berenika Boberska, Mark Ericson, Heather Peterson, Maxi Spina
<i>Exhibitions, Wedge</i>	September	<b>Uncertain</b>	Peter Culley, Mark Ericson
	November	<b>Working Drawings</b>	
<i>Workshops, Los Angeles</i>	September	<b>Woodbury Study Away Exhibition</b>	
	November	<b>Public Speaking</b>	Rae Dubow
	November	<b>Presentations and Media Platforms</b>	Sean Donahue
	October	<b>Case Study Charette</b>	Nicolas Olsberg
	September	<b>Schools of Thought</b>	Tom Wiscombe
	September	<b>Storytelling</b>	Kendall Haven

**SPRING 2013**

<i>Lectures, Los Angeles</i>	April	<b>Michael Young</b>	Young & Ayata
	April	<b>Roberto Rovira</b>	
	March	<b>Benedetta Tagliabue</b>	EMBT
	February	<b>James Ramsey</b>	RAAD
	February	<b>Etienne Turpin and Meredith Miller</b>	
	January	<b>Margaret Griffin</b>	Griffin Enright Architects
<i>Lectures, San Diego</i>	January	<b>Unseen</b>	
	April	<b>Juan Pablo, Corvalan Hochberger</b>	Supersudaca
	February	<b>Nuno Mateus, Jose Mateus</b>	ARX
<i>Exhibitions, WUHO</i>	January	<b>Paul Lewis</b>	LTL Architects
	April	<b>Very Large Organizations</b>	Jordan Geiger, University of Buffalo
	March	<b>Catherine Opie: In &amp; Around L.A.</b>	Julius Shulman Institute
	February	<b>BCF: The Hub at WUHO</b>	Sean Donahue
	January	<b>Unseen</b>	
	March	<b>SNAP, Celebrating Architecture and Photography</b>	

**FALL 2012**

<i>Lectures, Los Angeles</i>	November	<b>Architects Beyond Architecture II (AIAS)</b>	John Epperly, S3 Builders
			Carol Young, Undesigned Clothing
			Anne Porter, movie set designer
<i>Lectures, San Diego</i>	October	<b>Nick Roberts</b>	Joakim Dahlqvist, restaurateur
	October	<b>Izaskun Chinchilla</b>	Theorizing the Periphery
	October	<b>Kengo Kuma</b>	Izaskun Chinchilla, Madrid
<i>Exhibitions, WUHO</i>	December	<b>Furniture Show</b>	Kengo Kuma and Associates
	November	<b>Optional Features: Selections from Woodbury San Diego</b>	
		<b>Inside Marina City: A Project by Iker Gil and Andreas E.G. Larsson</b>	
	October	<b>Installations: Ahrens, Brockway and Webb</b>	
	September		
	San Diego		

**Woodbury School of Architecture - 2012-14 Lectures, Exhibits and Events**

	September	<b>Optional Features: Woodbury Faculty &amp; Student Work</b>	Art San Diego
<i>Symposiums, Los Angeles</i>	December	<b>Emerging Asian City Symposium</b>	
	October	<b>Advancing Sustainability Symposium</b>	Charles Renfro keynote speaker
	San Diego		
<i>Workshops, Los Angeles</i>	November	<b>L+U Symposium</b>	
	September	<b>Serial Series Workshop</b>	Sean Lally Studio Mode/modeLab Satoru Sugihara with Yasushi Ishida Christopher Connock Jason Johnson Alexander Robinson Miles Kemp Peter Simmonds Andrew Atwood Francois Perrin Michael Manalo Yilip Kang Jeremy Windle Alvin Huang Nick Antonio Tony Cocea Nathan Miller
<b>SPRING 2012</b>			
<i>Lectures, Los Angeles</i>	April	<b>Jeanne Gang</b>	
	April	<b>Architects Beyond Architecture (AIAS)</b>	Studio Gang Architects Won Ju Lim, visual artist Brett Farrow, architect/developer Yeekai Kim, Cognoscenti Coffee Natasha Case, Coolhaus Carmen Salazar, sculptor/glassblower Sebastian Munoz, designer, Arktura CROstudio Curator, Museum of Contemporary Art San Diego
	February	<b>Marcel Sanchez-Prieto</b>	
<i>Lectures, San Diego</i>	February	<b>Robin Clark; Phenomenal: California Light, Space, Surface</b>	Diego
	April	<b>Tatiana Bilbao</b>	Tatiana Bilbao S.C., Mexico City
	March	<b>Luis Aldrete</b>	Arquitectos, Guadalajara
	February	<b>Florian Idenburg and Jing Liu</b>	Idenburg Liu (SO-IL), NY
<i>Exhibitions, WUHO</i>	February	<b>Luis Callejas</b>	Weightless Studio
	May	<b>Pedro E. Guerrero: A Retrospective</b>	
	March	<b>Un-privileged Views</b>	
	February	<b>Freedomland</b>	Keith Krumwiede
<i>Exhibitions, Wedge</i>	January	<b>Hollywood Urban Planning Pop-Up Shop</b>	James Rojas
	April	<b>The Algorithms of Event</b>	Student Exhibition
	March	<b>Aquifer: Exhibition V</b>	
	February	<b>Drawn: New Works</b>	Jennifer Gilman
	January	<b>Subterranea: Drawings</b>	Rick Gooding
<i>Conference, Los Angeles</i>	March	<b>Drylands Design Exhibition (A+D Museum)</b>	
	March	<b>Arid Lands Institute: Drylands Design Conference</b>	

## Woodbury School of Architecture – 2012-14 Critics List

Beth	Abels	Steven	Christensen	Jeff	Garrett
Matt	Abiva	Leigh	Christy	Catherine	Garrison
Calvin	Ahbe	Mario	Cipresso	Bianca	Gavrila
Rana	Ahmadi	Christopher	Coates	Shawn	Gehle
Chandler	Ahrens	Cristophe	Cornubert	Debra	Gerod
Carlo	Aiello	Rick	Cortez	Jennifer	Gilman
Robert	Alexander	Matias	Cremer	Wendy	Gilmartin
Luis	Alfaro	Grey	Crowell	Javier	Gomez
Volkan	Alkanoglu	Arlene	Cuevas	Rick	Gooding
Rachel	Allen	Dana	Cuff	Marcelyn	Gow
Kari	Anderson	Radames	Culqui	Stephanie	Grandjacques
Frances	Anderton	Joakim	Dahlqvist	Thurman	Grant
Naseem	Asif	Matt	Daines	Margaret	Griffin
Andrew	Atwood	Rene	Dalder	Coleman	Griffith
Jim	Auld	Kevin	Daly	Paul	Groh
Chris	Aykanian	Chava	Danielson	Ravi	GuneWardena
Orhan	Ayyuce	Joe	Day	Simon	Ha
Juan	Azulay	Stefano	de Martino	Eric	Haas
Kelly	Bair	Sara	Deleiden	Reem	Habib
Ben	Ball	Neil	Denari	Bob	Hale
Germane	Barnes	Kishani	Desilva	Michael	Hamner
Donna	Barry	Peter	Devereaux	Dave	Hart (Steinberg)
Dana	Bauer	Ramiro	Diaz-Granados	Jack	Hartley
Yohannes	Baynes	Melissa	Diracles	Kate	Harvey
Eric	Belknap	Tim	Durfee	Mira	Henry
Juliette	Bellocq	John	Enright	Ana	Henton
Hagy	Belzberg	John	Epperly	Dan	Herman
Ann	Bergren	Lindsay	Erickson	Tim	Higgins
Daniel	Berlin	Todd	Erlandson	Brooke	Hodge
Vinayak	Bharne	Peter	Erni	Craig	Hodgetts
Janek	Bielski	Frank	Escher	Bill	Hogan
Can	Bilsel	Kemi	Esho	Andrew	Holder
Deborah	Bird	Xarene	Eskandar	Eric	Holmquest
James	Black	Matt	Fajkus	Michael	Holz
Haiko	Blikian	Brett	Farrow	Megan	Horn
Jennifer	Bonner	Ashle	Fauvre	Coy	Howard
Marc	Borrowman	Christopher	Fenton	Alvin	Huang
Laura	Bouwman	Graham	Ferrier	Georgina	Huljich
Leonardo	Bravo	James	Fischer	Hisako	Ichiki
Jesse	Brink	James	Fisher	Jeffrey	Inaba
Laurel	Broughton	Bryan	Flaig	Ali	Jeevanjee
Leanna	Brugh Libourel	Jessica	Fleischmann	John	Jennings
Anne	Burdick	David	Fletcher	Cathy	Johnson
Siobhan	Burke	Heather	Flood	Scott	Johnson
Ilaria	Campi	John	Frane	Dora	Jones
Ashley	Carse	Travis	Frankel	Victor	Jones
Wil	Carson	David	Freeland	Helena	Jubany
Natasha	Case	John	Friedman	Eric	Kahn
Henry	Cheung	Ronald	Frink	Ezra	Kahveci
Paul	Chiu	Todd	Gannon	John	Kaliski
Raveevan	Choksombatchai	Anabel	Garcia	Christof	Kapeller



## Woodbury School of Architecture – 2012-14 Critics List

Ray	Kappe	Michael	McDonald	Thomas	Schneider
Neren	Karin	Dennis	McFadden	Christian	Schnyder
Kevin	Kavanagh	Duane	McLemore	Ari	Seligman
Ryan	Kemp	Tyler	McMartin	Mohamed	Sharif
Jason	Kerwin	Mark	McVay	Po-Wen	Shaw
Pat	Killen	Matthew	Milton	Judith	Sheine
Alice	Kimm	Scott	Mitchell	Roger	Sherman
Jason	King	Noel	Moreno	Janice	Shimizu
Greg	Kochanowski	Patricia	Morton	Jennifer	Siegal
Julia	Koerner	Brendan	Muha	Michael	Silva
Kay	Kollar	Kevin	Mulcahy	Glen	Small
Dina	Kronic	Sebastian	Munoz	Carl	Smith
Andy	Ku	Jenny	Myers	Carrie	Smith
Silvia	Kuhle	Alexis	Navarro	Kirby	Smith
Bill	Lacey	Ana	Neimark	Phil	Smith
Neil	Leach	Gaston	Nogues	Stephanie	Smith
Gloria	Lee	Ed	Ogosta	Andrew	Rasmussen
Mark	Lee	Sean	Olah	Julie	Smith-Clementi
Mia	Lehrer	Sasha	Ortenberg	Ann	Sofi Holst
Michael	Lehrer	Yo	Oshima	Bob	Somol
Rob	Ley	Michael	Osman	Michael	Speaks
Andrew	Liang	Dwayne	Oyler	Marcello	Spina
Wonju	Lim	Gary	Paige	Katie	Spitz
Yeekai	Lim	Alex	Pang	Josh	Sprinkling
Juintow	Lin	Kyong	Park	Christian	Stayner
Andrew	Lindley	Jose	Parral	Peter	Stempel
Lisa	Little	Michelle	Paul	Eric	Stolz
Ben	Loescher	John	Pawlak	Robert	Stone
Alexandra	Loew	Linda	Pollari	Tracy	Stone
Karen	Lohrmann	Anne	Porter	Gordon	Stott
Alan	Loomis	Hadrian	Predock	Gabie	Strong
Cesia	Lopez	Drew	Pusey	Doug	Suisman
Daniel	Lopez-Perez	Irma	Ramirez	Peter	Sun
Billy	Lor	Mary Ann	Ray	Bo	Sundius
Sarah	Lorenzen	Iris	Regn	Doris	Sung
Rebecca	Lowry	Stephanie	Reich	Mike	Sweeney
Sam	Lubell	Deborah	Richmond	Mike	Swischuk
Cici	Luong	Heather	Roberge	Takako	Tajima
Moshik	Ma	Alex	Robinson	Tensho	Takemori
Kevin	Madden	Damian	Robledo	Aleksander	Tamm-Seitz
Carlos	Madrid	Michael	Rotondi	Jonathan	Tate
Mike	Manalo	Jonah	Rowen	James	Tate
Elena	Manferdini	Kati	Rubinyi	Kagan	Taylor
Robert	Mangurian	Michael	Rucinski	William	Taylor
Tom	Marble	Rebecca	Rudolf	Warren	Techentin
David	Martin	Micah	Rutenberg	Peter	Testa
Jake	Matatyaou	Carmen	Salazar	Russel	Thomsen
Evan	Mather	Linda	Samuels	Elizabeth	Timme
Thom	Mayne	Marcos	Sanchez	Mary Jean	Timms
Ilaria	Mazzoleni	Larry	Scarpa	Mary	Tims
Jason	McCann	Axel	Schmitzberger	Ben	Toam

## Woodbury School of Architecture – 2012-14 Critics List

Peter	Tolkin
Olivier	Touraine
Paul	Trussler
Gee-ghid	Tse
Darlene	Urgola
Scott	Uriu
Greg	Van Grunsven
Jessica	Varner
Greg	Verabian
Paola	Vezzulli
Warren	Wagner
Roland	Wahlroos-Ritter
Chris	Warren
Alex	Webb
Li	Wen
Emily	White
Sarah	Whiting
Brian	Wickersham
Andrew O.	Wilcox
Max	Williams
Tim	Williams
Michelle	Wilson
Scott	Wolf
Michael	Woo
Bryant	Yeh
John	Yoder
Richard	Yoo
Carol	Young
Andrew	Zago
Mimi	Zeiger
Hraztan	Zeitlian
Peter	Zellner

December 20, 2013

Luis Calingo  
President  
Woodbury University  
7500 Glenoaks Boulevard  
Burbank, CA 91510-7846

Dear President Calingo:

At its meeting by conference call on June 25, 2013, a panel of the Interim Report Committee convened to consider the Interim Report submitted by the Woodbury University (WU) on March 1, 2013. The panel reviewed your Interim Report and the Commission's action letter of June 24, 2010. I apologize for the tardiness in getting this letter to you.

The panel appreciated the opportunity to discuss the report with David Dauwalder, Executive Vice President and Provost; Victoria Liptak, Associate Vice President, Academic Affairs and Accreditation Liaison Officer; and Bruce Feinstein, Institutional Researcher. The conversation was informative and very honest in helping the panelists better understand your institution's challenges and progress on meeting the areas cited in the Commission's letter.

The panel found many areas of commendation for Woodbury University including:

1. The major work that has been done in implementing the recommendations of the Commission.
2. The inclusive process used by administration in involving faculty in developing solutions to the areas of concern.
3. The revised Program Review process developed by the Educational Planning Committee based on best practices which focus on student learning to improve each program and to help determine budget allocations.
4. The successful crosswalks developed between programmatic accreditation and WU's program review in order to take advantage of the focus of each review process.
5. The considerable work completed on revising the General Education program through an Integrative Learning model which enables more intentional learning through scaffolding both inside and outside the classroom.
6. The development of an assessment group which oversees the evaluation of educational effectiveness.
7. The formalization of the Faculty Financial Analysis Committee which uses benchmarking salary data with peer institutions.
8. The increase of fulltime faculty from 48 in 2008 to 83 in 2013.

The Commission action letter identified three areas for the Interim Report's attention:

1. **Student Learning and Program Review.** The Commission asked WU to develop clearer guidelines for Program Review with a consistent schedule for utilizing the results for program improvement and resource allocation. The panel found that WU took this recommendation very seriously by developing and approving new Program Review guidelines based on best practices and resources from WASC. In the new process: 1) student learning is regularly assessed; 2) assessment informs program planning and curricular change; and 3) program plans and evidence-based claims influence budgeting. Co-curricular programs are now included in the review cycle. The panel is concerned that the schedule may be overly aggressive and difficult to implement with so many scheduled in each year. The panel recommends that WU reconsider the schedule in order to be more realistic about implementation. The panel also recommends that WU continue refining and expanding their program review system with a focus on integrating student learning assessment, making use of the results, and ensuring follow through with transparent action planning. A careful monitoring by WU of the implementation of what appears to be a very sound plan will be essential. The panel expects a thorough report to be included in the institution's Self-Study being prepared for its Offsite Review in Fall 2017.
2. **General Education.** The Commission urged WU to place a priority on completing a revision of General Education which had been discussed for many years. WU was encouraged to have clearly outlined and measurable outcomes for General Education. WU has taken this recommendation very seriously by remodeling its General Education program to ensure that students achieve a new set of integrated, mission-centered,

institutional learning outcomes throughout all four years of their experience. A new Integrated Learning program enables more intentional learning by scaffolding student experience level and types and by providing learning opportunities both inside and outside the classroom. The very commendable *Woodbury Experience* provides further strength outside the classroom. An Assessment Group has been appointed with representatives from all schools to begin a quality control effort. The panel urges WU to begin the assessment of student learning in the General Education program and to invest resources in supporting faculty development to ensure professional institutional research and assessment capacity in order to fully engage in the difficult work embodied in the Integrated Learning model. The panel has concerns that this ambitious but laudatory model may be so complex that sustainability could become an issue in upcoming years. Curriculum maps were still to be developed at the time of panel review. Program review will be essential to continue identified strengths and to make modifications based on evidence of the assessment of the stated outcomes. The panel expects that by the time of the Offsite Review in Fall 2017, a thorough analysis will be presented of how this new program has been fully implemented and assessed for its strengths and weaknesses.

- 3. Faculty Compensation and Workload.** The Commission asked WU to address the ongoing issue of the equity of compensation, work load, employee performance standards, and evaluation, transparency, consistency, and promotion policies for both fulltime and adjunct faculty. In response, WU made the Faculty Financial Analysis Committee a standing committee rather than an *ad hoc* committee and created a new Adjunct Faculty Pay Scale Committee. The dramatic increase of fulltime faculty has already been noted earlier in this letter. Compensation has also been increased for fulltime and adjunct faculty at a time when many institutions have continued pay freezes. The panel finds that WU is on the right track in these areas of concern. Further, they support WU's aim to continue its analysis of faculty workload in order to ensure equity for salaries, stipends, course release, and professional development.

After extensive discussion about the significant progress that has been made by Woodbury University in addressing these areas, the panel acted to:

1. Receive the Interim Report with recommendations and commendations.
2. Encourage Woodbury University to include a continuing focus on the three areas of concern as it prepares for the upcoming reaffirmation of accreditation with the Offsite Review scheduled in Fall 2017 and the Accreditation Visit in Spring 2018.

WASC looks forward to working with you and wishes you every success as you proceed toward the next stages of accreditation review. As your staff liaison, please let me know how I can be of further help.

Sincerely,



Richard Osborn  
Vice President

cc: David Dauwalder, Executive Vice President and Provost  
Randy Stauffer, ALO  
Members of the Interim Report Committee